McDougal Littell

The Language of Literature

Success in the Classroom

Evaluation Studies
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**Introduction**

*McDougal Littell’s The Language of Literature* program, for grades 6 through 12, was built on sound research-based strategies. At the middle school level, the program allows students to experience literature and language arts by developing a variety of skills through carefully crafted instructional processes that support students’ future success. Students are taught how to apply strategies according to their purpose. This develops a love and enjoyment for reading, a thorough understanding of language skills, and, thereby, improved test scores.

At the 9 through 12 grade levels, the program builds upon the strategies learned in middle school. Students gain success analyzing solid literary works and applying language skills. Through skillfully crafted instruction, focused application of skills, and flexible ongoing assessment, students are able to increase achievement.

As evidence that McDougal Littell’s language arts products are research-based and are effective in increasing student achievement, this report presents the following documentation:

- Customer successes through increases in test scores* of current McDougal Littell users of the *McDougal Littell’s 6-12 The Language of Literature* from various socio-economic backgrounds in the following states:

<table>
<thead>
<tr>
<th>Alaska</th>
<th>Georgia</th>
<th>Pennsylvania</th>
<th>Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>Illinois</td>
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<td>Florida</td>
<td>North Carolina</td>
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</table>

- Evidence of satisfaction with the *McDougal Littell’s 6-12 The Language of Literature* through customer testimonials and referrals.

- Major findings from an efficacy study that links the effects of full implementation and increases in achievement using *McDougal Littell’s 6-8 The Language of Literature* in Chicago Public Schools.

*All test score data is public information found on individual state web sites.*
Evidence of Increased Test Scores

Case studies profiled in the report show sustained student performance and continued success as evidenced on state standardized achievement exams over a period of time. Results show that of the schools and school districts presented in the report, substantial gains were achieved by students using the *McDougal Littell’s 6-12 The Language of Literature.*

Demographics

The following test scores were gathered from 62 districts and 114 schools in eighteen states. According to Market Data Retrieval (MDR), the demographic characteristics of the districts and schools represented in this documented research report are as follows:

**Summary of Districts**

- Range of Percentage of Caucasian Students 5%-100%
- Range of Percentage of African American Students 0%-69%
- Range of Percentage of Hispanic Students 0%-83%
- Range of Percentage of Asian Students 0%-54%
- Range of Percentage of Native American Students 0%-87%
- Range of Percentage of Students Below the Poverty Level 2% - 40%
- Range of Students in Districts = 90 to 446,500

**Summary of Schools**

- Range of Percentage of Caucasian Students 0%-100%
- Range of Percentage of African American Students 0%-100%
- Range of Percentage of Hispanic Students 0%-95%
- Range of Percentage of Asian Students 0%-56%
- Range of Percentage of Native American Students 0%-79%
- Urban 45 schools
- Suburban 37 schools
- Rural 32 schools
- Range of Students in Schools = 90 to 4,641

Bar and line charts depict a time series where the intervention is the implementation of the *McDougal Littell’s 6-8 The Language of Literature, 1997 and 2001 Copyrights* and the *McDougal Littell’s 9-12 The Language of Literature, 1997 and 2000 Copyrights.* Where possible test scores from state websites are presented for the year prior to the intervention and all subsequent years that tests were given and the program was in use.
Alaska

The state of Alaska administers the *High School Graduation Qualifying Exam (HSGQE)* reading test annually each spring to high school students in the 10th grade. The *HSGQE* is comprised of two parts, in which students read passages and answer either multiple-choice questions or short answers/essays. The test consists of the following components:

- Use Context Clues – 12%
- Summarize Information; Make Connections – 19%
- Support Main Idea; Critique Arguments – 19%
- Read and Apply Multi-Step Directions – 8%
- Analyze Literary Conventions and Techniques – 11%
- Analyze Narrative Elements – 10%
- Make and Support Assertions – 8%
- Analyze and Evaluate Themes – 12%

The *HSGQE* is consistent from year-to-year, and therefore the test scores are comparable from year-to-year as well as between and among schools and/or districts. The state reports test results as a **Percent of Students Scoring Proficient** in reading.
Case Study: Dillingham School District
Dillingham Junior/Senior High School
Dillingham, Alaska

Demographics:

Below Poverty Level: 9%

Ethnicity:

<table>
<thead>
<tr>
<th></th>
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<th>ASIAN</th>
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<tbody>
<tr>
<td>Dillingham School District</td>
<td>20</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>78</td>
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<tr>
<td>Dillingham Junior/Senior High School</td>
<td>21</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>76</td>
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</tbody>
</table>

Dillingham School District has one high school, Dillingham Junior/Senior High School. The district purchased *McDougal Littell's The Language of Literature*, 2000 copyright for its 10th grade students in the fall of 2000.

The percent of 10th grade students who scored proficient on the *HSGQE* in reading at Dillingham Junior/High School increased by 17 percentage points, from 60% in 2000 to 77% in 2003 while the state average score decreased by 5 percentage points, from 75% in 2000 to 70% in 2003.

In 2003, the 10th grade students’ reading scores at Dillingham were 7 points higher than the state average.

![High School Graduation Qualifying Exam (HSGQE) Diagram](chart.png)
Arizona

The state of Arizona administers the *Arizona’s Instrument to Measure Standards (AIMS)*, which measures student achievement of the Arizona Academic Standards adopted by the state Board of Education in three subject areas: Reading, Writing, and Mathematics. The *AIMS* reading test is administered in the spring of each year at the 3rd, 5th, 8th, and 10th grade levels. It contains two basic types of items; multiple choice and extended response.

There are approximately 40 items on the 8th grade reading exam that assess the students ability to understand, interpret, and analyze what was read based on the following concept/performance objectives:

- Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print.
- Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections.
- Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguishing the main character from minor ones; describing the relationships between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection.
- Identify the author's purpose, position, bias and strategies in a persuasive selection.
- Evaluate an instructional manual such as assembly directions or user's guide for clarity and completeness.

The state reports test results as a **Percent of Students Meeting or Exceeding the Standards.**
**Case Study:** Littleton Elementary School District 65  
Underdown Junior High School  
Cashion, Arizona

**Demographics:**

Below Poverty Level: 25.9%  
Ethnicity:

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<tr>
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<tbody>
<tr>
<td>Littleton Elementary School District 65</td>
<td>16</td>
<td>0</td>
<td>83</td>
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<tr>
<td>Underdown Junior High School</td>
<td>17</td>
<td>1</td>
<td>81</td>
<td>0</td>
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</tbody>
</table>

Littleton Elementary School District 65 purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 8th grade students in the fall of 2002. After one year of use, the percent of 8th grade students who met or exceeded the standards on the AIMS reading test increased by 13 percentage points while the state average declined by 2 percentage points.

![Arizona's Instrument to Measure Standards (AIMS)  
Underdown Junior High School vs. District and State Scores  
Reading (Grade 8)](image-url)
• **Case Study:** Mayer Unified School District 43  
Mayer Junior/Senior High School  
Mayer, Arizona

**Demographics:**

- Below Poverty Level: 21.9%
- Ethnicity:

<table>
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<tr>
<td>Mayer Unified School District 43</td>
<td>88</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mayer Junior/Senior High School</td>
<td>89</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>


In 2001, the year prior to the intervention, 49% of the 8th grade Mayer Junior/Senior High School students met or exceeded the standards on the *AIMS* reading test, which is 7 percentage points under the state average of 56%. In 2003, 66% of the 8th grade students at the school met or exceeded the standards, which is a 17 percentage point increase from 2001 and an 11 percentage point difference over the state average of 55%.

---

![Arizona's Instrument to Measure Standards (AIMS)  
Mayer Junior/Senior High School vs. State Scores  
Reading (Grade 8)](chart.png)
**Case Study:** Paradise Valley Unified School District 69  
Explorer Middle School  
Phoenix, Arizona

**Demographics:**
Below Poverty Level: 7.5%  
Ethnicity:

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<th>NATIVE AMERICAN</th>
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</thead>
<tbody>
<tr>
<td>Paradise Valley Unified School District 69</td>
<td>81</td>
<td>2</td>
<td>13</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Explorer Middle School</td>
<td>88</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Paradise Valley Unified School District 69 purchased *McDougal Littell's The Language of Literature*, 2001 copyright for its 8th grade students during the fall of 2001. The percent of 8th grade students at Explorer Middle School who met or exceeded the standards on the AIMS reading test increased by 6 percentage points, while the district and state averages decreased by 2 percentage points and 1 percentage point, respectively, between 2001 and 2003.

![Arizona's Instrument to Measure Standards (AIMS) Explorer Middle School vs. District and State Scores Reading (Grade 8)](chart.png)
California

The state of California administers the *California Standards Test (CST)*, which determines how well students are learning the skills and knowledge required by the California Academic Content Standards for each grade or course and is an important component of the *California Standardized Testing and Reporting Program (STAR)*.

The *English Language Arts (ELA) CST* consists of 75 multiple-choice questions. Students at the 6th through 11th grade levels are given the test annually in spring. Achievement is measured on the following content standards:

**READING STANDARDS**
- Word Analysis, Fluency, and Systematic Vocabulary Development
- Reading Comprehension (Focus on Informational Materials)
- Literary Response and Analysis

**WRITING STANDARDS**
- Written and Oral English Language Conventions
- Writing Strategies

The state reports test results as a **Percent Proficient or Advanced**.
• **Case Study:** Hollister Elementary School District
  Marguerite Maze Middle School
  Hollister, California

**Demographics:**

Below Poverty Level: 11%
Ethnicity:

<table>
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<th>HISPANIC</th>
<th>ASIAN</th>
<th>NATIVE AMERICAN</th>
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<tr>
<td>Hollister Elementary School District</td>
<td>36</td>
<td>1</td>
<td>60</td>
<td>2</td>
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<tr>
<td>Marguerite Maze Middle School</td>
<td>31</td>
<td>1</td>
<td>65</td>
<td>3</td>
<td>0</td>
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</tbody>
</table>

Hollister Elementary School District purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 6th grade students in the fall of 2001. The percent of students at Marguerite Maze Middle School achieving proficient or advanced on the *ELA CST* increased by 8 percentage points between 2001 and 2003. The state and district average scores increased by 5 and 4 percentage points, respectively, over the same period.

