RESEARCH EVIDENCE
The purpose of this document is to demonstrate clearly and explicitly the scientific research evidence for *Wonders*. *Wonders* is built around effective instruction to meet the needs of all learners.

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Dear Educators,

We have an ongoing commitment at McGraw-Hill Education to provide academically and educationally sound instructional materials.

Part of the commitment includes working with world-class researchers, academics, and practitioners in education to build an authorship team for our programs that helps design, develop, and validate instructional models that are based on current scholarship and research, establish efficacy, and support effective teaching and learning.

*Wonders* is currently in use and enjoyed by thousands of teachers and millions of students across the United States. The program has demonstrated its effectiveness in a variety of different settings.

We invite you to examine the attached portfolio, where we have included the most compelling indicators of success of the *Wonders* program. Included in the supporting documents you will find:

- Independent efficacy studies, in which the students using *Wonders* showed gains from beginning-of-year to end-of-year exams
- Case studies and testimonials from a range of customers in different districts, with differing needs, all of whom credit *Wonders* for their success
- A widescale educator perception study, in which *Wonders* scored more favorably than its peers on every factor surveyed, including overall quality

At McGraw-Hill Education, we are committed to continuously improving the instructional quality and academic integrity of our materials. If you believe it would be helpful, we would welcome the opportunity to meet with you and your colleagues to discuss any specific research or pedagogy dimensions.

Thank you for both your dedication to the success of your learners, as well as your efforts to support our joint commitment to helping empower great teaching.

The McGraw-Hill Education Team
Project Brief

An efficacy study of Reading Wonders was conducted in 17 elementary schools in California, Kansas, and Illinois during the 2014-2015 school year by researchers from the Center for Research & Reform in Education (CRRE) at Johns Hopkins University. The study included more than 1000 students in grade 4. Overall findings showed basically equivalent gains for Reading Wonders classrooms in their first year of implementation to comparison classrooms using established reading programs. The teacher survey and principal interviews showed strongly favorable attitudes towards the use of Reading Wonders overall.

Study Structure

In summer of 2014, McGraw-Hill Education contracted with the Center for Research & Reform in Education (CRRE) at Johns Hopkins University to conduct an efficacy study of Reading Wonders, a Common Core State Standards-aligned elementary reading program designed to develop students’ literacy skills.

The study design was a quasi-experimental controlled comparison design in California, Illinois, and Kansas that looked at the reading achievement of 1037 students in grade 4 in order to evaluate the efficacy of Reading Wonders to develop students’ reading skills. Specific research questions included:

1. What is the impact of the RW program on fourth grade students’ reading achievement after one year of exposure compared to students in non-RW business-as-usual schools?
2. Are there measurable differences in instructional practices, professional development, and beliefs between RW teachers and comparison teachers?
3. How do principals and teachers perceive the effectiveness of RW and the professional development?

The Reading Wonders treatment group was primarily composed of users in their first year of implementation. The control groups were using programs that had been in their schools for multiple years and included a Houghton-Mifflin Harcourt reading program as well as teacher-created reading materials.

Participants

- 17 schools (13 RW, 4 Comparison)
- 1,037 4th-grade students (739 RW, 298 Comparison)
Measures

Group Reading Assessment and Diagnostic Evaluation (GRADE). The GRADE is a norm-referenced reading assessment which can be group administered. In this study, the participants were tested at the beginning of the study and at the end of the study using Level 4, Form A, containing the following subtests:

- Vocabulary
- Sentence Comprehension
- Passage Comprehension
- Listening Comprehension

Principal Interviews

Interviews with principals were conducted in the spring, focusing on three main areas: the principal’s perception of the RW program, the school’s use of the program, and the student response to the program.

Teacher Online Survey

Teachers responded to Likert-type items regarding fidelity of implementation, program perceptions, and student engagement.

Classroom Observation Rubric

Classes were observed in the spring. The rubric is divided into 4 areas: Instructional orientation, instructional strategies, behavior management, and student engagement.

