

Wonders

Text Reading
Comprehension Improvement

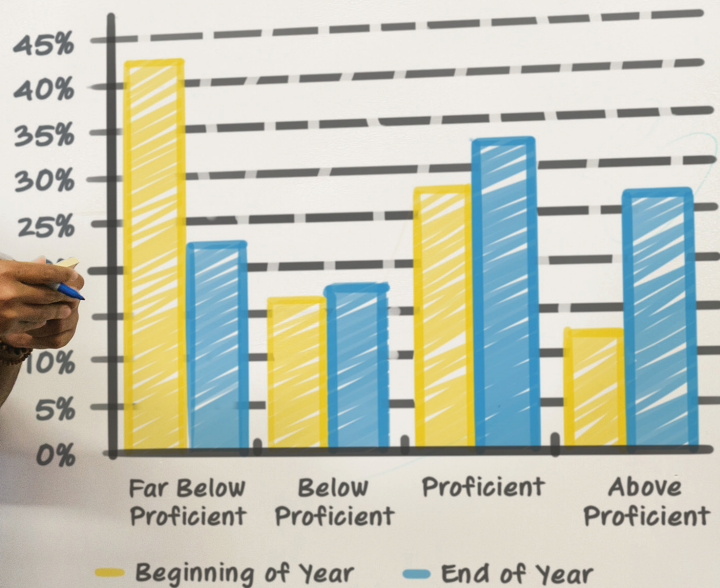





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The purpose of this document is to demonstrate clearly and explicitly the scientific research evidence for *Wonders*. *Wonders* is built around effective instruction to meet the needs of all learners.



* This section exhibits Tier III promising evidence based on ESSA Guidelines. This evidence is derived through an analysis of scientific study results.

A Shared Commitment to Student Success

We have an ongoing commitment to providing academically and educationally sound instructional materials.

To deliver on this promise, we work with world-class researchers and practitioners in education to assemble an expert authorship team, which includes Dr. Douglas Fisher and Dr. Timothy Shanahan, among others. Our team works with these experts to design, develop, and validate instructional models, so you can be assured that *Wonders*® is based on current research and best practices and supports effective teaching and learning.

We are continually learning from educators to evolve and improve the instructional quality and academic integrity of our materials.

Wonders is currently in use and enjoyed by thousands of teachers and millions of students across the United States. *Wonders* presents compelling indicators of success, available for your review in this piece:

- Third-party evaluation of text complexity and quality, knowledge building, and usability, in which *Wonders* met all expectations and achieved several of the highest possible scores.
- An independent efficacy study, in which the students using *Wonders* showed significant gains from beginning-of-year to end-of-year exams.
- Case studies and testimonials from a range of customers in districts with differing needs, all of whom acknowledge that *Wonders* contributed to student success.
- A wide-scale educator perception study, in which *Wonders* scored more favorably than its peers on every factor surveyed, including overall quality.

Thank you for both your dedication to the success of your learners, as well as your efforts to support our joint commitment to empowering great teaching and student achievement.

Wonders Grades K–5: All Green Ratings from EdReports



Building on a Foundation of Success

EdReports.org, a widely respected independent K–12 curriculum review organization, evaluated *Wonders* ©2020 and rated it highly with all green scores across the three gateways: Text Quality and Complexity, Building Knowledge, and Usability.

Wonders (C) 2020—the most recent addition to the *Wonders* family— has added program enhancements to its established, research-based instruction, resulting in all Green Ratings from EdReports.



Wonders ESSA Evidence



Journal of Organizational and Educational Leadership

A study recently published in the Journal of Organizational and Educational Leadership found that *Wonders* users in six Title I public schools in North Carolina significantly increased their performance from pre-test to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). This study meets the criteria for ESSA Tier III, or “Promising” evidence based on the statistically significant positive correlation between *Wonders* use and student outcomes.

[For more information, see pages 6–7.](#)

Progress Through Partnership: Champaign Community Schools and *Wonders*

An analysis of NWEA MAP reading assessment data revealed that, on average, more than 600 fifth-grade students using *Wonders* in the Champaign Unit 4 School District in Illinois significantly outperformed their norm-based projected growth scores during the 2015–2016 school year. The findings from this correlational study meet the criteria for ESSA Tier III, or “Promising” evidence.

[For more information, see pages 8–11.](#)



Journal of Organizational and Educational Leadership



Wonders Research Executive Summary

Dorsey, Windy (2015) "Balanced Reading Basals and the Impact on Third-Grade Reading Achievement," *Journal of Organizational and Educational Leadership*: Vol. 1: Iss. 2, Article 2. Available at: <http://digitalcommons.gardner-webb.edu/joel/vol1/iss2/2>

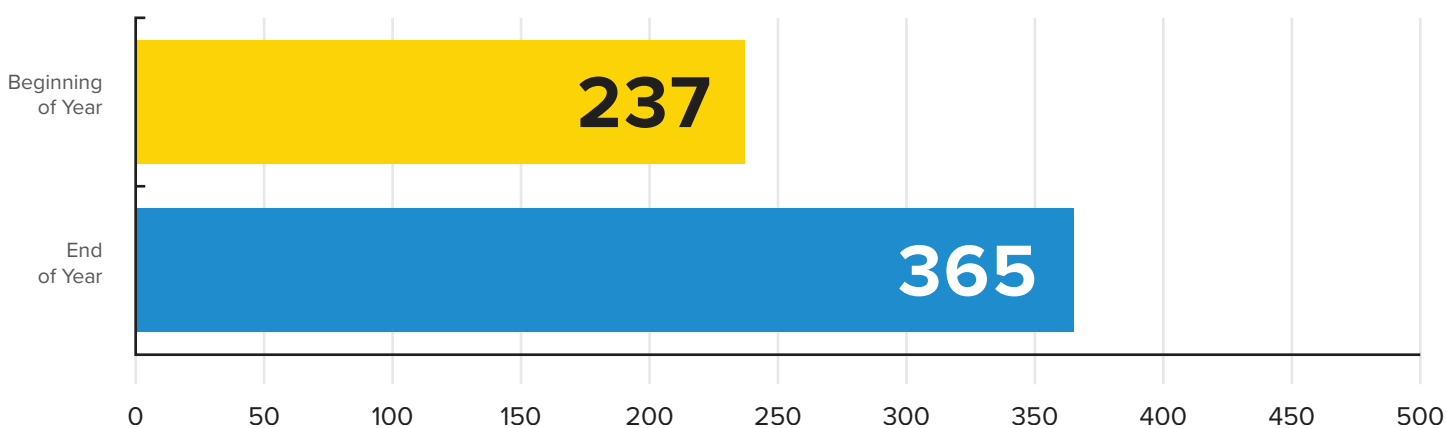
Summary

The impact of *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 *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 *Wonders*.

