



# Student Gains Report

McKinley CLA Middle & High School  
St. Louis, Missouri  
*February 2017*

*The data analysis for this report was independently performed by  
Research In Education, Inc.  
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## SUMMARY

In the Fall of 2016, McKinley CLA administered the STAR Reading assessment to its students in grades 6 through 9. The students who were identified as non-proficient readers, those students reading more than one year below grade level, were provided with the Altis Reach reading intervention software program. In addition, the Instructional Reading Coach at McKinley CLA participated in one day of professional development on the pedagogy, intervention strategies, research and additional tools and resources contained in the Altis Reach program.

The students identified as non-proficient readers were given access to Altis Reach starting in October and November of 2016. In January 2017, the Winter administration of the STAR Reading Assessment was delivered. The results of the Winter STAR Reading assessment showed that the 34 students who used Altis Reach had improved significantly<sup>1</sup>. Their average improvement was .51 grade levels in reading between October/November and January. Moreover, the more students used Altis Reach, the more they improved. The 23 non-proficient readers who used Reach for at least four hours improved an average of .70 grade levels.

## INTRODUCTION

McKinley CLA is in the St. Louis Public School District and is located in St. Louis, Missouri. The school spans grades 6-12 with enrollment of 528 students. The composition of its student body is approximately 51% African American, 41% Caucasian and 5% Asian.<sup>2</sup>

In the Fall of 2016, McKinley assessed the reading proficiency of its students in grades 6 through 9 using the STAR Reading assessment. In October and November 2016, McKinley provided its non-proficient readers (those students reading more than one year below grade level) with the Altis Reach reading intervention program. Their reading proficiency was then re-assessed in January 2017. This report examines the efficacy of the Altis Reach reading intervention program for these students.

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<sup>1</sup> Of the 37 non-proficient readers who were provided access to Altis Reach, 3 spent total time of less than 1 hour on the program and were not included in the results of Reach users.

<sup>2</sup> Missouri Department of Elementary & Secondary Education, Missouri Comprehensive Data System, School Report Card.

## STUDENTS

After administering the STAR Reading assessment, 37 McKinley students were identified as reading more than one year below grade level, and were provided access to the Altis Reach reading intervention program.

After the Winter administration of the STAR Reading assessment, results were tabulated for all the students who had used the Altis Reach program for at least one hour during this period. Table 1 below shows the distribution by grade for these students. (Three of the 37 students did not use the program for at least one hour.)

**Table 1. Distribution of Students By Grade (Students reading more than one year below grade level who used Altis Reach for at least one hour)**

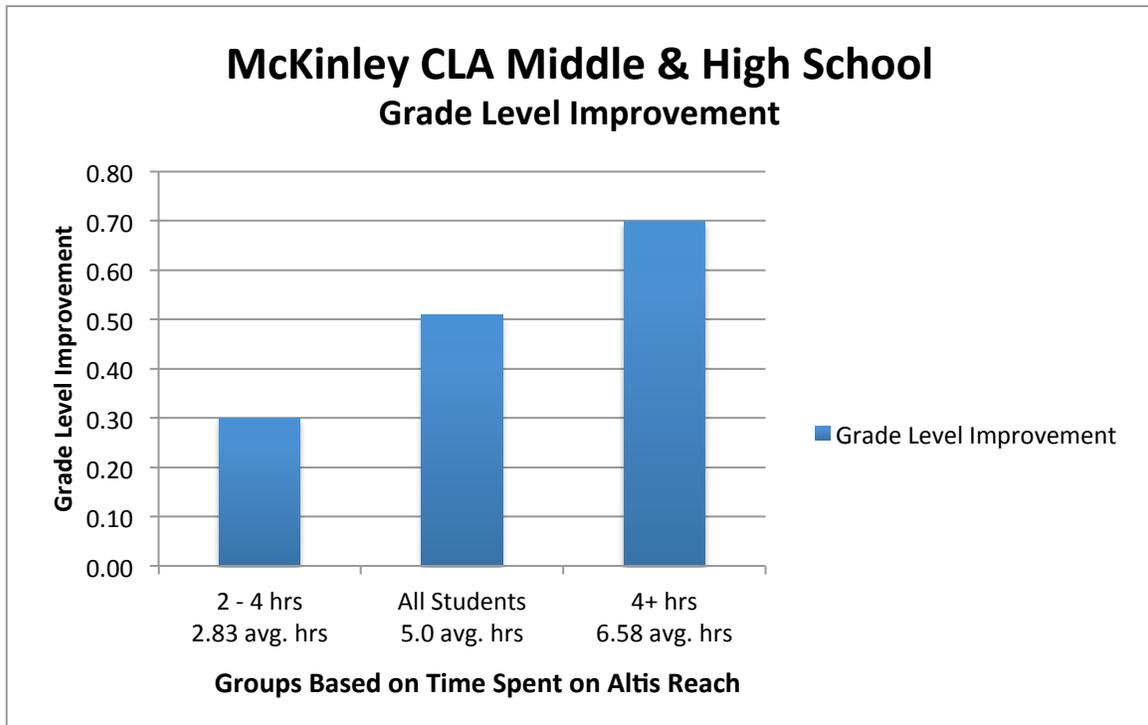
Grade	Number of Students
6	4
7	6
8	2
9	22
<b>Total</b>	<b>34</b>