Summary of Findings

Overall, the academic achievement findings for this study showed no statistically significant difference between the Reading Wonders users and the control groups. Both groups made gains over the course of the academic year, but those gains were small.

In looking at the teacher survey responses, a more strongly positive picture of Reading Wonders emerges. Teachers reported favorably towards the program’s structure and content and especially positively towards student engagement. Teachers did note that they lacked time to fully implement the program and they also felt they lacked adequate training.

Responses from the principal interviews were also positive, particularly towards Reading Wonders’ CCSS alignment and in the program’s ability to meet the needs of diverse learners.

In the classroom observations, significant differences were noted between RW and control classrooms. Reading Wonders classrooms were most likely to use lecture, clear communication of the purpose of the lesson, and high-level question techniques while control classrooms were significantly more likely to use individual tutoring and preventative behavior management. However, students in the control classroom appeared to enjoy their class work more than Reading Wonders students which contrasts with the teacher-reported engagement of their students.

The remainder of this report provides additional detail on study measurements and related findings.
Detailed Results

ACADEMIC ACHIEVEMENT FINDINGS

Overall, in the first year of implementation, the *Reading Wonders* program students performed similarly to the non-participating students on three types of reading achievement outcomes in Fall 2014 and Spring 2015. In addition, the changes on vocabulary, comprehension, and overall reading achievement between Fall 2014 and Spring 2015 fall were small for both the RW program participants and nonparticipants. There was no statistically significant difference in 2015 GRADE outcomes between the RW program students and non-RW program students after controlling for 2014 GRADE and free lunch status, t(13.22) = -.34, p > .05, pseudo-R2 = -.077.

PRINCIPAL INTERVIEW FINDINGS

In all, analysis of the principal interviews suggests a number of observations regarding the *Reading Wonders* program.

• Ten out of 10 RW principals interviewed agree that RW is a beneficial program, especially in its alignment with the Common Core and the way it meets the needs of most of its students.

• RW principals overwhelmingly find that students enjoy the program and are challenged cognitively by the activities and content.

• Six out of 10 principals adopted RW as part of a district mandate, but most principals agreed that they would recommend the program to another educator regardless of their initial reason for adopting the program.

• Suggestions for improving the program include bolstering writing components, clarifying the pacing and timing of instruction, differentiating the curriculum for a wider range of student abilities, and providing more comprehensive and ongoing professional development for teachers.
Conclusion

Although the overall achievement for the Reading Wonders users is similar to those students using a different program, it is possible to note that the Reading Wonders groups achieved this even in the first year of the implementation, and even though some users started using the materials several weeks into the school year. The comments from teachers and principals about their overall satisfaction with the program are strongly positive. In a first-year implementation, when there will inevitably be problems with startup, the teachers and principals showed a strong commitment to Reading Wonders overall.

TEACHER SURVEY FINDINGS

Results from the Teacher Reaction Survey indicated that the majority of Reading Wonders teachers agreed that they enjoyed using the program, that the program enhanced their knowledge of reading content, and that they supported the goals of the program. Positive response rates were particularly high for statements regarding student engagement with over 94% of participants reporting that their students used thinking/ reasoning skills and strategies with the program. All participants reported that RW was aligned with the CCSS in the areas of reading fluency and understanding key ideas and details of texts. Elements of the program that were rated most frequently as being successful included: technology, lesson plans, grammar lessons, and stories. Participants indicated that a lack of time to make full use of the program as well as a lack of training were the program’s greatest challenges. The majority of respondents (over 85%) would choose to implement Reading Wonders again.