Results revealed a statistically significant increase of DIBELS scores for students using *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 *Wonders* classes increased by 128 units from fall 2014 to spring 2015, as shown in Figure 1.

Figure 1

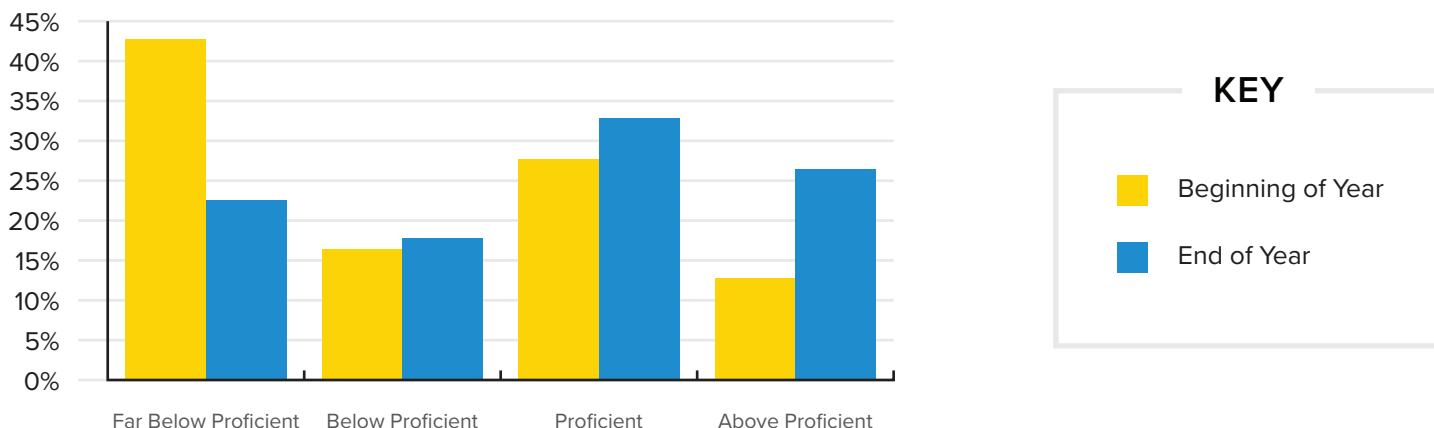
DIBELS Composite Scores



Students who used *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 *Wonders* (Figure 2).

Figure 2

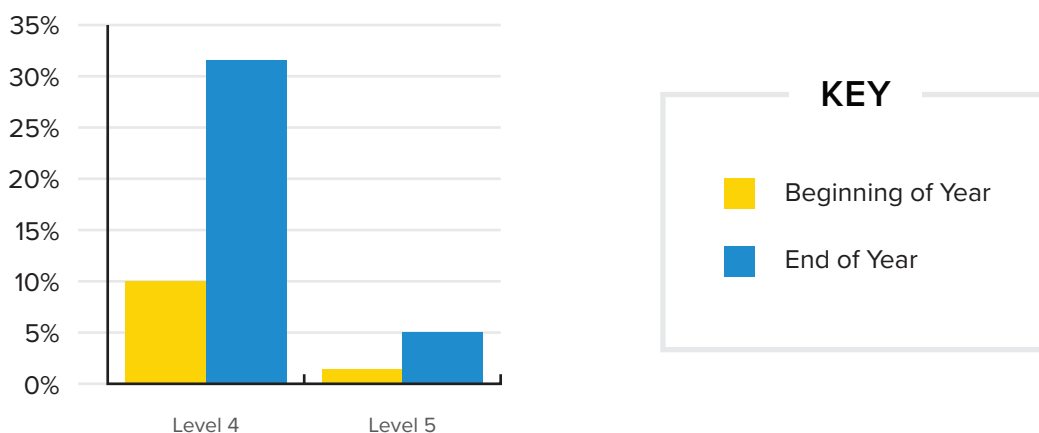
Text Reading Comprehension Score Improvement



Performance on the North Carolina end-of-grade reading assessment also revealed significant positive trends for students using *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 Proficiency



An end-of-year survey was sent to all teachers who participated in the study. The survey results revealed overwhelmingly positive perceptions of the effectiveness of *Wonders*.

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 on-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, looked for three critical elements when considering a new curriculum adoption:

- High-quality resources that support the district’s 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 percent 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 fits for both veteran teachers as well as our new teachers is one of many reasons that we chose *Wonders*. The team at McGraw Hill 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® 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.



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

Dr. Zola appreciates the continued partnership and collaboration with McGraw Hill. “It feels like McGraw Hill 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.”

[Quantitative results, tables, and figures on the following pages.](#)

Champaign Community Schools scores on NWEA MAP® reading assessment increased significantly from fall 2015 to spring 2016

A series of t-tests were used to determine if student scores significantly increased across the 2015–16 school year. Overall, student scores on the NWEA MAP Reading Fluency assessment increased by an average of 11 points from fall 2015 (M=185.83) to spring 2016 (M=196.93). This increase was statistically significant, $t(3367) = 64.08$, $p < .01$, $d = .49$ (Table 1 & Figure 1).

For each grade, increases in students' scores from fall to spring were statistically significant. Average score increases ranged from 17.2 units in grade 1 to 7.4 units in grade 5 (Table 1).