California Standards Test (CST)
Marguerite Maze Middle School vs. District and State Scores
English/Language Arts (Grade 6)
**Case Study:** Merced River Union Elementary School District  
Snelling, California  
Washington Elementary School  
Winton, California

**Demographics:**

Below Poverty Level: 8.3%  
Ethnicity:

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<tr>
<td>Merced River Union</td>
<td>58</td>
<td>0</td>
<td>40</td>
<td>1</td>
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<tr>
<td>Elementary School District</td>
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<tr>
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<tr>
<td>School</td>
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</tbody>
</table>

Merced River Union Elementary School District has one elementary school, Washington Elementary School. The district purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 7th grade students in the fall of 2000. The percent of 7th grade students achieving proficient or advanced on the *ELA CST* increased by 24 percentage points while the state average rose by only 4 percentage points.
- **Case Study:** Centinela Valley Union High School District
  Lawndale High School
  Lawndale, California

**Demographics:**

Below Poverty Level: 19.6%
Ethnicity:

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<th>ASIAN</th>
<th>NATIVE AMERICAN</th>
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<tbody>
<tr>
<td>Centinela Valley</td>
<td>5</td>
<td>20</td>
<td>67</td>
<td>7</td>
<td>0</td>
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<tr>
<td>Union High School District</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Lawndale High School</td>
<td>10</td>
<td>29</td>
<td>56</td>
<td>5</td>
<td>0</td>
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</tbody>
</table>


**Grade 9**

The percent of 9th grade students achieving proficient or advanced on the *ELA CST* at Lawndale High School increased by 18 percentage points between 2001 and 2003 while state and district average scores rose by 10 and 8 percentage points, respectively, over the same period.
Grade 11

The percent of 11th grade students at Lawndale High School achieving proficient or advanced on the ELA CST increased by 6 percentage points between 2001 and 2003 while state and district average scores rose by 3 and 4 percentage points, respectively, over the same period.
• **Case Study:** Cuyama Joint Unified School District  
  Cuyama Valley High School  
  New Cuyama, California

**Demographics:**

Below Poverty Level: 38.2%  
Ethnicity:

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<td>Cuyama Joint Unified</td>
<td>33</td>
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<td>0</td>
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<td>Cuyama Valley High</td>
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<td>58</td>
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<tr>
<td>School</td>
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</tbody>
</table>

Cuyama Joint Unified School District has one high school; Cuyama Valley High School. The district purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 9th, 10th, and 11th grade students in the fall of 2000.

**Grade 9**

Between 2001 and 2003, the percent of 9th grade students achieving proficient or advanced on the *ELA CST* increased by 13 percentage points while state average scores increased by 10 percentage points.
Grade 10

The percent of 10th grade students at Cuyama Valley High School achieving proficient or advanced on the ELA CST increased by 7 percentage points while state average scores increased by 2 percentage points between 2001 and 2003.

Grade 11

The percent of 11th grade students at Cuyama Valley High School achieving proficient or advanced on the ELA CST increased by 15 percentage points from 19% in 2001 to 34% in 2003 bringing the percent of students scoring proficient or advanced 2 percentage points above the state average of 32%.
• **Case Study:** Live Oak Unified School District  
  Live Oak High School  
  Live Oak, California

**Demographics:**

- Below Poverty Level: 36.2%
- Ethnicity:

<table>
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<tr>
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<tr>
<td>Live Oak Unified School District</td>
<td>37</td>
<td>0</td>
<td>51</td>
<td>12</td>
<td>1</td>
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<tr>
<td>Live Oak High School</td>
<td>38</td>
<td>0</td>
<td>47</td>
<td>14</td>
<td>2</td>
</tr>
</tbody>
</table>

Live Oak Unified School District has one high school; Live Oak High School. The district purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 9th and 10th grade students in the fall of 2000.

**Grade 9**

Between 2001 and 2003, the percent of 9th grade students achieving proficient or advanced on the *ELA CST* increased from 22% to 37%, a 15 percentage point gain, bringing the high school’s score within a percentage point of being on par with the state average of 38%.
Grade 10
Between 2001 and 2003, the percent of 10th grade students at Live Oak High School achieving proficient or advanced on the ELA CST increased from 21% to 34%, a 13 percentage point gain, bringing the high school’s score one percentage point above the state average of 33%.

California Standards Test (CST)
Live Oak High School vs. State Scores
English/Language Arts (Grade 10)

<table>
<thead>
<tr>
<th>Year</th>
<th>State Level Scores</th>
<th>Live Oak High School</th>
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<tbody>
<tr>
<td>2001</td>
<td>31</td>
<td>21</td>
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<tr>
<td>2002</td>
<td>33</td>
<td>23</td>
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<tr>
<td>2003</td>
<td>33</td>
<td>34</td>
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</table>
• **Case Study:** Paradise Unified School District  
  Paradise High School  
  Paradise, California

**Demographics:**

Below Poverty Level: 17%  
Ethnicity:

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<th>ASIAN</th>
<th>NATIVE AMERICAN</th>
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</thead>
<tbody>
<tr>
<td>Paradise Unified School District</td>
<td>91</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Paradise High School</td>
<td>91</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

Paradise Unified School District has one high school; Paradise High School. The district purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 9th, 10th, and 11th grade students in the fall of 2000.

**Grade 9**

Between 2001 and 2003, the percent of 9th grade students at Paradise High School achieving proficient or advanced on the *ELA CST* rose above the state averages. The high school scores increased from 43% to 49% while the state average increased from 28% to 38% over the two-year time period.
Grade 10
The percent of 10th grade students at Paradise High School achieving proficient or advanced on the ELA CST increased by 7 percentage points, from 40% to 47% while the state average increased 2 percentage points, from 31% to 33% between 2001 and 2003.

Grade 11
The percent of 11th grade students at Paradise High School achieving proficient or advanced on the ELA CST increased by 7 percentage points, from 37% to 44% while the state average increased 3 percentage points, from 29% to 32% between 2001 and 2003.
**Case Study:** Walnut Valley Unified School District
Walnut High School
Walnut, California
Diamond Bar High School
Diamond Bar, California

**District Demographics:**

Below Poverty Level: 4.2%
Ethnicity:

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<tr>
<td>Walnut Valley Unified School District</td>
<td>22</td>
<td>5</td>
<td>19</td>
<td>54</td>
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<td>Walnut High School</td>
<td>20</td>
<td>5</td>
<td>19</td>
<td>56</td>
<td>0</td>
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<tr>
<td>Diamond Bar High School</td>
<td>27</td>
<td>6</td>
<td>14</td>
<td>54</td>
<td>0</td>
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</table>


**Grade 9**

The percent of 9th grade students at Walnut High School achieving proficient or advanced on the *ELA CST* between 2001 and 2003 increased by 17 percentage points, from 50% to 67% while the state average rose 10 percentage points over the same time period.
Between 2001 and 2003, the percent of 9th grade students at Diamond Bar High School achieving proficient or advanced on the *ELA CST* increased by 12 percentage points, from 57% to 69% well above the state averages of 28% and 38%.

---

**California Standards**

Diamond Bar High School vs. District and State Scores

English/Language Arts (Grade 9)

<table>
<thead>
<tr>
<th>Year</th>
<th>State Level Scores</th>
<th>Walnut Valley Unified School District</th>
<th>Diamond Bar High School</th>
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<tbody>
<tr>
<td>2001</td>
<td>28</td>
<td>53</td>
<td>57</td>
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<tr>
<td>2002</td>
<td>33</td>
<td>57</td>
<td>59</td>
</tr>
<tr>
<td>2003</td>
<td>38</td>
<td>67</td>
<td>69</td>
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</tbody>
</table>
**Grade 10**

The percent of 10th grade students at Walnut High School achieving proficient or advanced on the *ELA CST* between 2001 and 2003 increased 8 percentage points, from 53% to 61%, while the state average increased 2 percentage points over the same time period.

![Bar chart showing California Standards Test (CST) scores for Walnut High School vs. District and State Scores English/Language Arts (Grade 10) for 2001, 2002, and 2003.](chart1.png)

The percent of 10th grade students at Diamond Bar High School achieving proficient or advanced on the *ELA CST* between 2001 and 2003 increased by 10 percentage points, from 52% to 62%, which is well above the state averages of 31% and 33%.

![Bar chart showing California Standards Test (CST) scores for Diamond Bar High School vs. District and State Scores English/Language Arts (Grade 10) for 2001, 2002, and 2003.](chart2.png)
Grade 11
The percent of 11th grade students at Walnut High School achieving proficient or advanced on the *ELA CST* between 2001 and 2003 increased 9 percentage points, from 50% to 59%, while the state average increased by 3 percentage points, from 29% to 32% over the same time period.

![Graph showing the percentage of proficient or advanced students at Walnut High School compared to the state average and Walnut Valley Unified School District between 2001 and 2003.](image)

The percent of 11th grade students at Diamond Bar High School achieving proficient or advanced on the *ELA CST* between 2001 and 2003 increased 8 percentage points, from 54% to 62%, which is well above the state averages of 29% and 32%.

![Graph showing the percentage of proficient or advanced students at Diamond Bar High School compared to the state average and Walnut Valley Unified School District between 2001 and 2003.](image)
Colorado

The state of Colorado administers the *Colorado Student Assessment Program (CSAP)*, which is designed to measure student achievement in relationship to the Colorado Model Content Standards. These standards are expectations specifying what students should know at particular points in their education.

Colorado 8th grade students are required to take the *CSAP* reading test in the spring. There are three testing sessions. Each testing session lasts about an hour. The students are measured on the following reading standards:

- Students read and understand a variety of materials
- Students apply thinking skills to their reading, writing, speaking, listening, and viewing
- Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources
- Students read and recognize literature as a record of human experience

The state reports test results as a **Percent Proficient or Advanced**.
• **Case Study:** Bayfield School District 10-Jt-R  
  Bayfield Middle School  
  Bayfield, Colorado

**Demographics:**

Below Poverty Level: 11.4%  
Ethnicity:

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Bayfield School District 10-Jt-R has one middle school; Bayfield Middle School. The district purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. Already high achievers, the percent of 8th grade students achieving proficient or advanced on the *CSAP* reading test increased by 5 percentage points, from 79% in 2002 to 84% in 2003, the first year after the intervention was introduced. The state average score increased by 1 percentage point over the same time period.
Case Study: Cotopaxi School District R-3
Cotopaxi School
Cotopaxi, Colorado

Demographics:

Below Poverty Level: 2.2%
Ethnicity:

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Cotopaxi School District R-3 has one school in the district; Cotopaxi School. The district purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. In 2002, the year prior to the intervention, 50% percent of 8th grade students at Cotopaxi School scored proficient or advanced on the CSAP reading test, which is 15 points below the state average of 65%. In 2003, 65% percent of Cotopaxi student scored proficient or advanced bringing the Cotopaxi scores to within one point of the state average.