CLASSROOM OBSERVATIONS

The researchers did note that the small sample size of control classrooms could skew some of the observed effects so all of these classroom observation findings should be taken with caution. Significant differences were found in instructional orientation, instructional strategies, behavior management, and student engagement. Reading Wonders classrooms were significantly more likely to use lecture while comparison classrooms used individual tutoring. Reading Wonders classes also used clear communication of program goals and high-level questioning significantly more than control classes. There were also significant differences seen in the use of preventative behavior management, with the control classes using more of these strategies. Additionally, during the observations, control classrooms showed significantly more student enjoyment of class work than the students in the Reading Wonders classrooms.
Summary

The impact of McGraw-Hill Education’s Reading Wonders on elementary school students’ reading proficiency was examined through the use of a convergent parallel mixed methods design. In total, 239 students enrolled in 12 third grade classes at six Title I public elementary schools in a rural North Carolina school district participated in the study. Data from the North Carolina End-of-Grade reading assessment and the Reading 3D statewide assessment during the first full year of Reading Wonders implementation (2014-2015 school year) were analyzed. The Reading 3D assessment is comprised of two other assessments of early reading and comprehension: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading Comprehension (TRC). Participating teachers were also surveyed to evaluate their perceptions of the effectiveness of Reading Wonders.

Results revealed a statistically significant increase of DIBELS scores for students using Reading Wonders from the beginning of the year to the end of the school year, $p < .01$. On average, DIBELS composite scores for third graders in Reading Wonders classes increased by 128 units from fall 2014 to spring 2015, as shown in Figure 1.

FIGURE 1
DIBELS Composite Score

![DIBELS Composite Score Graph]

Research Evidence
Students who used *Reading Wonders* also significantly increased TRC scores by an average of 27%, from 14.3 to 18.1, from fall 2014 to spring 2015, p < .01. As shown in Figure 2, the percentage of students scoring far below proficient on TRC dropped from 42% at the beginning of the year to 23% at the end of the year. Additionally, the percentage of students scoring above proficient doubled from 13% to 26% over the course of the school year using *Reading Wonders* (Figure 2).

**FIGURE 2**
*TRC Score*

Performance on the North Carolina End-of-Grade reading assessment also revealed positive trends for students using *Reading Wonders*. The percent of students achieving both grade-level proficiency and college and career readiness standards (Levels 4 and 5) rose from 11% at the beginning of the year to 36% at the end of the year. These results are shown in Figure 3.

**FIGURE 3**
*North Carolina End-of-Grade Assessment*

Results of the teacher surveys showed overwhelmingly positive perceptions of the effectiveness of *Reading Wonders*. 
In May 2017, McGraw-Hill Education conducted a proprietary blind quantitative study to identify perceptions of MHE School and key competitor programs among K-12 teachers and administrators. From May 3-14, 2017, a total of 3,875 responses were received, with 375 pertaining to Core Elementary (K-5) ELA programs. Respondents evaluated McGraw-Hill’s Wonders and two other market leading programs. Results showed that 1) Wonders was viewed by educators more favorably than both competitor programs, per top 2 box ratings on a 7-point scale and 2) Wonders outperformed both programs on perceptions of ease of use and led the industry on all other attributes—recognition, relevance, technology, efficacy, quality, value, and uniqueness, per top 2 box ratings on a 5-point scale.

**MHE School Product Awareness & Perceptions Survey, May 2017**

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<td>Uniqueness</td>
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</table>

% Favorable reflects top 2 box ratings on a 7-point scale; product perceptions reflect top 2 box ratings on a 5-point scale.
Progress through Partnership: Champaign Community Schools and Wonders

Challenge
In 2011, Champaign Community School District, in Illinois, was dealing with a significant achievement gap among its more than 9,600 students. The district found its existing resources and programs were disconnected. The district decided it needed a new, unified K-5 ELA curriculum to help its struggling readers, while continuing to support and challenge its at-level learners. During their next reading adoption, Champaign created a thorough process to identify the best possible curriculum for the district.