Table 1

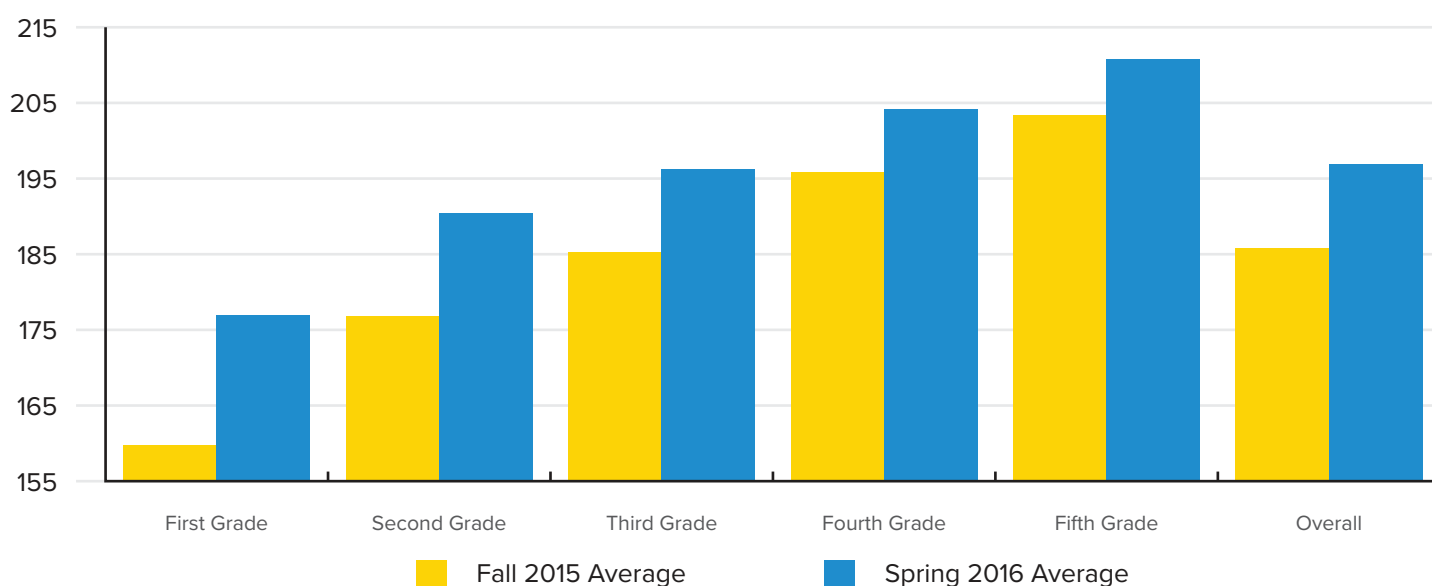
NWEA MAP Reading Fluency Assessment Growth: Fall 2015 to Spring 2016

Grade	n	Fall Mean	Fall SD	Spring Mean	Spring SD	Gain Mean	Gain SD	Effect Size (d)
1	450	159.79	17.58	176.96	17.98	17.18**	9.46	.97
2	770	176.83	17.89	190.40	17.53	13.57**	8.67	.77
3	744	185.29	19.03	196.22	18.27	10.94**	10.22	.58
4	731	195.76	19.45	204.09	18.66	8.33**	9.49	.44
5	673	203.36	20.35	210.74	20.16	7.38**	9.64	.36
Overall	3368	185.83	23.47	196.93	21.35	11.10**	10.05	.49

**Statistically significant, $p < .05$

Figure 1

NWEA MAP Scores by Grade: Fall 2015 to Spring 2016



Grade 5 students significantly outpaced projected growth in 2015–16 school year

NWEA provides projected growth metrics based on student grade levels and baseline scores. The projected growth score is the estimated increase a student will achieve between assessments based on the median growth of similar students from the NWEA MAP norming study¹. Thus, it is useful to compare the projected growth for the students in our sample to their actual or observed growth. If the observed growth is greater than the projected growth, it means that student scores increased at a rate faster than projected based on national norms. This comparison essentially pits the Champaign, IL sample against a control group (projected growth scores of similar students from the NWEA MAP norming study).

Fifth-grade students in our sample significantly outperformed their projected growth scores on the NWEA MAP reading assessments during the 2015–16 school year, on average, $t(672) = 2.51$, $p = .012$, $d = .13$ (Table 2). In other words, NWEA MAP reading scores for fifth graders increased at a rate greater than expected over the 2015–16 school year.

Table 2

Observed vs. Projected Growth: Fall 2015 to Spring 2016

Grade	n	Projected Growth Mean	Projected Growth SD	Observed Growth Mean	Observed Growth SD	Difference Mean	Difference SD
1	450	16.90	1.16	17.18	9.46	0.28	9.26
2	770	13.64	2.76	13.57	8.67	0.07	8.29
3	744	10.84	3.13	10.94	10.22	0.09	9.60
4	731	8.11	2.85	8.33	9.49	0.22	9.01
5	673	6.48	2.86	7.38	9.64	0.90***	9.34
Overall	3368	10.83	4.43	11.10	10.05	0.27	9.09

***Statistically significant, $p < .05$

Equivalent growth across genders and English versus non-English speakers

After controlling for fall NWEA MAP reading assessment scores, there was no significant difference between homes where English was the primary language versus homes where English wasn't on the spring NWEA MAP reading assessment, $F(1,3368) = 0.001$, $p = .970$. Students in both environments performed equally well, regardless of their primary home language.

On average, male and female students performed equally well on the spring 2016 assessment. After controlling for fall scores on the NWEA MAP reading assessment, there was no significant difference between male and female students' scores on the spring NWEA MAP reading assessment, $F(1,3368) = 0.163$, $p = .687$.

Disclaimer: Analysis is limited by the lack of a randomly assigned experimental control group for comparison. The use of projected growth scores based on the 2015 NWEA MAP national norming study serves to approximate a control group. The NWEA MAP projected growth scores provide estimated growth expectation scores for each student in the sample based on the data of between 72,000 and 153,000 closely matched peers.¹

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.

¹<https://www.nwea.org/content/uploads/2015/11/Normative-Data-2015.pdf>

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 their 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.

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 De La Peña noted, “increasing the rigor of instruction in all classrooms is really a difficult task.”

Miami-Dade County Public Schools 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 La 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 La 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. According to De La Peña, “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.”