![Colorado Student Assessment Program (CSAP)
Cotopaxi School vs. State Scores
Reading (Grade 8) graph](image-url)
Case Study: Huerfano School District R-1
Walsenburg Middle School
Walsenburg, Colorado

Demographics:

Below Poverty Level: 22.3%

Ethnicity:

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Huerfano School District R-1 purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. Between 2002 and 2003, the percent of 8th grade students at the Walsenburg Middle School achieving proficient or advanced on the CSAP reading test increased 12 percentage points while the state average increased by only one percentage point.

![Colorado Student Assessment Program (CSAP)
Walsenburg Middle School vs. District and State Scores
Reading (Grade 8)](image)
- **Case Study:** Kiowa County School District RE-1
  Eads Elementary School
  Eads, Colorado

**Demographics:**

- Below Poverty Level: 11.6%
- Ethnicity:

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Kiowa County School District RE-1 has one elementary school; the Eads Elementary School. The district purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. Already high achievers, the percent of 8th grade students at Eads Elementary School achieving proficient or advanced on the CSAP reading test increased by 14 percentage points, from 76% in 2002 to 90% in 2003, while the state average rose 1 percentage point during the same period.

![Colorado Student Assessment Program (CSAP) Eads Elementary School vs. State Scores](image-url)
Case Study: Mesa County Valley School District 51
Bookcliff Middle School
East Middle School
Grand Mesa Middle School
Grand Junction, Colorado

Demographics:
Below Poverty Level: 20.1%
Ethnicity:

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Mesa County Valley School District 51 purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its middle schools in the fall of 2002. After one year of use, the percent of 8th grade students in the district achieving proficient or advanced on the *CSAP* reading test increased by 6 percentage points, from 65% in 2002 to 71% in 2003.

In 2002, the year prior to the intervention, *CSAP* 8th grade reading scores at 5 of the 8 middle schools were lower than the state average scores. The following year, 2003, 6 of the 8 middle school scores rose above the state average score, with all scores increasing from the prior year.

![Colorado Student Assessment Program (CSAP) Mesa County Valley School District 51 vs. State Scores Reading (Grade 8)](image)
There were dramatic increases in the percent of 8th grade students achieving proficient or advanced on the CSAP reading test at three of the middle schools in the Mesa County Valley School District 41 between 2002 and 2003.

The percent of 8th grade students at the Bookcliff Middle School achieving proficient or advanced on the CSAP reading test increased by 7 percentage points, from 63% in 2002 to 70% in 2003, which exceeded gains at the state level over the same time period.

The percent of 8th grade students at the East Middle School achieving proficient or advanced on the CSAP reading test increased by 10 percentage points, from 61% in 2002 to 71% in 2003, which exceeded gains at the state level over the same time period.
The percent of 8th grade students at the Grand Mesa Middle School achieving proficient or advanced on the CSAP reading test increased by 14 percentage points, from 60% in 2002 to 74% in 2003, which exceeded gains at the state level over the same time period.
• **Case Study:** St. Vrain Valley School District R 1J  
  Longmont, Colorado  
  Lyons Middle Senior High School  
  Lyons, Colorado

Demographics:

Below Poverty Level: 9.1%

Ethnicity:

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St. Vrain Valley School District R 1J purchased *McDougal Littell's The Language of Literature*, 2002 copyright for its 8th grade students at the end of the 2002 school year. Already high achievers, the percent of 8th grade students at Lyons Middle Senior High School achieving proficient or advanced on the *CSAP* reading test increased by 6 percentage points, from 80% in 2002 to 86% in 2003. The state and district average scores increased by 1 and 3 percentage points, respectively, over the same time period.
Florida

The state of Florida administers the *Florida Comprehensive Assessment Test (FCAT)*, which is part of Florida’s overall plan to increase student achievement by implementing higher standards for public school students. It contains two basic components:

- A portion measuring selected benchmarks in reading and writing from the Sunshine State Standards (SSS); and
- A portion measuring each student’s performance against national norms; a criterion-referenced test (CRT), and a norm-referenced test (NRT).

The purpose of the *FCAT* reading test is to measure students’ achievement in constructing meaning from a wide variety of texts. Reading passages may be either literary text or informational text. These two kinds of passages serve as the basis for the two reading sub-scores on the *FCAT*.

- The literary text accounts for 30% of the test and includes fiction, nonfiction, poetry, and drama addressing a variety of themes appropriate for, and interesting to, students at the designated grade level.
- The informational text accounts for 70% of the test and is subject matter centered, wherein language is used to solve problems, raise questions, provide information, and present new ideas.

The *FCAT* is administered at the 9th and 10th grade levels throughout the state in February and March of each year. While 10th graders have taken the FCAT since 1998, 9th grade students began taking the test in the spring of 2001.

The state scores are reported as **Mean Scale Score** on a scale of 100 to 500.
• **Case Study:** Brevard County School District  
  Viera, Florida  
  Bayside High School  
  Palm Bay, Florida  
  Cocoa Beach Junior/Senior High School  
  Cocoa Beach, Florida  
  Satellite High School  
  Satellite Beach, Florida  
  Titusville High School  
  Titusville, Florida  
  West Shore Junior/Senior High School  
  Melbourne, Florida

**Demographics:**

Below Poverty Level: 13%  
Ethnicity:

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The 10th grade students’ *FCAT* reading mean scale score at Bayside High School rose 10 points between 1999, the first year the *FCAT* was administered at Bayside, and 2002 compared to a 1 point gain at the state level.

The 10th grade students’ *FCAT* reading mean scale score at Cocoa Beach Junior/Senior High School rose 15 points between 1998 and 2002 compared to a 4 point gain at the state level.
The 10th grade students’ FCAT reading mean scale score at Satellite High School rose 6 points between 1998 and 2002 compared to a 4 point gain at the state level.
The 10th grade students’ *FCAT* reading mean scale score at Titusville High School rose 9 points between 1998 and 2002 compared to a 4 point gain at the state level.

The 10th grade students’ *FCAT* reading mean scale score at West Shore Junior/Senior High School rose 23 points between 2000, the first year the *FCAT* was administered at West Shore, and 2002 compared to a 5 point gain at the state level.
**Case Study:** Dade County School District
Barbara Goleman Senior High School
Miami Coral Park Senior High School
Miami Jackson Senior High School
Miami Senior High School
Miami, Florida
American Senior High School
Hialeah, Florida
Miami Beach Senior High School
Miami Beach, Florida

**Demographics:**
Below Poverty Level: 24%
Ethnicity:

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The Dade County School District purchased *McDougal Littell’s The Language of Literature*, 1997 copyright for its 9th grade students before the start of the 1999-2000 school year.
Grade 9

Although *McDougal Littell’s The Language of Literature*, 1997 copyright was used in the 9th grade since the fall of 1999, the *FCAT* reading test was first administered to Florida 9th graders in the spring of 2001.

The 9th grade students’ *FCAT* reading mean scale score at American High School rose 17 points between 2001 and 2002 compared to a 1 point gain at the state level.

The 9th grade students’ *FCAT* reading mean scale score at North Miami Beach Senior High School rose 16 points between 2001 and 2002 compared to a 1 point gain at the state level.
The 9th grade students’ FCAT reading mean scale score at Miami Senior High School rose 15 points between 2001 and 2002 compared to a 1 point gain at the state level.

The 9th grade students’ FCAT reading mean scale score at Miami Coral Park Senior High School rose 10 points between 2001 and 2002 compared to a 1 point gain at the state level.
The 9th grade students’ *FCAT* reading mean scale score at Barbara Goleman High School rose 9 points between 2001 and 2002 compared to a 1 point gain at the state level.

The 9th grade students’ *FCAT* reading mean scale score at Miami Jackson Senior High School rose 9 points between 2001 and 2002 compared to a 1 point gain at the state level.
Georgia

The Georgia High School Graduation Test (GHSGT) is given annually in the spring to 11th graders throughout the state. All the content area tests have a multiple-choice format. Students take the English/language arts tests for the first time in the spring of their eleventh grade year. Students are required to pass the test in order to graduate and may take the test up to 5 times to pass.

The English Language Arts Test is divided into three strands:

- **Reading/Literature (47-49% of the test)**
  
  Items test students’ ability to read and respond to literature and other written material. Skills include literal and inferential comprehension. Also tested are such literary concepts as point of view, tone, figurative language, plot, and historical aspects of American literature.

- **Critical Thinking (37-39% of the test)**
  
  Items test the use of thinking skills in English and other academic areas. Examples include drawing conclusions, generalizing, recognizing fallacies, separating fact from opinion, and understanding logical relationships.

- **Writing/Usage/Grammar (14-16% of the examination)**
  
  Items test knowledge of grammar and mechanics of standard American English as well as levels of usage. Other language/writing skills are assessed in the Writing test.

The scores are reported as a **Percent Passing on the First Administration**.
**Case Study:** Washington County School District
Washington County High School
Sandersville, Georgia

**Demographics:**

Below Poverty Level: 27%
Ethnicity:

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Washington County School District has one high school: Washington County High School. The district purchased *McDougal Littell’s The Language of Literature, 1997 Copyright* for its 11th grade students in the fall of 1998. While the state’s 11th grade GHSGT scores remained high but flat throughout the 1998 – 2003 testing years, the 11th grade students at Washington County High School continued to progress with test scores surpassing the state for three consecutive years.
The state of Illinois administers two standardized tests; the *Illinois Standards Achievement Test (ISAT)* at the 3rd, 4th, 5th, 7th, and 8th grade levels and the *Prairie State Achievement Exam (PSAE)* at the 11th grade level. Both tests are administered in Illinois public schools in the spring of each year.