## RESULTS

The results of the STAR Reading assessment showed that students who had been reading more than one year below grade level improved an average of .51 grade levels after using Altis Reach between October/November and January. In fact, the more students used Altis Reach, the more they improved.

While all the Reach students as a group improved .51 grade levels, the students who used Reach for four or more hours during this period improved an average of .70 grade levels between October/November and January. Figure 1 shows the relationship between the amount of time students used the Altis Reach program and the level of gains they achieved.

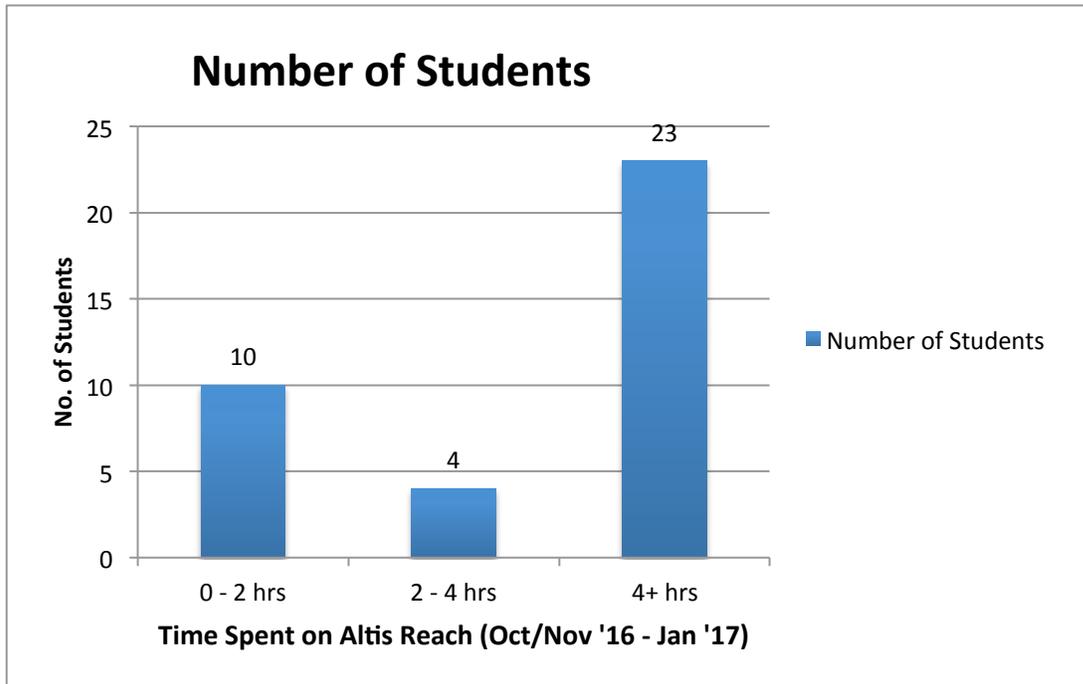
**Figure 1. Grade Level Improvement As a Function of Time Spent on Altis Reach**



By way of reference, the other 191 McKinley students (those who were advanced, on-level and less than one year below grade level) improved an average of .16 grade levels during this same period.

Figure 2 shows the number of students in each group based on the amount of time they used the Altis Reach program.

**Figure 2. Number of Students vs. Time on Program**



## CONCLUSION

The above analyses reveal that students who were more than one year below grade level and used Altis Reach between October/November 2016 and January 2017 made significant gains in reading of .51 grade levels, as measured by the STAR Reading assessment. Moreover, the more the students used Altis Reading, the more the students improved, with students who used Reach for at least four hours improving an average of .70 grade levels during this period.