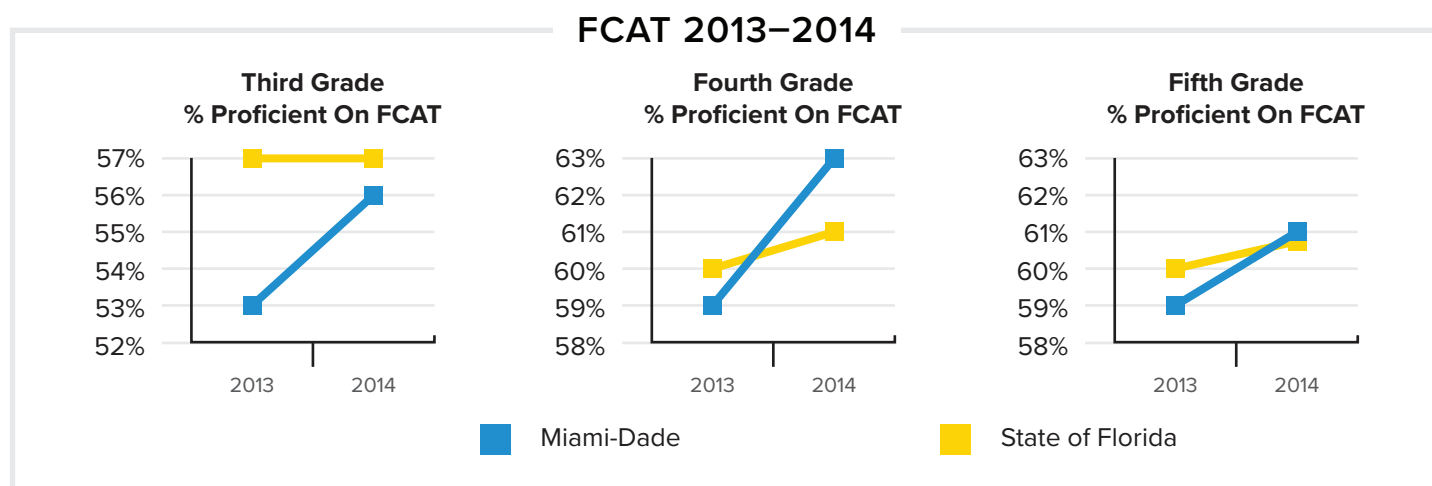
“Being able to easily navigate the plethora of resources on ConnectED ensures that our teachers are using them.”

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.”, said Ms. De La Peña.

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.

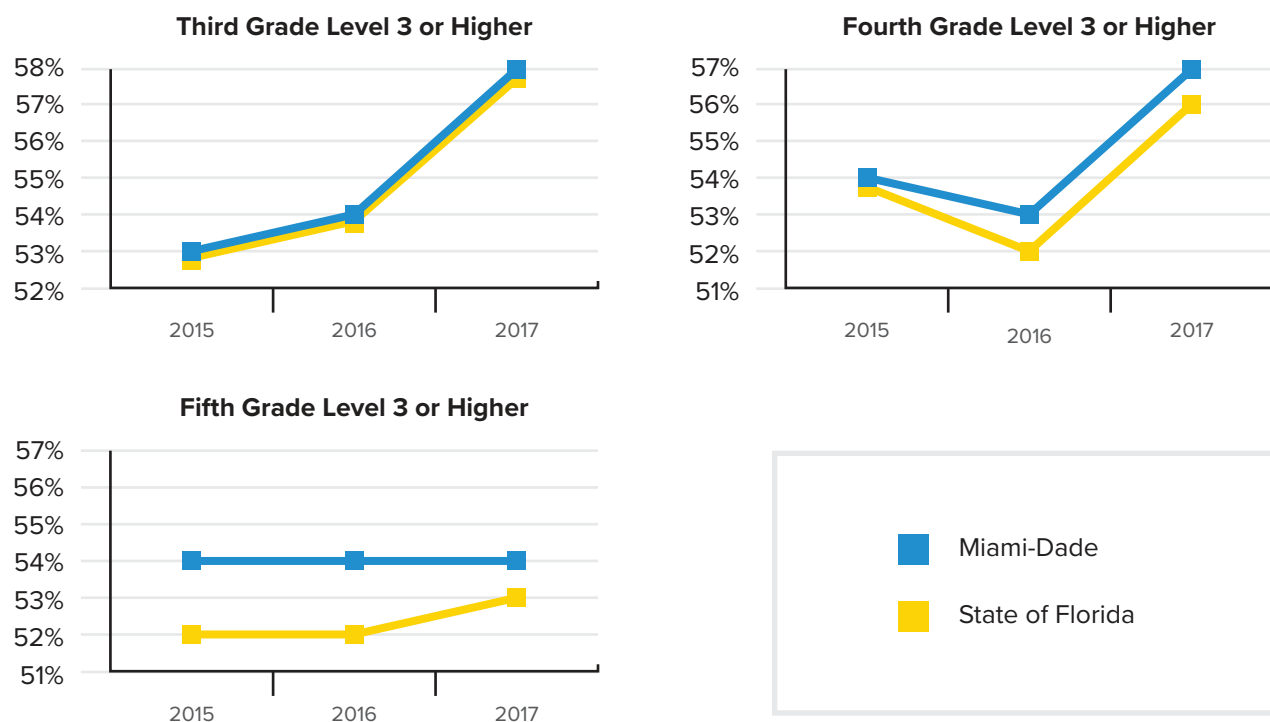
After just eight months of *Wonders* instruction, Miami-Dade students took the FCAT 2.0 again in April 2014. Not only did Miami-Dade close its achievement gap, its students’ reading proficiency levels exceeded the state average.



“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.”

Miami-Dade County Public Schools Solution (continued)

FSA 2015–2017



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 three through five 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 third grade 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.”

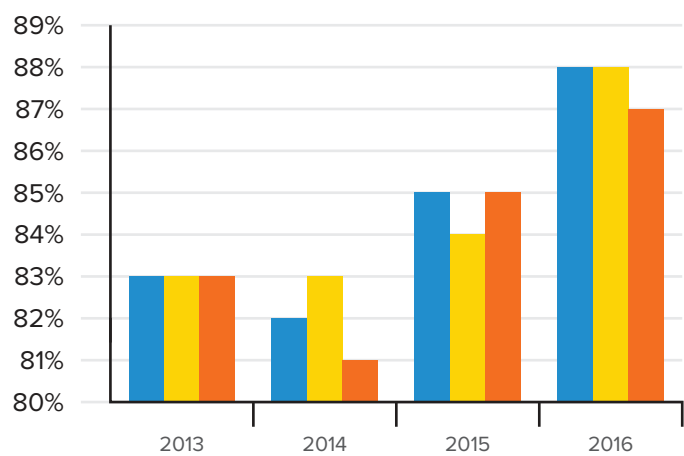
Lincoln Public Schools Reading Scores Trending Upward With Continued Use and Refinement of *Wonders*

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 three, four, and five. This upward trend culminated in all-time high percentages of students scoring proficient on the 2016 NeSA in grades three, four, and five. 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 program’s robust and engaging print and digital features.

Lincoln Public Schools Percent Proficient NeSA—Reading



Year	Third Grade	Fourth Grade	Fifth Grade
2013	83%	83%	83%
2014	82%	83%	81%
2015	85%	84%	85%
2016	88%	88%	87%

“Continued use and refinement of the rigorous instruction in McGraw Hill’s *Wonders* curriculum has led to increases in reading scores.”

Delta Elementary Charter School: Finding Balance With *Wonders*

Vanessa Belair has been an educator for 13 years. She spent 10 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.