The *ISAT* reading test is administered to 8th grade students in three 40-minute sessions and contains multiple-choice questions and one extended-response question. All questions on the *ISAT* reading section align with the *Illinois Learning Standards* for reading (*ILS*). These learning standards are designed to guide English/Language Arts curricula in Illinois schools. The alignment of assessment to curriculum insures consistency and strengthens the influence of standards and assessment on improved teaching and learning.

The state goals and standards (*ILS*) for reading include:

- **Read with understanding and fluency.**
- **Read and understand literature representative of various societies, eras, and ideas.**
- **Use English/Language Arts to acquire, assess, and communicate information.**

The *PSAE* reading test has two components:

- **ACT Assessment** – the reading test contains 40 multiple-choice questions to be answered in 35 minutes. The ACT Assessment may be used for college admissions.

- **Word Keys Assessments** - The *Reading for Information* portion measures a student's skill in reading and using work-related information including instructions, policies, memos, bulletins, notices, letters, manuals, and governmental regulations. These printed materials represent actual workplace conditions where reading materials are not necessarily well-written or adapted to meet the needs of the reader. They are unlike those used in most reading instruction because they were not produced or selected to facilitate reading. It measures skills in reading that employers believe are critical to job success.

The state reports the *ISAT* and *PSAE* test results as a **Percent of Students Meeting or Exceeding Standards.**
• **Case Study**: Chicago Public School District 299

**District Demographics:**
- Below Poverty Level=34%
- Ethnicity:

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The Chicago Public School District is divided into six regions. Textbooks are purchased on an individual school basis.

• **Chicago Public School District – Region 3**
- Hefferan Elementary School
- Bethune Elementary School
- Chicago, Illinois

**Ethnicity:**

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Bethune Elementary School purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2001. The percent of 8th grade students meeting or exceeding the standards on the *ISAT* reading test increased by 25 percentage points between 2001 and 2003 while the district average increase was 2 percentage points. The state average decreased by 2 percentage points over the same period.
Hefferan Elementary School purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 8th grade students in the fall of 2001. The percent of 8th grade students meeting or exceeding the standards on the *ISAT* reading test increased by 28 percentage points between 2001 and 2003 while the district average increase was 2 percentage points. The state average decreased by 2 percentage points over the same period.
William Carter Elementary School purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 8th grade students in the fall of 2001. The percent of 8th grade students meeting or exceeding the standards on the *ISAT* reading test increased by 16 percentage points between 2001 and 2003 while the district average increase was 2 percentage points. The state average decreased by 2 percentage points over the same period.
Chicago Public School District – Region 6
Clissold Elementary School
Hughes Elementary School
Chicago, Illinois

Ethnicity:

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Clissold Elementary School purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. The percent of 8th grade students meeting or exceeding the standards on the ISAT reading test increased by 9 percentage points between 2002 and 2003 while the district and state averages decreased by 5 and 4 percentage points, respectively over the same period.
Hughes Elementary School purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. The percent of 8th grade students meeting or exceeding the standards on the *ISAT* reading test increased by 7 percentage points between 2002 and 2003 while the district and state averages decreased by 5 and 4 percentage points, respectively over the same period.
• **Case Study:** Meridian Community School District 101  
  Meridian High School  
  Mounds, Illinois

**Demographics:**

Below Poverty Level: 39.1%

Ethnicity:

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Meridian Community School District has one grades 8-12 high school: Meridian High School. The school purchased *McDougal Littell's The Language of Literature, 2001* copyright for its 8th grade students in the fall of 2001. The percent of 8th grade students meeting or exceeding the standards on the *ISAT* reading test increased by 20 percentage points between 2001 and 2003 while the state average score decreased by 2 percentage points.
• **Case Study:** Community High School District 218  
  Oak Lawn, Illinois  
  Alan B. Shepard High School  
  Palos Heights, Illinois

**Demographics:**

Below Poverty Level: 9.2%  
Ethnicity:

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Community High School District 218 has 3 public high schools. Alan B. Shepard High School purchased *McDougal Littell's The Language of Literature*, 2000 copyright for its 11th grade students in the fall of 1999. The percent of 11th grade students meeting or exceeding the standards on the *PSAE* reading exam increased by 12 percentage points between 2001 and 2003. Overall, the district score increased by 8 percentage points while the state average score decreased by 2 percentage points over the same period.
• **Case Study:** Glenbard Township High School District 87  
  Glenbard South High School  
  Glen Ellyn, Illinois

**Demographics:**

Below Poverty Level: 2.9%

Ethnicity:

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Glenbard South High School purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 11th grade students in the fall of 2001. The percent of 11th grade students meeting or exceeding the standards on the *PSAE* reading test increased by 8 percentage points from 73% in 2001 to 81% in 2003. The state average score decreased by 2 percentage points and the district score remained flat over the same period.
Massachusetts
The state of Massachusetts began administering the *Massachusetts Comprehensive Assessment System (MCAS) English Language Arts Test (ELA)* standardized exam to Grades 7 and 10 in the spring of 2002. The *ELA* tests language and literature and composition.

The language and literature portion of the exam measures students on the following standards:

- Standard 4: Vocabulary and Concept Development
- Standard 5: Structures and Origins of Modern English
- Standard 6: Formal and Informal English
- Standard 8: Understanding a Text
- Standard 10: Genre
- Standard 11: Theme
- Standard 12: Fiction
- Standard 13: Nonfiction
- Standard 14: Poetry
- Standard 15: Style and Language
- Standard 16: Myth, Traditional Narrative, and Classical Literature
- Standard 17: Dramatic Literature

In the composition portion of the *ELA* students are given a writing prompt and asked to write a well-developed composition.

The state reports test results as a **Percent Proficient or Advanced.**
Grade 7

• **Case Study:** Up Islands Regional School District
  Vineyard Haven, Massachusetts
  West Tisbury Elementary School
  West Tisbury, Massachusetts

**Demographics:**

- Below Poverty Level: 4.2%
- Ethnicity:

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<td>Elementary School</td>
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</table>

West Tisbury Elementary school purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 7th grade students in the fall of 2000. The percent of 7th grade students achieving proficient or advanced on the *MCAS ELA* increased by 16 percentage points over a 2 year period; 2001 to 2003, while the state average score increased by 9 percentage points.
Grade 10

- **Case Study:** Norton School District
  Norton High School
  Norton, Massachusetts

**Demographics:**

Below Poverty Level: 5.6%

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Norton High School purchased *McDougal Littell's The Language of Literature*, 2000 copyright for its 10th grade students in the fall of 2001. The percent of 10th grade students achieving proficient or advanced on the *MCAS ELA* increased by 11 percentage points between 2001 and 2003 while the state average increase was 9 percentage points.

![Massachusetts Comprehensive Assessment Program (MCAS)
Norton High School vs. State Scores
English/Language Arts (Grade 10)](image)
Case Study: Provincetown Public School District
Provincetown High School
Provincetown, Massachusetts

Demographics:
Below Poverty Level: 15.5%
Ethnicity:

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<tr>
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</table>

Provincetown Public School District has one high school; Provincetown High School. The district purchased *McDougal Littell's The Language of Literature*, 2002 copyright for its 10th grade students in the fall of 2002. The percent of 10th grade students achieving proficient or advanced on the *MCAS ELA* increased by 10 percentage points after one year of use. The state average score increased 1 percentage point over the same period, 2002 to 2003.

![Massachusetts Comprehensive Assessment System (MCAS)
Provincetown High School vs. State Scores
English/Language Arts (Grade 10) chart](chart)
Missouri

The state of Missouri administers the Missouri Assessment Program (MAP) at the 7th and 11th grade level each spring. The MAP is based on the Show-Me standards. In Communication Arts, the 7th and 11th grade students in Missouri public schools acquire a solid foundation that includes knowledge of and proficiency in the following:

- Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
- Reading and evaluating fiction, poetry and drama
- Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
- Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
- Participating in formal and informal presentations and discussions of issues and ideas
- Identifying and evaluating relationships between language and culture

The test at both grade levels is administered in 3 sessions and given over a period of 3 days. Students are expected to respond to the following:

- Multiple-choice questions. Approximately 45 questions--students read a passage and then answer the questions.
- Constructed-response questions. Approximately 20 questions--students read a passage and then answer the questions.
- Writing. Students are given one writing prompt.

The state reports test results as a Percent Proficient or Advanced.
Grade 7

- **Case Study:** Crystal City School District 47
  Crystal City Elementary School
  Crystal City, Missouri

**Demographics:**

Below Poverty Level: 13.8%
Ethnicity:

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Crystal City Elementary School purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 7th grade students in the fall of 2002. The percents of 7th grade students achieving proficient or advanced on the MAP communication arts test increased by 3 percentage points between 2002 and 2003 while the state average score increased by 1 percentage point.
• **Case Study:** Ritenour School District  
  Ritenour Middle School  
  Saint Louis, Missouri

**Demographics:**

Below Poverty Level: 14.5%

Ethnicity:

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Ritenour Middle School purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 7th grade students in the fall of 2002. The percent of 7th grade students achieving proficient or advanced on the MAP communication arts test increased by 5 percentage points while the state average score increased by 1 percentage point between 2002 and 2003.
Case Study: Waynesville School District R6
Waynesville, Missouri
Wood Middle School
Ft. Leonard Wood, Missouri

Demographics:

Below Poverty Level: 14.8%
Ethnicity:

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<td>33</td>
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Waynesville School District R6 purchased *McDougal Littell's The Language of Literature*, 2002 copyright for its 7th grade students in the fall of 2002. The percent of 7th grade students achieving proficient or advanced on the MAP communication arts test increased by 4 percentage points after using the textbook for one year, between 2002 and 2003. The state average score increased by 1 percentage point over the same period.
Grade 11

- **Case Study:** Delta School District R5
  Delta High School
  Delta, Missouri

**Demographics:**

  Below Poverty Level: 16.8%

  Ethnicity:

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Delta High School purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 11th grade students in the fall of 2000. The percent of 11th grade students achieving proficient or advanced on the MAP communication art test increased by 25 percentage points, from 5% in 2000, the year prior to the intervention, to 30% in 2003. The 11th grade students’ scores surpassed the state average scores in 2003 by 8 percentage points.
North Carolina

Middle school students - 6th, 7th, and 8th graders – in North Carolina are required to take the state administered End-of-Grade Test each spring. The End-of-Grade Test in reading is a multiple choice test. Achievement levels are performance standards that allow student performance to be compared to grade level expectations. The judgment of many teachers is used to set the achievement levels. Four achievement levels (I, II, III, and IV) are reported in each subject area.