Solution
Champaign’s superintendent, Dr. Susan Zola, looks for three critical elements when considering a new curriculum adoption:

• High quality resources that support our work
• Professional Learning that helps build staff capacity
• Assessments and data that indicate student growth

After a thorough, multi-year pilot of Wonders and several other programs, Champaign adopted Wonders in grades K-5 to serve its more than 4,000 elementary students. When surveyed, 100% of the teachers piloting Wonders determined that Wonders materials met students’ academic needs.

According to Dr. Zola, “we landed on Wonders for several reasons. We have various levels of teacher experience; finding a resource that fit for both veteran teachers as well as our new teachers is one of many reasons that we chose Wonders. The team at McGraw-Hill Education was very willing to work collaboratively with us building staff capacity. They were responsive to our existing literacy and assessment structure and respected that Wonders was a piece of a bigger picture.”

Results
Champaign Community Schools has continued their use of Wonders from their initial pilot through to a full district implementation, including the addition of WonderWorks literacy intervention and Maravillas Spanish Language Arts. Dr. Zola shared, “we’ve seen our early literacy efforts pay off after our investment in staff capacity. We’re seeing stronger outcomes in early reading both from our PARCC data and MAP data. That’s a trend that we want to see grow over the next several years.”

To support that growth, Champaign has continued to adapt, and so has Wonders. Since their initial adoption, Champaign has implemented the newest version of Wonders digital resources—which their voices influenced. “We shared our feedback with the team at McGraw-Hill, and they passed it along to the folks who develop the program. We saw the new version actually change based on our suggestions and the feedback of other districts,” said Dr. Zola.
Dr. Zola appreciates the continued partnership and collaboration with McGraw-Hill and Wonders. It feels like McGraw-Hill Education has been a very different partner than my experiences with other curriculum providers. They have continued to collaborate with us through the adoption process and beyond. Their willingness to listen to ongoing feedback and stay connected with our work is refreshing. McGraw-Hill wants to ensure we find success with their resource and has been a part of our shared work since implementation."

“I have been surprised, liberated, excited by what Wonders has offered my students and me.”

Wonders Teacher
Champaign, Illinois
Delta Elementary Charter School:
Finding Balance with Wonders

Vanessa Belair has been an educator for 13 years: she spent ten years as a classroom teacher and just finished her third year as principal of Delta Elementary Charter School. Principal Belair describes her school as a “rural charter school outside of Sacramento, California” where about a third of the student population receives free and reduced lunch, and slightly more than a quarter are English Language Learners. In 2013, Delta Charter began the search for a new literacy curriculum for their school.

Challenge
In the past, the curricula that Principal Belair used as a classroom teacher were not hitting the mark. “I was at a district-level school and the curriculum was very rigid,” she shared, “As a teacher, you had to read verbatim what was printed in the book. Then I taught at a private school where I had no program to support me at all.” Her list of requirements for Delta Charter’s new ELA program included a proven research base, a strong close reading strategy, a flexible instructional model, and support for the shifts in ELA standards.

Solution
As Delta Charter began their search, Wonders came highly recommended by an administrator in a neighboring district that had adopted it the previous school year. From her research, Mrs. Belair felt that “Wonders knew what it was doing with close reading strategy and was on the forefront of the shifts” to the new standards. She was impressed by the research behind the program and the flexibility of Wonders, and appreciated the candid discussions she was able to have with her sales representative. After determining that their requirements would be met, Delta Charter implemented Wonders in grades K-6 for the 2014-2015 school year.

Results
Delta Charter has been using Wonders since their original implementation in 2014. Mrs. Belair reports that the teachers at Delta Charter “all enjoy using the Reading/Writing Workshop” and “love the differentiation in Wonders.” Whether a student is Approaching Level, On Level, Beyond Level, or an English Language Learner, the differentiation supports provide equity of access for all learners. The teachers refer to the differentiated instruction as WINN—“What I Need Now time”—and have indicated that it’s really helpful to students at all levels.