“*Wonders* knew what it was doing with close reading strategy and was on the forefront of the shifts.”

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.

Delta Charter Elementary School Results

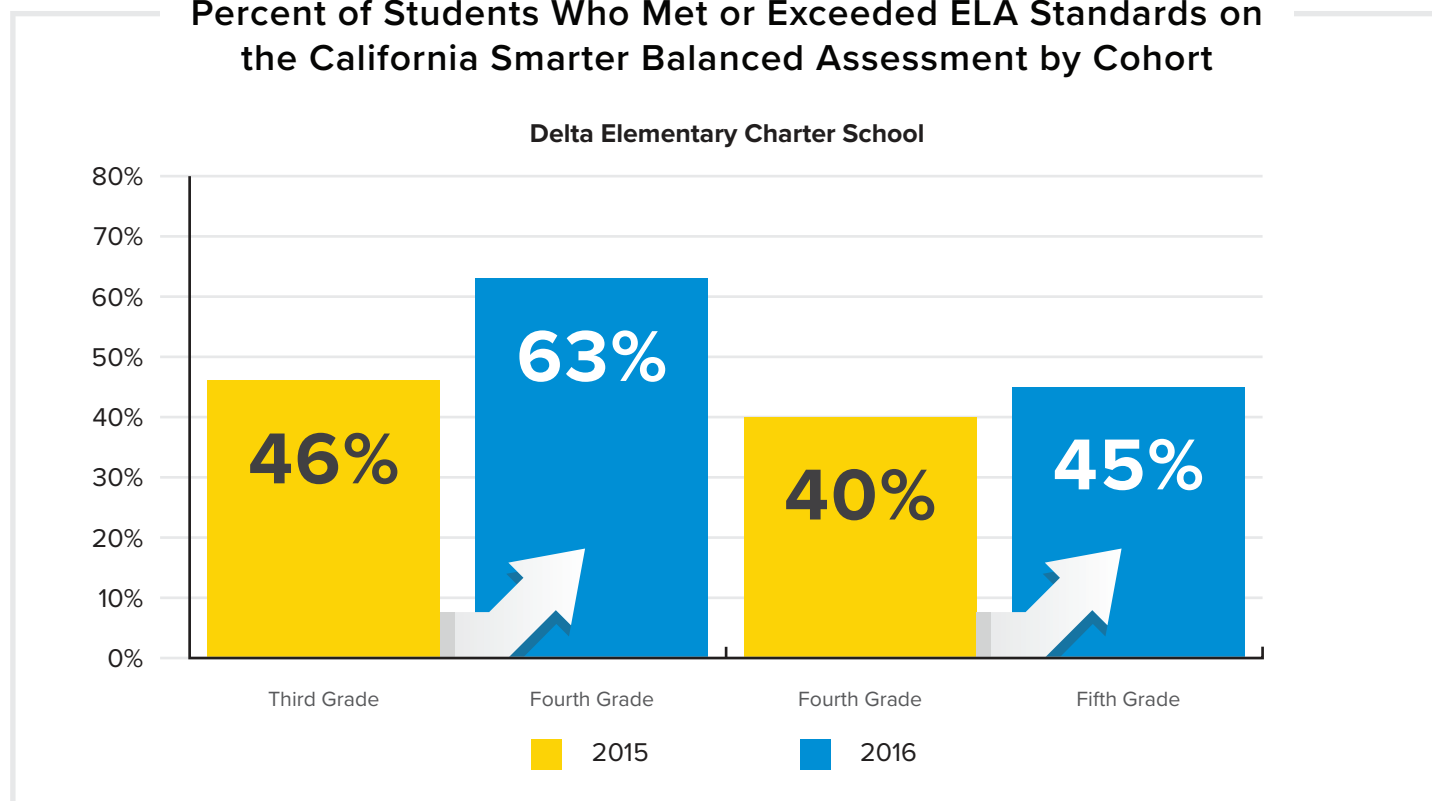
Delta Charter has been using *Wonders* since it was originally implemented in 2014. Mrs. Belair reports that the teachers at Delta Charter “all enjoy using the Reading/Writing Workshop” and “love the differentiation in *Wonders*.” Whether a student is approaching level, on level, beyond level, or an 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.

[Quantitative results, tables, and figures on the following page.](#)

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, along with 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 and said, "Teachers have different avenues of being successful; as long as they are successful, it doesn't matter what avenue they take."

Percent of Students Who Met or Exceeded ELA Standards on the California Smarter Balanced Assessment by Cohort



Note: We understand that class performance can improve due to a number of factors, including the innate and prior education of the students participating, as well as differences among professors and their pedagogies. We believe that even taking these into account, *Wonders* can contribute to improvements in student outcomes.

California ELA Test Score Analysis: *Wonders* Research Report

Review of Smarter Balanced Assessment Achievement Levels in California Districts That Use *Wonders*

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 *Wonders* 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 five percentage points (Antioch Unified 2015 fourth grade to 2016 fifth grade) to 18 percentage points (Bellevue Union 2015 fourth grade to 2016 fifth grade).

Key Findings

- Nearly every cohort (13 of 14) from *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 *Wonders* districts than the state average. (Figure 1)
- Every cohort from the districts/schools that implemented *Wonders* in fall 2014 showed increases from: 2015–2016. (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/schools that started using *Wonders* in fall 2014.
- Among the districts that implemented *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 the following pages.](#)

Table 1

Percentage of Students Meeting or Exceeding Standard for ELA on Smarter Balanced Assessment