The description of each achievement level follows:

**Level I:** Students performing at this level do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

**Level II:** Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

**Level III:** Students performing at this level consistently demonstrate mastery of the grade-level subject matter and skills and are well prepared for the next grade level.

**Level IV:** Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.

The state reports test results as a **Percent of Students On or Above Grade Level.**
• **Case Study:** Charlotte-Mecklenburg School District
  Alexander Graham Middle School
  Cochrane Middle School
  Northeast Middle School
  Piedmont Open Middle School
  Randolph Middle School
  Ranson Middle School
  Smith Language Academy
  Wilson Middle School
  Charlotte, North Carolina
  Francis Bradley Middle School
  Huntersville, North Carolina

**Demographics:**

Below Poverty Level: 13%
Ethnicity:

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Charlotte-Mecklenburg School District purchased *McDougal Littel's The Language of Literature*, 2001 copyright for use in their 6th, 7th, and 8th grade language arts classes in the fall of 2001. The percent of 6th, 7th, and 8th grade district students achieving on or above grade level on the End-of-Grade reading test exceeded or were equal to the state average gains between 2001 and 2003.

Nine schools within the district had noteworthy gains on the End-of-Grade reading test at each grade level; that is, the school gains were greater than the state and district gains between 2001 and 2003.
Grade 6

Between 2001 and 2003 the 6th grade district gains on the End-of-Grade reading test were equal to the state gains, 11 percentage points each.

The table below shows the dramatic increases that were achieved by the 6th grade students on the End-of-Grade reading test at each middle school in the Charlotte-Mecklenburg School District after using *McDougal Littell’s Language of Literature* over a two-year period.
At the 7th grade level, gains in the reading scores on the End-of-Grade test increased by 11 percentage points for the district and 10 percentage points for the state when comparing 2001 to 2003 scores.

The table below shows the dramatic increases that were achieved by the 7th grade students on the End-of-Grade reading test at each middle school in the Charlotte-Mecklenburg School District after using *McDougal Littell's Language of Literature* over a two-year period.
Grade 8

District gains of 6 percentage points on the End-of-Grade reading test at the 8th grade level surpassed the state gains of 5 percentage points between 2001 and 2003.

The table below shows the dramatic increases that were achieved by the 8th grade students on the End-of-Grade reading test at each middle school in the Charlotte-Mecklenburg School District after using McDougal Littell's Language of Literature over a two-year period.
District End-of-Grade Test for 6th, 7th, and 8th Grade Students – Disaggregated Scores

Charlotte-Mecklenburg School District End-of-Grade reading scores significantly increased for 6th, 7th, and 8th grade African-American students and students who received free or reduced price lunches between 2001 and 2003 after using *McDougal Littell’s The Language of Literature* over a two-year period.

African-American students’ scores at the 6th, 7th, and 8th grade levels increased by 19, 21, and 11 percentage points, respectively, between 2001 and 2003. The scores of 6th, 7th, and 8th grade students receiving free/reduced lunches increased by 20, 21, and 12 percentage points over the same period.
Pennsylvania
The state of Pennsylvania administers the *Pennsylvania System of School Assessment (PSSA)* annually between March and April. The *PSSA* is a standards based criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in 5th, 8th and 11th grade is assessed in reading and math, and students in grades 6, 9 and 11 are assessed in writing.

The reading section of the *PSSA* contains short passages to read and multiple-choice questions to answer. Students also write a short essay. The questions on the 8th grade reading test are modeled on specific performance level descriptors:

- Narrative/Fiction Passage
- Informational/Nonfiction Passage

With the following standards applied to each:

- Learning to Read Independently
- Reading Critically in all Content Areas
- Reading, Analyzing and Interpreting Literature
- Characteristics and Functions of the English Language
- Research

In May 2001, the Pennsylvania State Board of Education approved performance levels that correspond with student scores on the *PSSA*. The approved performance levels (Advanced, Proficient, Basic, and Below Basic) were applied to the 2001 *PSSA* assessment scores that were released in the fall of 2001.

The state reports test results as a **Percent Proficient or Advanced**.
**Case Study:** Antietam School District  
Antietam Middle Senior High School  
Reading, Pennsylvania

**Demographics:**

Below Poverty Level: 2.9%  
Ethnicity:

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Antietam School District has one high school; Antietam Middle Senior High School. The school purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 8th grade students in the fall of 2000. Between 2001 and 2003, the percent of 8th grade students achieving proficient or advanced on the PSSA reading test increased by 5 percentage points while the state average score increased by 3 percentage points.

---

![Pennsylvania System of School Assessment (PSSA)  
Antietam Middle Senior High School vs. State Scores  
Reading (Grade 8)](image)
**Case Study:** Hamburg Area School District  
Hamburg Area Middle School  
Hamburg, Pennsylvania

**Demographics:**

Below Poverty Level: 6.5%  
Ethnicity:

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Hamburg Area School District has one middle school; Hamburg Area Middle School. The school purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. The percent of 8th grade students achieving proficient or advanced on the PSSA reading test increased by 7 percentage points after one year of using *McDougal Littell’s The Language of Literature*, while the state average score increased by 4 percentage points from 2002 to 2003.
Case Study: Moon Area School District
   Moon Middle School
   Moon Township, Pennsylvania

Demographics:
   Below Poverty Level: 8.4%
   Ethnicity:

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<td>4</td>
<td>0</td>
<td>2</td>
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Moon Area School District has one middle school; Moon Middle School. The school purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. Between 2002 and 2003, the percent of 8th grade students achieving proficient or advanced on the PSSA reading test increased by 8 percentage points while the state average score increased by 4 percentage points.

![Pennsylvania System of School Assessment (PSSA)
Moon Middle School vs. State Scores
Reading (Grade 8)](chart.png)
• **Case Study:** Rose Tree Media School District  
  Springton Lake Middle School  
  Media, Pennsylvania  

**Demographics:**  

Below Poverty Level: 4.9%  
Ethnicity:

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<td>Springton Lake Middle School</td>
<td>89</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>0</td>
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</table>

Rose Tree Media School district has one middle school; Springton Lake Middle School. The school purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 8th grade students in the fall of 2001. Between 2001 and 2003, the percent of 8th grade students achieving proficient or advanced on the PSSA reading test increased by 7 percentage points while the state average score increased by 3 percentage points.
Case Study: Souderton Area School District
Indian Crest Junior High School
Souderton, Pennsylvania

Demographics:
Below Poverty Level: 2.4%
Ethnicity:

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<td>Indian Crest Junior High School</td>
<td>92</td>
<td>2</td>
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Souderton Area School District has one junior high school; Indian Crest Junior High School. The school purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 8th grade students in the fall of 2000. Between 2001 and 2003, the percent of 8th grade students achieving proficient or advanced on the PSSA reading test increased by 6 percentage points while the state average score increased by 3 percentage points.
• **Case Study:** West Shore School District  
  New Cumberland Middle School  
  New Cumberland, Pennsylvania  
  Allen Middle School  
  Camp Hill, Pennsylvania

**Demographics:**

Below Poverty Level: 4.6%
Ethnicity:

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<td>2</td>
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<td>Allen Middle School</td>
<td>94</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>New Cumberland Middle School</td>
<td>91</td>
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</table>

Allen Middle School purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. Between 2002 and 2003, the percent of 8th grade students achieving proficient or advanced on the *PSSA* reading test increased by 11 percentage points while the state and district scores increased by 4 and 6 percentage points, respectively.
New Cumberland Middle School purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 8th grade students in the fall of 2002. Between 2002 and 2003, the percent of 8th grade students achieving proficient or advanced on the *PSSA* reading test increased by 17 percentage points while the state and district scores increased by 4 and 6 percentage points, respectively.

![Graph](image-url)
South Carolina

The state of South Carolina administers the Basic Skills Assessment Program (BSAP) Exit Exam annually each spring to high school students in the 10th grade. The BSAP Exit Exam is a criterion-referenced test administered in reading that meets the standards required for receiving a South Carolina high school diploma. The BSAP is being phased out gradually and will eventually be replaced by the New South Carolina Exit Examination.

The BSAP is consistent from year-to-year, and therefore the test scores are comparable from year-to-year as well as between and among schools and/or districts.

The state reports the BSAP test results as a Percent of Students Meeting Standard.
• **Case Study:** Georgetown County School District  
  Andrews High School  
  Georgetown High School  
  Andrews, South Carolina  
  Carvers Bay High School  
  Hemingway, South Carolina

**Demographics:**

Below Poverty Level: 27%

Ethnicity:

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<tr>
<td>Andrews High School</td>
<td>45</td>
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<tr>
<td>Carvers Bay High School</td>
<td>15</td>
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</table>

Georgetown County School District purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 10th grade high school students in the fall of 2001.

Between 2001 and 2003, the percent of 10th grade students meeting standard on the *BSAP* reading test increased at Georgetown High School by 10 percentage points while the statewide average decreased by 1 percentage point and the district score increased by 6 percentage points.
Between 2001 and 2003, the percent of 10th grade students meeting standard on the **BSAP** reading test at Andrews High School increased by 4 percentage points while the statewide average decreased by 1 percentage point and the district score increased by 6 percentage points.

![Bar graph showing BSAP scores for Andrews High School vs. District and State Scores (Reading Grade 10)](image)

Between 2001 and 2003, the percent of 10th grade students meeting standard on the **BSAP** reading test at Carvers Bay High School increased by 7 percentage points while the statewide average decreased by 1 percentage point and the district score increased by 6 percentage points.

![Bar graph showing BSAP scores for Carvers Bay High School vs. District and State Scores (Reading Grade 10)](image)
South Dakota

The state of South Dakota administers the SAT 9 (Stanford Achievement Test) reading test annually each spring to high school students in the 11th grade. SAT 9, the most widely used achievement test in the nation, features multiple-choice questions, designed from classroom and real-life situations, emphasizing thinking skills. The test measures the achievement of South Dakota students in comparison to a national norm sample. A percentile rank score of 50 represents the national average.

The SAT 9 is consistent from year-to-year, and therefore the test scores are comparable from year-to-year as well as between and among schools and/or districts.

The state reports test results as a National Percentile Rank.