“Wonders knew what it was doing with close reading strategy and was on the forefront of the shifts.”
It's been the right fit for the school, according to Principal Belair. “With charter schools comes freedom,” she commented, and Wonders has provided her teachers with the flexible instructional model she was looking for, and the freedom to implement the program based on their students’ needs and their professional judgment.

When asked how Wonders differs from other reading programs, Mrs. Belair replied, “I like the balance. I like that Wonders is a curriculum you can jump right into. Our new teachers appreciate the structure the Wonders curriculum gives them because, without that, it can be really overwhelming for new teachers.” Some of her more experienced teachers choose to use Wonders in a less structured and more flexible fashion—several treat the curriculum as a guide to ensure consistency of instruction, while others have adopted it as a set of resources so they “don’t have to find ways to create their own.” Principal Belair is supportive of these various models—“Teachers have different avenues of being successful; as long as they are successful, it doesn’t matter what avenue they take.”

We understand that class performance can improve due to a number of factors, including the innate ability and prior education of the students participating, as well as differences among professors and their pedagogies. We believe that, even taking these factors into account, [MHE product] can contribute to improvements in student outcomes.
Miami-Dade County Public Schools: Strengthening Instruction for All Levels Across a Large District

Challenge
As the fourth largest district in the United States, Miami-Dade County Public Schools experience many challenges that face large, diverse districts. Since the ELA curriculum is selected by a committee consisting of reading coaches, teachers, and district staff, addressing their varied concerns was top of mind for Vanessa De La Peña, Elementary Executive Director at Miami-Dade.

Ms. De La Peña and her team needed an ELA solution that would meet the needs of a district that serves more than 150,000 students in grades K–5. Getting consensus from the committee was one goal, but there were several other factors to consider. With their diverse student population and varied instructional needs, ensuring that every student was getting equitable instruction was a priority. As Ms. De Le Peña noted, “increasing the rigor of instruction in all classrooms is really a difficult task.”

Solution
As In 2013, the selection committee in Miami-Dade County Public Schools chose to adopt Wonders in a rare unanimous vote.

While reflecting on what influenced that decision, Ms. De Le Peña shared that “there were a few things that were unique about the program, like the tight connections between the core Wonders ELA program, WonderWorks intervention, and Maravillas Spanish Language Arts, and the match of skills taught and text used.”

This aspect of Wonders has helped Miami-Dade to “understand how we can have the seamless connection across disciplines. For students who are struggling, the connection between WonderWorks and Wonders is seamless: the same skill, genre, and vocabulary. With EFL students, Maravillas helps us develop students who are biliterate and bilingual; they build an academic vocabulary in the second language and it’s also seamless.”

“We were looking for texts that addressed the complexity and rigor of the new standards,” said De Le Peña, “and Wonders was the only solution that presented three pieces of text to the students each week that met that benchmark.” The Reading/Writing Workshop serves as the foundation, “where we start teaching the weekly skills and strategies.” The Literature Anthology features authentic texts that increase in complexity and length, and the paired texts are the basis for thematic analysis. “Having those three pieces of text connected thematically, including half fiction and half nonfiction, helps our students understand how to apply the standards across multiple genres and in longer texts, which builds stamina.”

Ms. De La Peña called out the Access Complex Text (ACT) routine in the Teacher’s Edition as “a great scaffolding tool that helps make our teachers aware of what makes that text complex and what students might be tripping over. It gives them tools and strategies to support those elements and by extension provides teachers with a bridge to help their students.”
Wonders’ digital resources, which are housed on the ConnectED platform, have also made an impact in Miami-Dade: All of the teacher resource books, the different skills and lessons, and even Vicki Gibson’s Managing Small Groups. Being able to easily navigate the plethora of resources on ConnectED ensures that our teachers are using them. The professional development on ConnectED is really a great resource.” All of these resources build a digital professional library for our teachers.