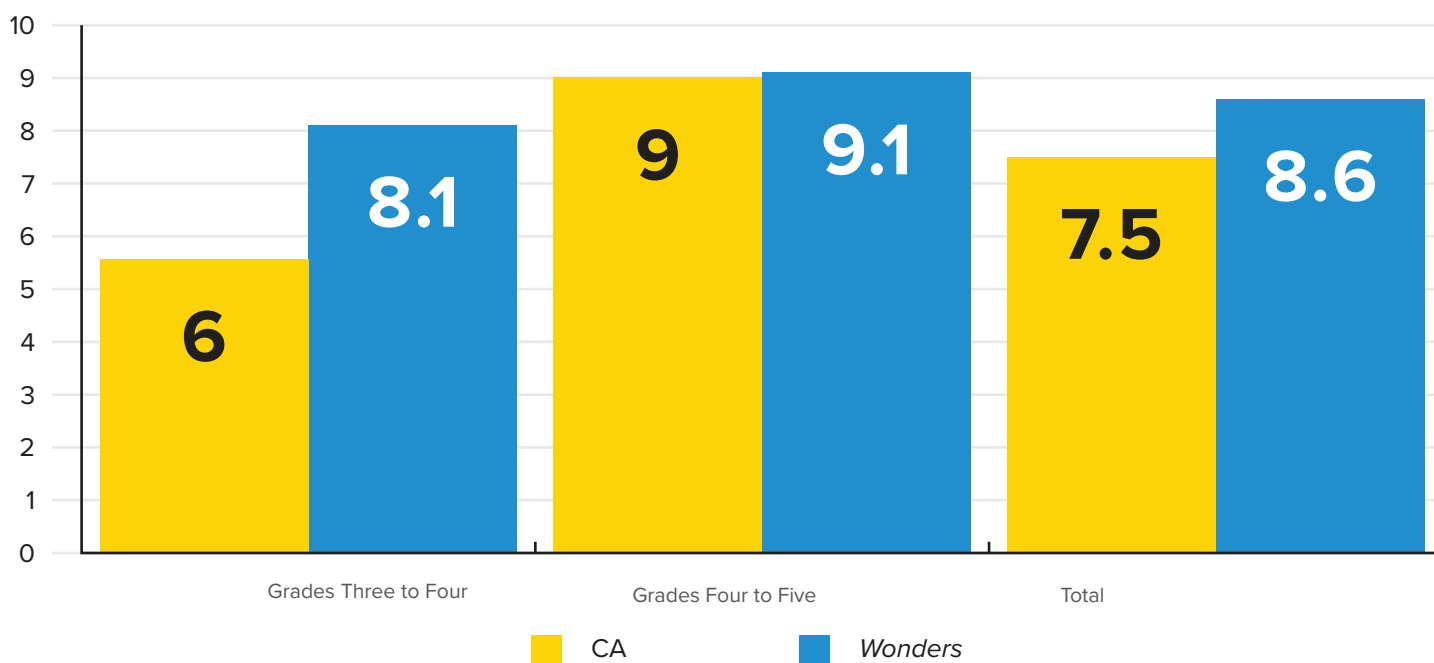
District	Wonders Implementation Term	Cohort A			Cohort B		
		Third Grade (2015)	Fourth Grade (2015)	Increase (in % points)	Fourth Grade (2015)	Fifth Grade (2016)	Increase (in % points)
Adelanto	Fall 2014	16%	25%	9	19%	28%	9
Antioch	Fall 2014	25%	31%	6	29%	34%	5
Bellevue	Fall 2013	28%	28%	0	14%	32%	18
Brentwood	Fall 2014	51%	58%	7	49%	58%	9
Delta Elementary Charter School	Fall 2014	46%	63%	17	40%	45%	5
Lakeside	Fall 2013	10%	20%	10	11%	19%	8
Visalia	Fall 2013	32%	40%	8	34%	44%	10
State of California	N/A	38%	44%	6	40%	49%	9

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 *Wonders* districts than the state average.

Figure 1

Average Percentage Point Increase in Students Meeting/Exceeding ELA Standard: 2015–2016



California Districts that Implemented *Wonders* in Fall 2014

Each of the eight cohorts from the districts that implemented *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 *Wonders* in fall 2014.