The 2003 scores are not shown because South Dakota administered the SAT 10 Abbreviated for the first time that year.
• **Case Study:** Eagle Butte School District  
  Cheyenne-Eagle Butte High School  
  Eagle Butte, South Dakota

**Demographics:**

Below Poverty Level: 40%

Ethnicity:

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<td>Eagle Butte School District</td>
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<td>Cheyenne-Eagle Butte High School</td>
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<td>0</td>
<td>0</td>
<td>61</td>
</tr>
</tbody>
</table>

Eagle Butte School District has only one high school: Cheyenne-Eagle Butte High School. The district purchased *McDougal Littell's The Language of Literature*, 2000 Copyright for grades 9 through 12 in the fall of 2001.

*SAT 9* test results show tremendous gains in NPR for the 11th grade students at Cheyenne-Eagle Butte High School. After one year of using the *McDougal Littell's The Language of Literature*, 2000 Copyright, the NPR went from ranking in the 20th percentile in 2001 to the 30th percentile in 2002. In contrast, state averages went down 1 point, from a 53 NPR in 2001 to a 52 NPR in 2002.
Tennessee

Each spring students in grades 3-8 take an achievement test as part of the Tennessee Comprehensive Assessment Program (TCAP). The achievement test has fresh and non-redundant test items each year and is given to students in March or April. Test items are customized yearly to measure the academic basic skills.

Content knowledge, as well as the application of that knowledge, is assessed at the 6th, 7th, and 8th grade levels. The reading section of the test contains questions that measure the following objectives:

- Basic Understanding
- Analyze Text
- Evaluate and Extend Meaning
- Identify Reading Strategies
- Sentence Structure
- Writing Strategies
- Editing Skills

The TCAP achievement test uses multiple-choice questions and has set time limits. There is no passing or failing grade on the test.

Test scores are reported as a National Percentile Rank (NPR).

At the time of printing, the 2003 TCAP statewide district and school scores were not available.
• **Case Study:** Jackson County School District  
  Gainesboro, Tennessee  
  Dodson Branch Elementary School  
  Cookeville, Tennessee

**Demographics:**

Below Poverty Level: 20%

Ethnicity:

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<td>Dodson Branch</td>
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<td>1</td>
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<td>Elementary School</td>
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The district purchased the *McDougal Littell’s The Language of Literature*, 2001 copyright 7th and 8th grade textbooks in the fall of 2001.

**Grade 7**

The 7th grade classes at Dodson Branch Elementary School averaged a 61 NPR on the TCAP reading test in 2002, which was 9 points higher than the 7th grade score in 2001, surpassing the district and statewide scores.

![Tennessee Comprehensive Assessment Program (TCAP)  
Dodson Branch Elementary School vs. District and State Scores  
Reading (Grade 7)](image_url)
Grade 8

The 8th grade classes at Dodson Branch Elementary School averaged a 69 NPR on the TCAP reading test in 2002, which was 8 points higher than the 8th grade NPR of 61 in 2001.
• **Case Study:** Nashville Davidson County School District  
  Head Magnet School  
  West End Middle School  
  Nashville, Tennessee  
  Goodlettsville Middle School  
  Goodlettsville, Tennessee

**Demographics:**

Below Poverty Level: 19%

**Ethnicity:**

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<td>Head Magnet School</td>
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<td>3</td>
<td>6</td>
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<tr>
<td>West End Middle School</td>
<td>53</td>
<td>47</td>
<td>0</td>
<td>1</td>
<td>0</td>
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</table>

Nashville Davidson County School District purchased *McDougal Littell's The Language of Literature*, 2001 copyright for its 7th and 8th grade students in the fall of 2000. Dramatic increases in 7th and 8th grade reading NPR scores on the TCAP reading test were evidenced at the following Nashville Davidson County Middle Schools between 2001 and 2002.

**Grade 7**

The 7th grade scores at Goodlettsville Middle School rose from 39 NPR in 2001 to 51 NPR in 2002. The 12 point increase brought the 7th grade students at Goodlettsville Middle School above the 50th percentile rank in 2002. The district NPR rose 2 points while there was no change at the state level over the same time period.
Already above the 50th percentile on the TCAP reading test, Head Magnet School 7th grade students NPR scores increased by 2 points from 58 NPR 2001 to a 60 NPR in 2002. The district NPR rose 2 points while there was no change at the state level over the same time period.

West End 7th grade middle school students NPR scores increased by 14 points from 27 NPR 2001 to a 41 NPR in 2002. The district NPR rose 2 points while there was no change at the state level over the same time period.
Grade 8

The 8th grade scores at Goodlettsville Middle School increased by 5 points, from 41 NPR in 2001 to 46 NPR in 2002. The district NPR decreased by 1 point while there was no change at the state level over the same time period.

![Graph showing Tennessee Comprehensive Assessment Program (TCAP) scores for Goodlettsville Middle School vs. District and State Scores for Reading (Grade 8).]

Already above the 50th percentile on the TCAP reading test, Head Magnet School 8th grade students’ NPR scores increased by 8 points from 51 NPR 2001 to a 59 NPR in 2002. The district NPR decreased by 1 point while there was no change at the state level over the same time period.

![Graph showing Tennessee Comprehensive Assessment Program (TCAP) scores for Head Magnet School vs. District and State Scores for Reading (Grade 8).]
The 8th grade scores at West End Middle School increased by 10 points, from 35 NPR in 2001 to 45 NPR in 2002. The district NPR decreased by 1 point while there was no change at the state level over the same time period.
Texas

The state of Texas administered the *Texas Assessment of Academic Skills (TAAS)* to middle and high school students (6th, 7th, 8th, and 10th grade levels) annually each spring through the 2001-2002 school year. The *TAAS* measures statewide curriculum in reading, mathematics, and writing at the exit level. The reading section of the *TAAS* contains short passages. The students are tested on their ability to read selections and answer multiple-choice questions on the readings.

The results are reported as **Percent Meeting Minimum State Expected Reading Levels**.

Beginning with the 2002-2003 school year, the state changed their standardized assessment from the *Texas Assessment of Academic Skills (TAAS)* to the *Texas Assessment of Knowledge and Skills (TAKS)*. The *TAKS* 2003 tests scores are not comparable to the *TAAS* scores.
**Case Study:** Corpus Christi Independent School District

Cullen Place Middle School
Driscoll Middle School
Harold C. Kaffie Middle School
Paul R. Haas Middle School
Corpus Christi, Texas

**Demographics:**

Below Poverty Level: 25%

Ethnicity:

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<tr>
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<td>Paul R. Haas Middle School</td>
<td>33</td>
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<td>59</td>
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Overall, the percent of 6th, 7th, and 8th grade students in the Corpus Christi Independent School District who met the minimum state expectations for their grade level on the *TAAS* reading exam after using *McDougal Littell's The Language of Literature*, 2001 copyright for one year increased at the same rate (approximately 3 percentage points at each level) as students in those same grade levels throughout the state. A majority of the schools in the district met or exceeded the state average gains.
Four schools in the Corpus Christi Independent School District, in particular, showed increases at each grade level.

**Grade 6**

The percent of 6th grade students at Cullen Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 6 percentage points from 84% in 2001 to 90% in 2002, exceeding both the statewide and district averages in 2002.

![Texas Assessment of Academic Skills (TAAS) Cullen Middle School vs. District and State Scores Reading (Grade 6)](chart)

The percent of 6th grade students at Driscoll Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 4 percentage points from 70% in 2001 to 74% in 2002.

![Texas Assessment of Academic Skills (TAAS) Driscoll Middle School vs. District and State Scores Reading (Grade 6)](chart)
The percent of 6th grade students at Haas Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell's The Language of Literature*, 2001 copyright for one year increased by 12 percentage points from 79% in 2001 to 91% in 2002, exceeding both the statewide and district averages in 2002.

![Texas Assessment of Academic Skills (TAAS)
Haas Middle School vs. District and State Scores
Reading (Grade 6)](image1)

The percent of 6th grade students at Kaffie Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 3 percentage points from 88% in 2001 to 91% in 2002, exceeding both the statewide and district averages in 2002.

![Texas Assessment of Academic Skills (TAAS)
Kaffie Middle School vs. District and State Scores
Reading (Grade 6)](image2)
Grade 7

The percent of 7th grade students at Cullen Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 3 percentage points from 88% in 2001 to 91% in 2002.

![Graph showing the percentage of students meeting minimum expectations at Cullen Middle School vs. District and State Scores for Reading (Grade 7)](image)

The percent of 7th grade students at Driscoll Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 3 percentage points from 70% in 2001 to 73% in 2002.

![Graph showing the percentage of students meeting minimum expectations at Driscoll Middle School vs. District and State Scores for Reading (Grade 7)](image)
The percent of 7th grade students at Haas Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 2 percentage points from 87% in 2001 to 89% in 2002.

![Texas Assessment of Academic Skills (TAAS) Haas Middle School vs. District and State Scores Reading (Grade 7)](image)

The percent of 7th grade students at Kaffie Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 4 percentage points from 87% in 2001 to 91% in 2002.

![Texas Assessment of Academic Skills (TAAS) Kaffie Middle School vs. District and State Scores Reading (Grade 7)](image)
Grade 8

The percent of 8th grade students at Cullen Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 4 percentage points from 89% in 2001 to 93% in 2002.

The percent of 8th grade students at Driscoll Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 8 percentage points from 78% in 2001 to 86% in 2002.
The percent of 8th grade students at Haas Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell's The Language of Literature*, 2001 copyright for one year increased by 3 percentage points from 89% in 2001 to 92% in 2002.

![Texas Assessment of Academic Skills (TAAS)
Haas Middle School vs. District and State Scores
Reading (Grade 8)](chart1.png)

The percent of 8th grade students at Kaffie Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 6 percentage points from 91% in 2001 to 97% in 2002, exceeding both the statewide and district averages in 2002.

![Texas Assessment of Academic Skills (TAAS)
Kaffie Middle School vs. District and State Scores
Reading (Grade 8)](chart2.png)
**Case Study:** Fort Worth Independent School District  
Fort Worth, Texas

Demographics:

Below Poverty Level: 24%

Ethnicity:

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<td>William James Middle School</td>
<td>15</td>
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After one year of using *McDougal Littell’s The Language of Literature*, 2001 copyright, the Fort Worth Independent School District experienced, on average, a 5% to 6% increase in the TAAS reading scores at each grade level (6th, 7th, 8th), which was 2 to 3 points higher than the state gains. At the individual school level, at least 72% showed improved test scores in 2002 over 2001 with at least 29% showing double-digit increases.
Four middle schools, in particular, showed increases at every grade level. (Rosemont Middle School contains grades 7 through 9).

