

# Virginia District Improves Standards of Learning Performance with Increased Use of *Actively Learn*™

## Overview

The purpose of this study is to examine reading test scores in a medium-sized school district in Virginia before and after an increased use of McGraw Hill's *Actively Learn*™, a rich, standards-aligned English Language Arts supplemental program for students. *Actively Learn* brings interaction and deep engagement to student's understanding of classic literature and other complex texts.

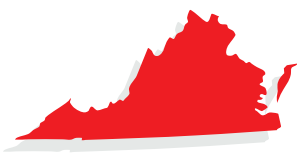
## Method

Aggregated, district-level data was pulled from the Virginia state website for the 2020–2021 and 2021–2022 school years. The data included student demographic information and the percentage of students who passed the Reading portion of the Virginia Standards of Learning (SOL) assessment program.

The district has approximately 40,000 students enrolled, with approximately 44% of whom are White, 32% are Black/African American, and 11% are Hispanic.

*Actively Learn*'s use in the district increased from less than 6,000 active users in 2020–2021 to more than 15,000 active users in 2021–2022.

### DISTRICT INFORMATION

**Location:**

Virginia

**Size:**

Medium (~40,000 students)

**Grades:**

6–12

## Results

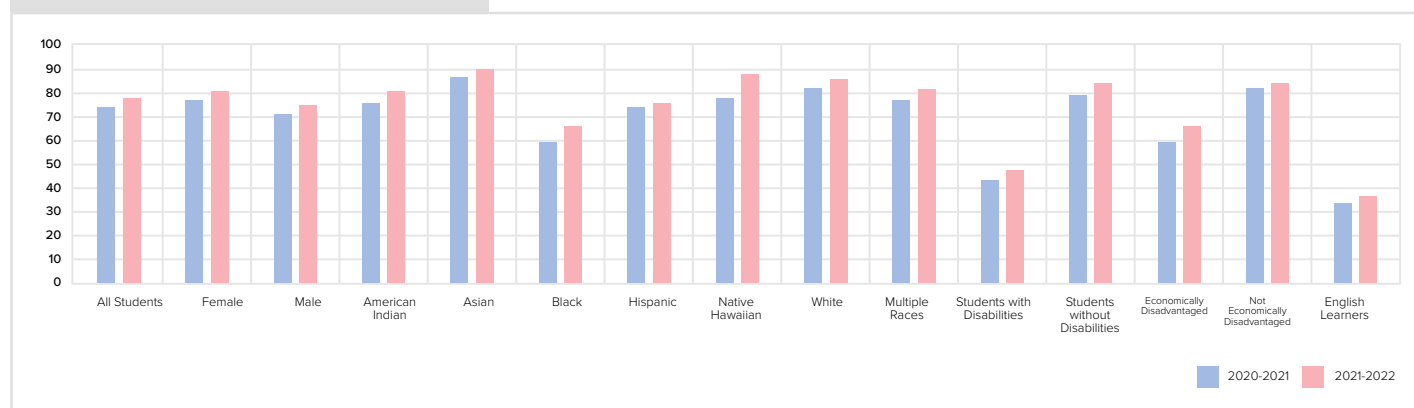
Overall, the percentage of students who passed the state test increased from 74% in 2020–2021 to 78% in 2021–2022. This pattern was observed across gender, racial/ethnic groups, student disability status, free or reduced lunch status, and English language learner status (Figure 1).

Additionally, data from students in grades 6–8 were examined separately. Overall, a similar pattern emerged, in which the overall district