Figure 2

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

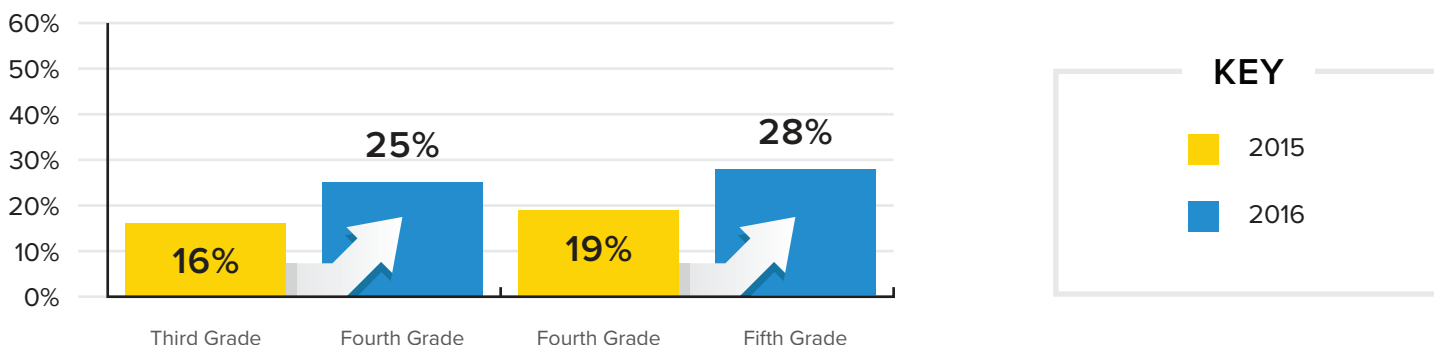


Figure 3

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

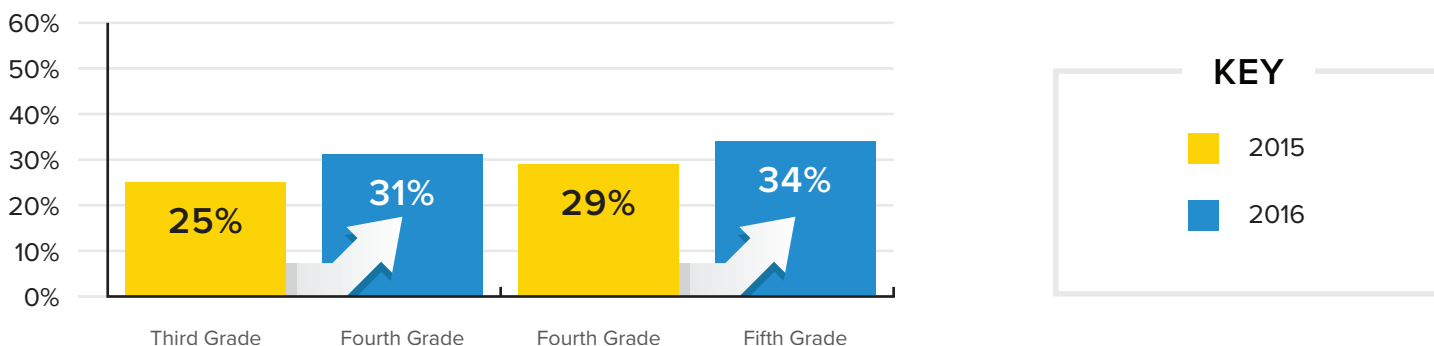


Figure 4

Percent of Students Who Met or Exceeded Standard by Cohort: Brentwood Union ESD

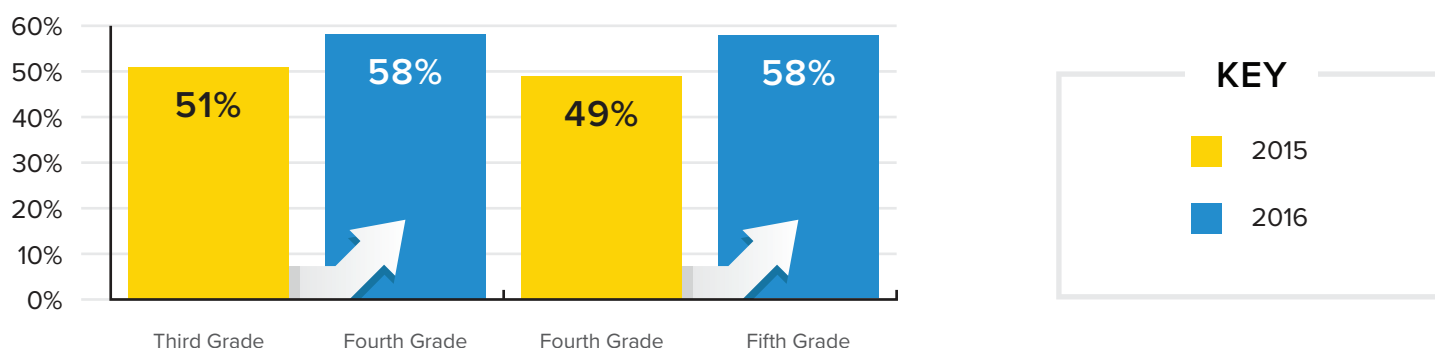
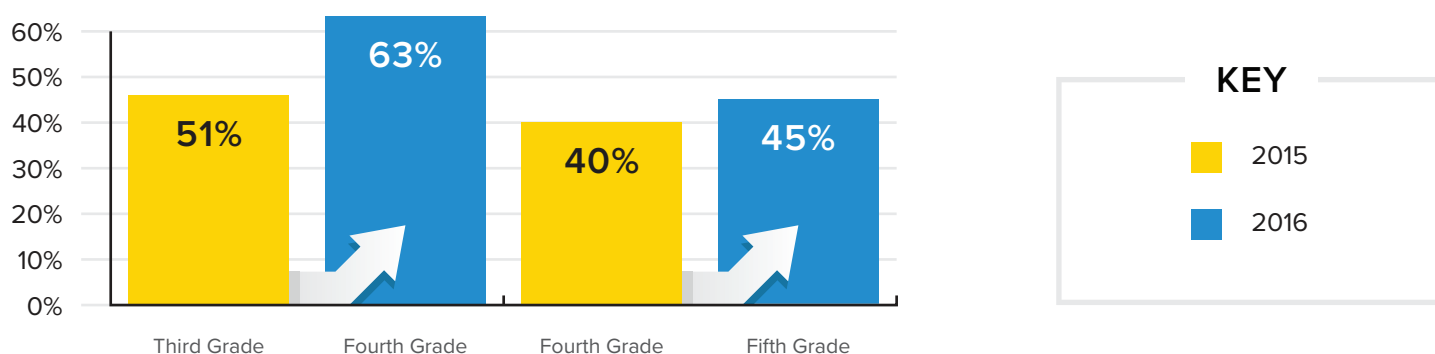


Figure 5

Percent of Students Who Met or Exceeded Standard by Cohort: Delta Elementary Charter School

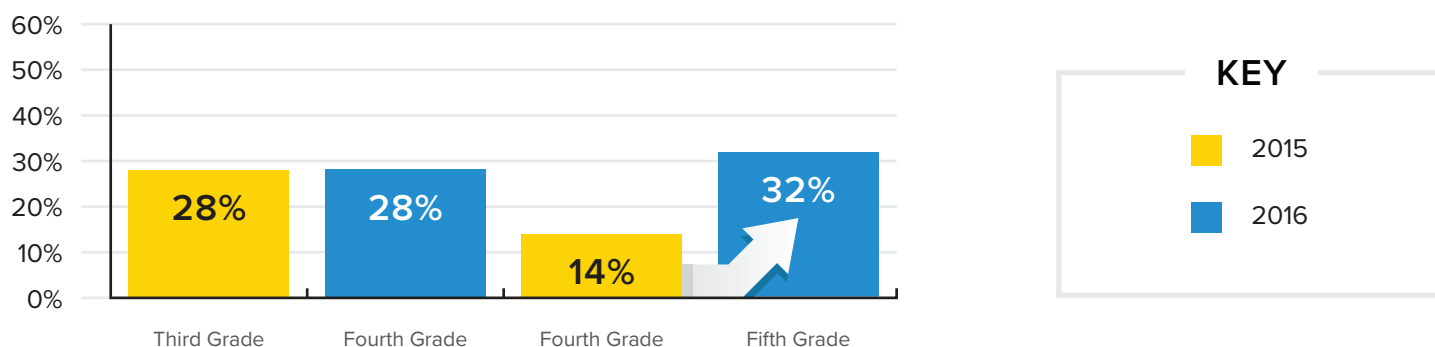


California Districts that Implemented *Wonders* in Fall 2013

Districts that implemented *Wonders* in fall 2013 averaged a nine percentage point increase in the proportion of students meeting or exceeding the ELA standards on the Smarter Balanced Assessment from 2015 to 2016.

Figure 6

Percent of Students Who Met or Exceeded Standard by Cohort: Bellevue Union ESD



California Districts that Implemented *Wonders* in Fall 2013 (continued)