**Grade 6**

The percent of 6th grade students at James Middle School who met the minimum state expectations for their grade level on the *TAAS* reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 11 percentage points from 67% in 2001 to 78% in 2002.

![Texas Assessment of Academic Skills (TAAS) James Middle School vs. District and State Scores Reading (Grade 6)](image1)

The percent of 6th grade students at Meadowbrook Middle School who met the minimum state expectations for their grade level on the *TAAS* reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 5 percentage points from 66% in 2001 to 71% in 2002.

![Texas Assessment of Academic Skills (TAAS) Meadowbrook Middle School vs. District and State Scores Reading (Grade 6)](image2)
The percent of 6th grade students at Morningside Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 9 percentage points from 59% in 2001 to 68% in 2002.

Grade 7

The percent of 7th grade students at James Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 8 percentage points from 73% in 2001 to 81% in 2002.
The percent of 7th grade students at Meadowbrook Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 11 percentage points from 73% in 2001 to 84% in 2002.

The percent of 7th grade students at Morningside Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 8 percentage points from 69% in 2001 to 77% in 2002.
The percent of 7th grade students at Rosemont Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 13 percentage points from 71% in 2001 to 84% in 2002.

![Texas Assessment of Academic Skills (TAAS) Rosemont Middle School vs. District and State Scores Reading (Grade 7)](chart7.png)

**Grade 8**

The percent of 8th grade students at James Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 7 percentage points from 81% in 2001 to 88% in 2002.

![Texas Assessment of Academic Skills (TAAS) James Middle School vs. District and State Scores Reading (Grade 8)](chart8.png)
The percent of 8th grade students at Meadowbrook Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 9 percentage points from 81% in 2001 to 90% in 2002.

![Graph showing Texas Assessment of Academic Skills (TAAS) scores for Meadowbrook Middle School vs. District and State Scores.]({})

The percent of 8th grade students at Morningside Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 13 percentage points from 75% in 2001 to 88% in 2002.

![Graph showing Texas Assessment of Academic Skills (TAAS) scores for Morningside Middle School vs. District and State Scores.]({})
The percent of 8th grade students at Rosemont Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 13 percentage points from 76% in 2001 to 89% in 2002.

![Texas Assessment of Academic Skills (TAAS) Rosemont Middle School vs. District and State Scores](chart.png)

- **2001**
  - State: 91%
  - Fort Worth: 84%
  - Rosemont: 76%

- **2002**
  - State: 94%
  - Fort Worth: 90%
  - Rosemont: 89%

Legend:
- Blue: State Level Scores
- Yellow: Fort Worth Independent School District
- Red: Rosemont Middle School
Case Study: Houston Independent School District
Houston, Texas

Demographics:
Below Poverty Level: 29%
Ethnicity:

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The Houston Independent School District purchased *McDougal Littell's The Language of Literature*, 2001 copyright for its 6th, 7th, and 8th grade students in the fall of 2001. After one year of use (2001 to 2002), the district gains on the TAAS reading exam were significantly greater at the 6th and 7th grade levels than the state gains (8 vs. 3 percentage points and 7 vs. 2 percentage points respectively). At the 8th grade level the district saw a 1 percentage point gain over the state (4 vs. 3 percentage points).

The district purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 10th grade students in the fall of 2000. The district’s 10th grade students’ scores increased by 6 percentage points versus the statewide gain of 4 percentage points over the same time period.

Texas Assessment of Academic Skills (TAAS)
Houston Independent School District vs. State Scores
Reading

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% Meeting Minimum Expectations
Five middle schools and five high schools, in particular, showed higher gains at the 6th, 7th, 8th, and 10th grade levels than the state and district.

**Grade 6**

The percent of 6th grade students at Deady Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 9 percentage points from 61% in 2001 to 70% in 2002.

The percent of 6th grade students at Dowling Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 10 percentage points from 65% in 2001 to 75% in 2002.
The percent of 6th grade students at Fleming Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 13 percentage points from 82% in 2001 to 95% in 2002, exceeding the state and district averages in 2002.

The percent of 6th grade students at McReynolds Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 17 percentage points from 64% in 2001 to 81% in 2002.
The percent of 6th grade students at Thomas Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 11 percentage points from 57% in 2001 to 68% in 2002.

![Bar chart showing reading scores for Thomas Middle School vs. District and State Scores 2001 vs. 2002.](chart1.png)

**Grade 7**

The percent of 7th grade students at Deady Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 8 percentage points from 74% in 2001 to 82% in 2002.

![Bar chart showing reading scores for Deady Middle School vs. District and State Scores 2001 vs. 2002.](chart2.png)
The percent of 7th grade students at Dowling Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 8 percentage points from 78% in 2001 to 86% in 2002.

![Texas Assessment of Academic Skills (TAAS)
Dowling Middle School vs. District and State Scores
Reading (Grade 7)](chart1)

The percent of 7th grade students at Fleming Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 17 percentage points from 75% in 2001 to 92% in 2002, exceeding the state and district averages in 2002.

![Texas Assessment of Academic Skills (TAAS)
Fleming Middle School vs. District and State Scores
Reading (Grade 7)](chart2)
The percent of 7th grade students at McReynolds Middle School who met the minimum state expectations for their grade level on the *TAAS* reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 12 percentage points from 73% in 2001 to 85% in 2002.

![Chart showing comparison of McReynolds Middle School vs. District and State Scores.](chart1)

The percent of 7th grade students at Thomas Middle School who met the minimum state expectations for their grade level on the *TAAS* reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 11 percentage points from 75% in 2001 to 86% in 2002.

![Chart showing comparison of Thomas Middle School vs. District and State Scores.](chart2)
Grade 8

The percent of 8th grade students at Deady Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 11 percentage points from 79% in 2001 to 90% in 2002.

The percent of 8th grade students at Dowling Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 9 percentage points from 82% in 2001 to 91% in 2002.
The percent of 8th grade students at Fleming Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 7 percentage points from 86% in 2001 to 93% in 2002.

The percent of 8th grade students at McReynolds Middle School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 8 percentage points from 86% in 2001 to 94% in 2002.
The percent of 8th grade students at Thomas Middle School who met the minimum state expectations for their grade level on the *TAAS* reading exam after using *McDougal Littell’s The Language of Literature*, 2001 copyright for one year increased by 16 percentage points from 77% in 2001 to 93% in 2002.

![Graph showing percent meeting minimum expectations for Thomas Middle School vs. District and State Scores for Grade 8 Reading.](image)

**Grade 10**

The percent of 10th grade students at Jones High School who met the minimum state expectations for their grade level on the *TAAS* reading exam after using *McDougal Littell’s The Language of Literature*, 2000 copyright for one year increased by 10 percentage points from 79% in 2001 to 89% in 2002.

![Graph showing percent meeting minimum expectations for Jones High School vs. District and State Scores for Grade 10 Reading.](image)
The percent of 10th grade students at Reagan High School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2000 copyright for one year increased by 12 percentage points from 80% in 2001 to 92% in 2002.

The percent of 10th grade students at Sam Houston High School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell’s The Language of Literature*, 2000 copyright for one year increased by 15 percentage points from 74% in 2001 to 89% in 2002.
The percent of 10th grade students at Westbury High School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell's The Language of Literature*, 2000 copyright for one year increased by 13 percentage points from 77% in 2001 to 90% in 2002.

![Texas Assessment of Academic Skills (TAAS) Westbury High School vs. District and State Scores](chart1)

The percent of 10th grade students at Yates High School who met the minimum state expectations for their grade level on the TAAS reading exam after using *McDougal Littell's The Language of Literature*, 2000 copyright for one year increased by 13 percentage points from 80% in 2001 to 93% in 2002.

![Texas Assessment of Academic Skills (TAAS) Yates High School vs. District and State Scores](chart2)
Virginia
The state of Virginia administers the Virginia Standards of Learning (SOL) English: Reading, Literature, Research End-of-Course Test annually at the 8th and 11th grade levels each spring. The SOL is composed of forty-two multiple-choice questions at each grade level.

At the 8th grade level, the SOL English: Reading, Literature, Research test measures the following categories that match the reading standards:

**Understand a variety of printed materials/resource materials.**
*Grade Eight Standards*
- The student will develop and deliver oral presentations in groups and individually
- The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development
- The student will read, comprehend, and analyze a variety of informational sources

**Understand elements of literature**
*Grade Eight Standards*
- The student will analyze mass media messages

At the 11th grade level, the categories tested are as follows:

**Understand a variety of printed materials.**
*Grade Eleven Standards*
- The student will read and analyze a variety of informational materials

**Understand elements of literature**
*Grade Eleven Standards*
- The student will read and analyze relationships among American literature, history, and culture.
- The student will read and critique a variety of poetry.
- The student will read and critique a variety of dramatic selections.

**Locate and use information from a variety of resource materials.**
*Grade Eleven Standards*
- The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.

The SOL is consistent from year-to-year, and therefore the test scores are comparable from year-to-year as well as between and among schools and/or districts. The state reports test results as a **Percent Passing**.
**Case Study:** Virginia Beach City Public School District
Independence Middle School
Landstown Middle School
Lynnhaven Middle School
Virginia Beach Middle School
Virginia Beach, Virginia

Demographics:

Below Poverty Level: 7.7%
Ethnicity:

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<td>School</td>
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Virginia Beach City Public School District purchased *McDougal Littell's The Language of Literature*, 2001 copyright for its 8th grade students in the fall of 2002. The 8th grade students’ scores at four of the middle schools significantly increased after using the textbook for one year.

The percent of 8th grade students at Independence Middle School who passed the SOL reading literature test increased by 5 percentage points, from 74% in 2002 to 79% in 2003. The percent passing statewide decreased by 2 percentage points while the district remained unchanged.
The percent of 8th grade students at Landstown Middle School who passed the SOL reading literature test increased by 14 percentage points, from 66% in 2002 to 80% in 2003. The percent passing statewide decreased by 2 percentage points while the district remained unchanged. In 2003, the 8th grade students’ scores surpassed the state and district scores.