Results
Miami-Dade has seen both qualitative and quantitative results since their implementation of Wonders. In April 2013, when the annual Florida Comprehensive Assessment Test (FCAT 2.0) was administered, the percentage of Miami-Dade students in third, fourth, and fifth grade scoring “Proficient” in reading was well below the state average.

After just eight months of Wonders instruction, Miami-Dade students took the FCAT 2.0 again in April 2014. Not only did Miami-Dade close its achievement gap, its students’ reading proficiency

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For students who are struggling, the connection between WonderWorks and Wonders is seamless: the same skill, genre, and vocabulary.”

Research Evidence
Miami-Dade has continued its ELA success through the transition to the new Florida State Assessments (FSA) in 2015. The percent of Miami-Dade students in grades 3-5 who scored at level 3 (satisfactory) or above has met — or exceeded — the state average all three years the FSA has been administered. They’ve experienced increases in the percentage of students achieving the highest level (5) as well as decreases in the percentage of students scoring at the lowest level (1). The results in grade 3 have been particularly impressive; the percentage of students scoring at level 3 or above rose by 4% from 2016 to 2017, outpacing all of the other large districts in Florida.

According to the M-DCPS Department of English Language Arts, “After four years of implementation and three years of our new state assessment, it is clear that the reading instruction and selections within Wonders prepare students for Florida State Assessments by giving the students the reading confidence and stamina they need. It helps our teachers scaffold instruction to build comprehension.”

Wonders digital resources continue to help Miami-Dade effectively address student and teacher mobility. Ms. De La Peña recommends the Wonders implementation course on ConnectED to principals, new teachers, and teachers who are new to a grade. “We simply do not have the staff to provide that training repetitively; we are a very large district and a very mobile district, so there are new teachers coming in and out of our schools continuously,” she noted, “as years go by, principals will move teachers from grade level to grade level, and that can be a pretty big paradigm shift. Therefore, having digital resources readily available is very helpful to school-site administrators and teachers.
Lincoln Public Schools Reading Scores Trending Upward with Continued Use and Refinement of *Wonders*

In 2013 Lincoln Public Schools (LPS) educators were searching for a core literacy program that would get them ahead of the curve in the adoption and implementation of a standards based curriculum. After a careful and thorough pilot process—in which pilot teachers especially enjoyed the text complexity and genre variety in the program—LPS selected *Wonders* as their core ELA curriculum.

Several years after Lincoln's 2013 implementation of *Wonders*, the district is showing clear evidence of success. Since implementation, LPS students have trended upwards on the reading portions of the Nebraska State Assessments (NeSA) for grades 3, 4, and 5. This upward trend culminated in all-time high percentages of students scoring proficient on the 2016 NeSA in grades 3, 4, and 5. Additionally, in these grades, the percentage of LPS students scoring proficient in reading exceeded the state average.

Why has the partnership been so beneficial? In addition to the ease of implementation and the immediate approval from students, Lincoln teachers have been most impressed with the high quality of *Wonders'* content and the research-based instructional practices in the program. LPS has found success using *Wonders* in a blended learning format, taking full advantage of the robust and engaging print and digital features the program offers.

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Lincoln Public Schools Percent Proficient NeSA—Reading

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<td>2015</td>
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<tr>
<td>2016</td>
<td>88%</td>
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“Continued use and refinement of the rigorous instruction in McGraw-Hill Education’s *Wonders* curriculum has led to increases in reading scores”

Lisa Oltman  | Curriculum Specialist, Reading/Language Arts K-6  | Lincoln Public Schools
California ELA Test Score Analysis: 
Wonders Research Report

Overview
Analysis of Smarter Balanced test results from every California district that implemented Wonders before 2015 shows a pattern of increasing performance for students in districts in year one and two of standard implementations of McGraw-Hill Education’s Reading Wonders program across the state. Analyses of student cohorts reveal an average increase of 8.6 percentage points in the proportion of students meeting and exceeding grade standards in English language arts/literacy in these districts/schools. Cohort increases range from 5 percentage points (Antioch Unified 2015 4th grade to 2016 5th grade) to 18 percentage points (Bellevue Union 2015 4th grade to 2016 5th grade).