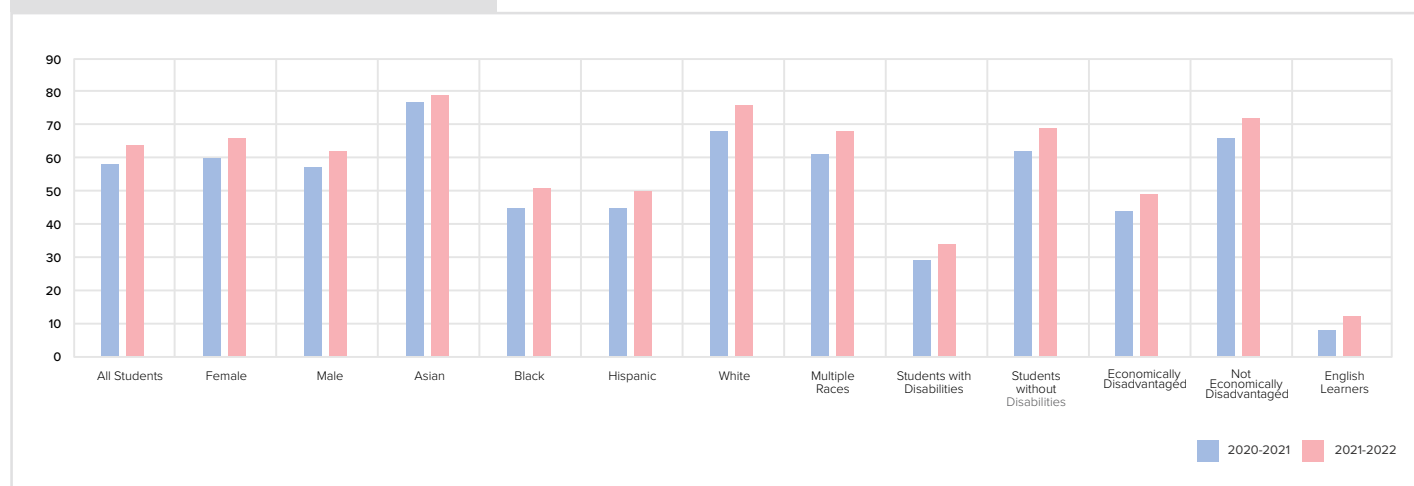
saw increases in the percentage of middle school students passing the reading portion of the SOL. The trend was observed across most demographic variables (Figures 2–4).

Finally, high school students who completed the end of course reading exam also demonstrated improved performance year over year, with the percentage of students passing increasing from 83% to 88% (Figure 5).

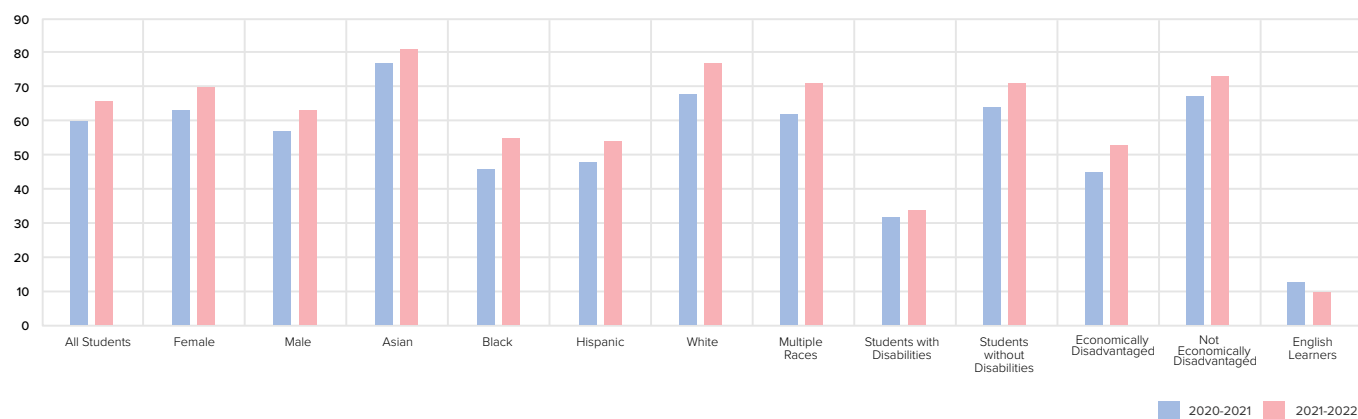
**Figure 1:** Overall Reading Passing Rates



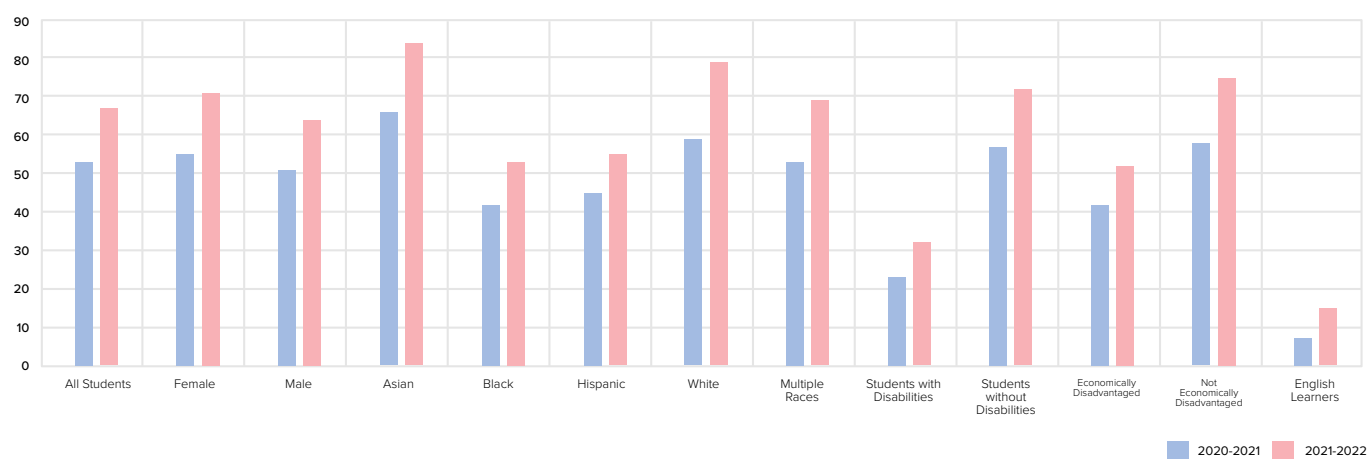
**Figure 2:** Grade 6-Reading Passing Rates