Figure 7

Percent of Students Who Met or Exceeded Standard by Cohort: Brentwood Union ESD

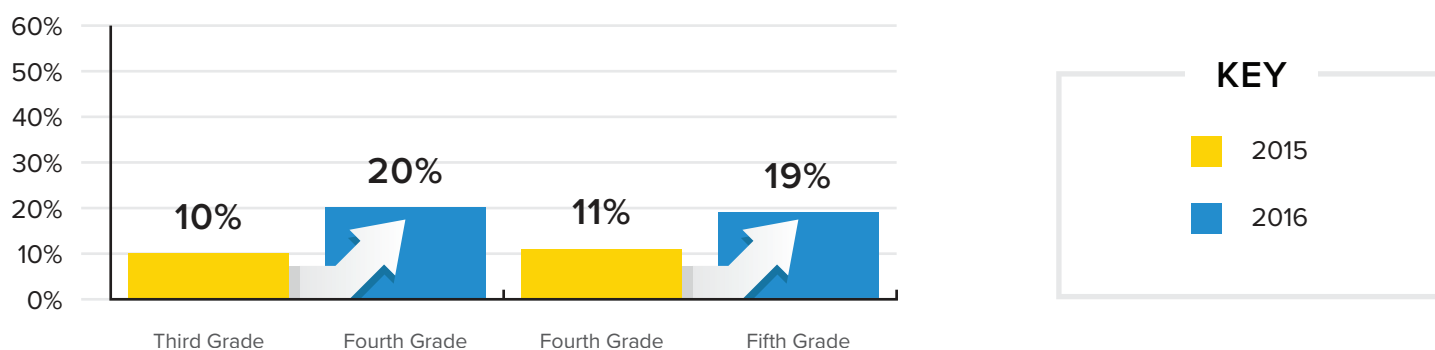
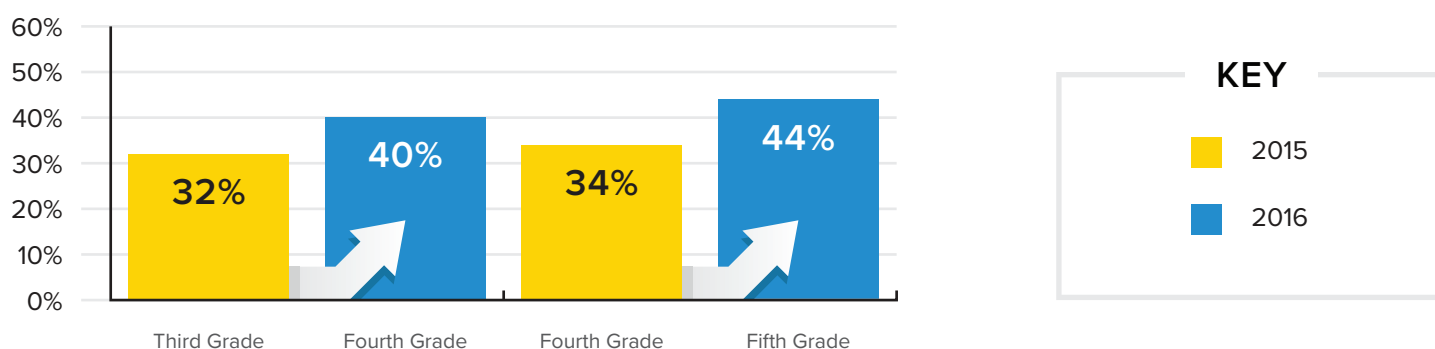


Figure 8

Percent of Students Who Met or Exceeded Standard by Cohort: Delta Elementary Charter School



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: “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, *Wonders* can contribute to improvements in student outcomes.

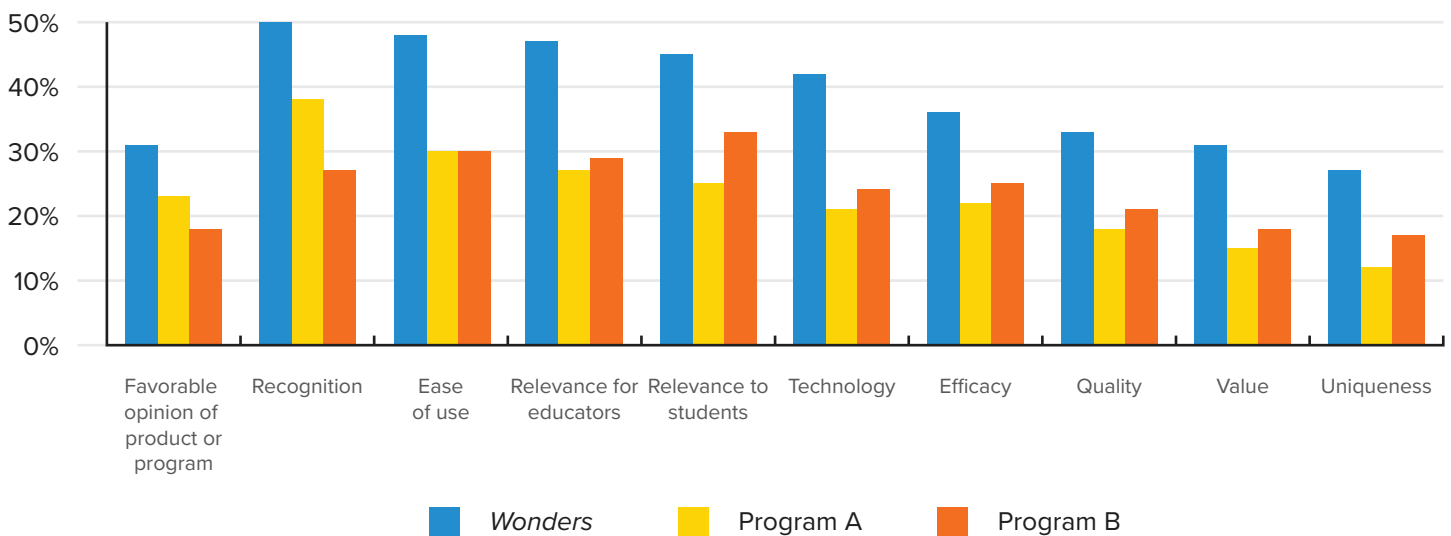
Educator Perception Study

In May 2017, we conducted a proprietary blind quantitative study to identify perceptions of McGraw Hill 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 *Wonders* and other market-leading programs. Results showed that 1) *Wonders* was viewed by educators more favorably than all competitor programs, per top two box ratings on a seven-point scale, and 2) *Wonders* outperformed all 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 two box ratings on a five-point scale.

McGraw Hill School Product Awareness and Perceptions Survey, May 2017

	<i>Wonders</i> n=176	Program A n=264	Program B n=194
Favorable opinion of product/program	31%	23%	18%
Recognition	50%	38%	27%
Ease of use	48%	30%	30%
Relevance to educators	47%	27%	29%
Relevance to students	45%	25%	33%
Technology	42%	21%	24%
Efficacy	36%	22%	25%
Quality	33%	18%	21%
Value	31%	15%	18%
Uniqueness	27%	12%	17%

% favorable reflects top two box ratings on a seven-point scale; product perceptions reflect top two box ratings on a five-point scale.



Every Student is a Success Story



For more information, please visit:

mheonline.com/getwonders