Key Findings
• Nearly every cohort (13 of 14) from Reading Wonders districts/schools increased the percentage of students meeting or exceeding standards from 2015 to 2016. (Table 1)
• The average increase in percentage of students meeting or exceeding standards from 2015 to 2016 was greater for Reading Wonders districts than the state average. (Figure 1)
• Every cohort from the districts/schools that implemented Reading Wonders in fall 2014 showed increases from 2015 to 2016. (Figures 2-5)
• The percent of students meeting or exceeding ELA standards grew by an average of 8.4 percentage points from 2015 to 2016 in districts/school that started using Reading Wonders in fall 2014.
• Among the districts that implemented Reading Wonders in fall 2013, the percent of students meeting or exceeding ELA standards grew by an average of 9 percentage points from 2015 to 2016.

Tables and Figures on following pages
TABLE 1
Percentage of Students Meeting or Exceeding Standard for ELA on Smarter Balanced Assessment

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<td>34%</td>
<td>44%</td>
<td>10</td>
</tr>
<tr>
<td>State of California</td>
<td>Fall 2013</td>
<td>38%</td>
<td>44%</td>
<td>6</td>
<td>40%</td>
<td>49%</td>
<td>9</td>
</tr>
</tbody>
</table>

Wonders Districts vs. California State Average
The average increase in the percentage of students meeting or exceeding the ELA standard of the Smarter Balanced Assessment from 2015 to 2016 was greater for Reading Wonders districts than the state average.

FIGURE 1
Average Percentage Point Increase in Students Meeting/Exceeding ELA Standard

Research Evidence
Districts that Implemented *Wonders* in Fall 2014

Each of the eight cohorts from the districts that implemented *Reading Wonders* in fall 2014 showed increases in the proportion of students who met or exceeded the ELA standard on the Smarter Balanced Assessment from 2015 to 2016.

The percent of students meeting or exceeding ELA standards grew by an average of 8.4 percentage points from 2015 to 2016 in districts that began using *Reading Wonders* in fall 2014.

**FIGURE 2**

*Percent of Students Who Met or Exceeded Standard by Cohort: Adelanto ESD*

![Adelanto ESD Chart](image)

**FIGURE 3**

*Percent of Students Who Met or Exceeded Standard by Cohort: Antioch Unified School District*

![Antioch Unified Chart](image)
Districts that implemented Reading Wonders in fall 2013 averaged a 9 percentage point increase in the proportion of students meeting or exceeding the ELA standard on the Smarter Balanced Assessment from 2015 to 2016.
**Analysis Procedure**

The findings presented above are from a series of test score achievement level comparisons from several districts in the state of California. The analyses are based on publicly available data from the California Assessment of Student Performance and Progress (CAASPP) website. All comparisons are made across years by cohort as demonstrated by the CAASPP test results online dashboard. The website explains these comparisons as follows: “For example, if grade four is selected, then 2016 results for grade four and 2015 results for grade three will appear. Please note that the data is populating at the entity level, so students whose results are shown for the previous year may not be the exact same group as the students whose data is being shown for the current year.” Given that the state uses this method of comparison as their preferred approach, the findings presented in this report are based on analyses of test score achievement levels using this approach.

*Note:* Class performance can improve due to a number of factors, including the innate ability and prior education of the students participating, as well as differences among teachers and their pedagogies. We believe that, even taking these factors into account, Reading Wonders can contribute to improvements in student outcomes.
At McGraw-Hill Education, our vision is to unlock the full potential of each learner. Our mission is to accelerate learning through intuitive, engaging, efficient, and effective experiences grounded in academic research. We are always driving towards this vision and mission, turning aspirations into reality in new, impactful ways.

Dr. Christine Gouveia
Vice President of Applied Learning Sciences, McGraw-Hill Education