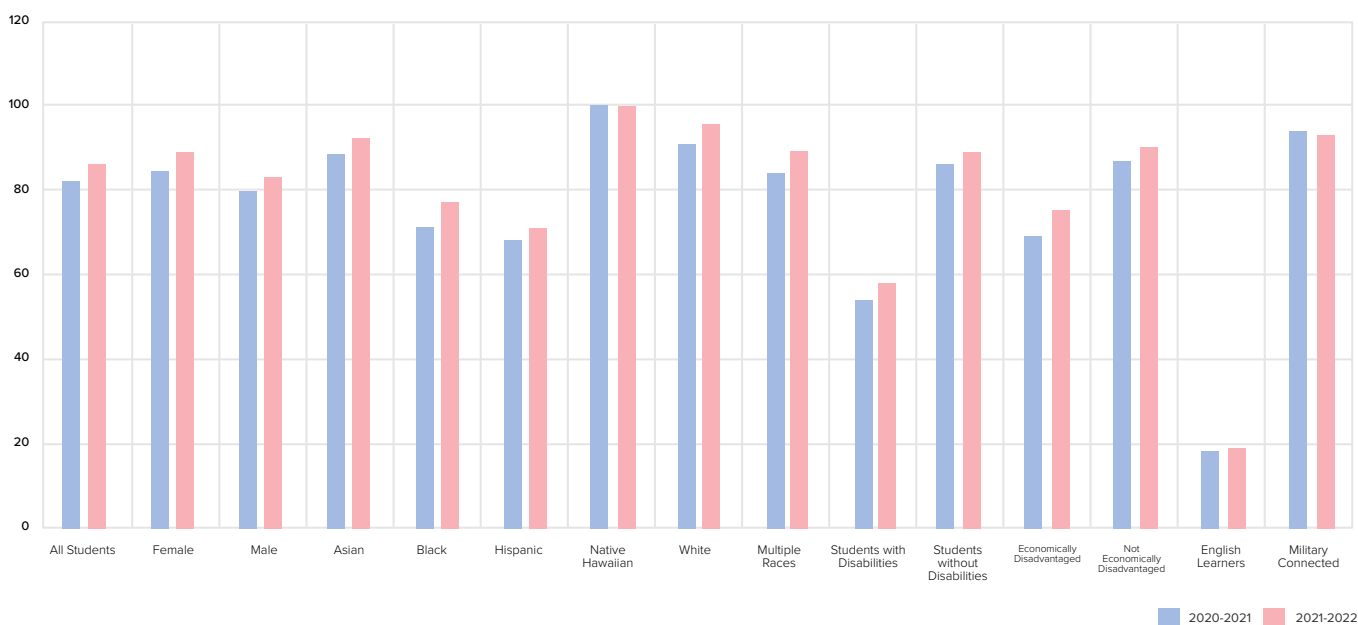
**Figure 3: Grade 7-Reading Passing Rates**



**Figure 4: Grade 8-Reading Passing Rates**



**Figure 5: End of Course English Reading Passing Rates (High School)**



## Conclusion

In this Virginia school district, the percentage of students who passed the Reading portion of the state test increased from 2020–2021 to 2021–2022. This was found at the district level, as well as across middle and high school students and demographic variables. During this time, the number of *Actively Learn*™ active

users also increased. While causal claims cannot be drawn regarding the improvement in student performance, the association between student improvement and greater *Actively Learn* usage in the district bears further analysis.

To learn more about our programs, visit:  
[mheducation.com/activelylearn](https://mheducation.com/activelylearn)

