

ESSA Evidence for *Wonders*

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ESSA Evidence Level

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- 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). Based on the statistically significant positive correlation between *Wonders* use and student outcomes this study meets the criteria for ESSA Tier III, or "Promising" evidence.
- 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.

We have confidence in the positive impact that *Wonders* can have on students because we have documented its effectiveness with different students, in different states, and on different outcomes. Additional research on the impact of the new ©2020 *Wonders* program is planned to establish the evidence base of this updated version of the *Wonders* program. These plans include research studies designed to meet Tiers I and II of the evidence levels outlined in ESSA.

Research at McGraw-Hill Education

McGraw-Hill Education strives to ensure that our programs demonstrate the same positive effects across settings and with a variety of relevant educational outcomes. Our approach to evidence-based research and efficacy recognizes the value of smaller studies of program pilots and first-year implementations as well as larger experimental studies. The focus of all of our research is to propel learners toward higher levels of achievement. Although it is important that our programs can demonstrate effectiveness in highly-controlled lab-like settings, our goal is to ensure that they work for real teachers in real life situations under standard implementation conditions.

Our commitment to research includes working with world-class 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, establish efficacy, and support effective teaching and learning.

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.