The percent of 8th grade students at Lynnhaven Middle School who passed the SOL reading literature test increased by 9 percentage points, from 74% in 2002 to 83% in 2003. The percent passing statewide decreased by 2 percentage points while the district remained unchanged.
The percent of 8th grade students at Virginia Beach Middle School who passed the SOL reading literature test increased by 8 percentage points, from 68% in 2002 to 76% in 2003. The percent passing statewide decreased by 2 percentage points while the district remained unchanged. In 2003, the 8th grade students’ scores surpassed the state and district scores.

Standards of Learning (SOL) End-of-Course Test
Virginia Beach Middle School vs. District and State Scores
English: Reading/Literature (Grade 8)

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• **Case Study:** Alexandria City Public School District  
  T. C. Williams High School  
  Alexandria, Virginia

**Demographics:**

- Below Poverty Level: 12.3%
- Ethnicity:

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Alexandria City Public School District has one high school; T. C. Williams High School. The district purchased *McDougal Littell's The Language of Literature*, 2002 copyright for its 11th grade students in the fall of 2002. The percent of 11th grade students passing the SOL reading literature test increased by 19 percentage points from 73% in 2002 to 92% in 2003 bring the school’s test score on par with the state.

![Standards of Learning (SOL) End-of-Course Test](image)
• **Case Study:** Frederick County School District
  James Wood High School
  Winchester, Virginia
  Sherando High School
  Stephens City, Virginia

**Demographics:**

- Below Poverty Level: 8.7%
- Ethnicity:

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Frederick County School District purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for their 9th through 12th grade classes in the fall of 1999. The 11th grade SOL reading literature test results for the district showed a gain that was greater than state gain when comparing the percent of students passing in the reading literature test between 1999, the year prior to the intervention, and 2003.

The percent of 11th grade students passing the SOL reading literature test at James Wood High School increased 25 percentage points, from 67% in 1999 to 92% in 2003.
The percent of students passing the reading literature test at Sherando High School increased by 17 percentage points between 1999 and 2003, from 72% to 89%.
• **Case Study:** Loudoun County Public School District  
Leesburg, Virginia  
Stone Bridge High School  
Ashburn, Virginia  
Park View High School  
Sterling, Virginia

**Demographics:**

Below Poverty Level: 4.3%  
Ethnicity:

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Loudoun County Public School District purchased *McDougal Littell’s The Language of Literature*, 2000 copyright in the fall of 2001. Already high achievers, by 2003 94% of 11th grade students passed the SOL reading literature test at the district level.

---

**Standards of Learning (SOL) End-of-Course Test**  
**Loudoun County Public School District vs. State Scores**  
**English: Reading/Literature (Grade 11)**
Two of the high schools; Park View and Stone Bridge, whose test scores were below the state average in 2001, are now at the state level.

The percent of 11th grade Park View High School students passing the SOL reading literature test increased from 72% in 2001 to 92% in 2003.

![Bar chart showing the percent of Park View High School students passing the SOL reading literature test from 2001 to 2003 compared to state level scores.]

The percent of 11th grade students at Stone Bridge High School passing the SOL reading literature test increased from 79% in 2001 to 93% in 2003.

![Bar chart showing the percent of Stone Bridge High School students passing the SOL reading literature test from 2001 to 2003 compared to state level scores.]

• **Case Study:** Montgomery County School District
  Christiansburg High School
  Christiansburg, Virginia
  Auburn High School
  Riner, Virginia

**Demographics:**

- Below Poverty Level: 15.5%
- Ethnicity:

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*SOL* test results show gains at the 11th grade level that far exceed state and district gains when comparing the percent of students passing in reading between 2001, the year prior to the intervention, and 2003.

The percent of 11th grade students passing the *SOL* reading literature test at Auburn High School increased by 28 percentage points, from 54% in 2001 to 82% in 2003.
The percent of 11th grade students passing the SOL reading literature test at Christiansburg High School increased by 22 percentage points, from 67% in 2001 to 89% in 2003.
Case Study: Prince William County Public School District
Manassas, Virginia
Gar-Field High School
Forest Park High School
Woodbridge, Virginia

Demographics:

Below Poverty Level: 4.1%
Ethnicity:

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Gar-Field High School purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 11th grade students in the fall of 2001. The percent of 11th grade students passing the SOL reading literature test increased by 8 percentage points, from 80% in 2001 to 88% in 2003. The state score increased by 11 percentage points and the district by 5 percentage points over the same time period.

Standards of Learning (SOL) End-of-Course Test
Gar-Field High School vs. District and State Scores
English: Reading/Literature (Grade 11)
Forest Park High School purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 11th grade students in the fall of 2001. The percent of 11th grade students passing the SOL reading literature test increased by 13 percentage points, from 81% in 2001 to 94% in 2003. By 2003, the percent of 11th grade students passing the SOL at Forest Park surpassed the state and district scores.
Washington
The state of Washington administers the *Washington Assessment of Student Learning (WASL)* test to its 7th and 10th grade students annually between April and May. The *WASL* focuses on the Essential Academic Learning Requirements (EALRs), which are Washington’s content standards, and provides broad achievement indicators for the state, districts, schools, and individual students.

The reading portion of the test measures students’ level of proficiency in the Essential Academic Learning Requirements in reading. The reading test contains the following literary, informational, and task-oriented reading selections at each grade level.

- **Literary text**
  - Comprehends important ideas and details
  - Analyzes, interprets and synthesizes
  - Thinks critically

- **Informational, Task**
  - Comprehends important ideas and details
  - Analyzes, interprets and synthesizes
  - Thinks critically

The test contains multiple choice, short answer, and extended response questions.

The *WASL* is consistent from year-to-year, and therefore the test scores are comparable from year-to-year, as well as between and among schools and/or districts.

The state reports test results as a **Percent Meeting or Exceeding the Standard**.
• **Case Study:** Morton School District 214
  Morton Junior/Senior High School
  Morton, Washington

**Demographics:**

Below Poverty Level: 16.5%

Ethnicity:

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<td>District 214</td>
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<tr>
<td>Morton Junior/Senior</td>
<td>95</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>High School</td>
<td></td>
<td></td>
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</table>

Morton Junior/Senior High School purchased *McDougal Littell’s The Language of Literature*, 2002 copyright for its 7th grade students in the fall of 2002.

The percent of 7th grade students meeting or exceeding the standards on the *WASL* reading test increased by 9 percentage points from 32% in 2002 to 43% in 2003.
Case Study: North Beach School District 64
North Beach Middle School
Ocean Shores, Washington

Demographics:
Below Poverty Level: 25.5%
Ethnicity:

<table>
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<tr>
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<tr>
<td>North Beach School</td>
<td>77</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>13</td>
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<tr>
<td>District 64</td>
<td></td>
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<tr>
<td>North Beach Middle</td>
<td>70</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>14</td>
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<tr>
<td>School</td>
<td></td>
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</table>

North Beach Middle School purchased *McDougal Littell’s The Language of Literature*, 2001 copyright for its 7th grade students in the fall of 2001. The percent of 7th grade students meeting or exceeding the standards on the WASL reading test increased by 14 percentage points between 2002 and 2003 while the state score increased by 8 percentage points.
Grade 10

- **Case Study:** North Thurston School District 3
  North Thurston High School
  Lacey, Washington

**Demographics:**

Below Poverty Level: 12.3%

Ethnicity:

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<td>North Thurston School District 3</td>
<td>70</td>
<td>9</td>
<td>7</td>
<td>12</td>
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<tr>
<td>North Thurston High School</td>
<td>74</td>
<td>4</td>
<td>5</td>
<td>15</td>
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</table>

North Thurston High School purchased *McDougal Littell’s The Language of Literature*, 2000 copyright for its 10th grade students in the fall of 2001. The percent of 10th grade students meeting or exceeding the standards on the WASL reading test increased by 3 percentage points while the state and district scores decreased by 2 percentage points.
Wisconsin

The state of Wisconsin administered the *Wisconsin Knowledge and Concepts Exam (WKCE)* annually through 2002 in February to students at grades four, eight, and ten. These standardized tests include commercially developed questions used in schools across the country and questions developed specifically for Wisconsin in order to improve coverage of Wisconsin academic standards. The WKCE measures achievement in reading, language applications, mathematics, science, and social studies. Students also provide a rough draft-writing sample. Total WKCE test time varies by grade and may range from 5 to 7.5 hours.

The test was given in February through the 2001-2002 school year. Starting with the 2002-2003 school year, the test is administered in November.

The reading section of the test administered to 8th grade students measure achievement based on the following objectives:

- **Basic Understanding**
  
  Demonstrate understanding of the literal meaning of a passage through identifying stated information, indicating sequence of events, and defining grade-level vocabulary. Write responses to questions requiring literal information from passages and documents.

- **Analyze Text**
  
  Demonstrate comprehension by drawing conclusions; inferring relationships, such as cause and effect; and identifying theme and story elements, such as plot, climax, character and setting. Write responses that show an understanding of the text that goes beyond surface meaning.

- **Evaluate and Extend Meaning**
  
  Demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; judging author purpose, point of view, and effectiveness. Write responses that make connections between texts based on common themes and concepts; evaluate author purpose and effectiveness, and extend meaning to other contexts.

- **Identify Reading Strategies**
  
  Demonstrate awareness of techniques that enhance comprehension, such as using existing knowledge, summarizing content, comparing information across texts, using graphics and text structure, and formulating questions that deepen understanding. Write responses that interpret and extend the use of information from documents and forms and that demonstrate knowledge and use of strategies.

The state reports test results as **Percent Proficient or Advanced**.

In 2003, Wisconsin changed its reporting period to November. There are no comparable test scores for 2003.
• **Case Study:** Dover School District 1  
  Kansasville Elementary School  
  Kansasville, Wisconsin

**Demographics:**

Below Poverty Level: 5%  
Ethnicity:

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<td>Dover School District 1</td>
<td>94</td>
<td>0</td>
<td>3</td>
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<td>2</td>
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<tr>
<td>Kansasville Elementary School</td>
<td>94</td>
<td>0</td>
<td>3</td>
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<td>2</td>
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</table>

Dover School District 1 has one elementary school; Kansasville Elementary School. The district purchased the *McDougal Littell’s The Language of Literature*, 1997 copyright for its 8th grade students in the fall of 1999. *WKCE* reading test results for Kansasville Elementary School 8th grade students steadily progressed after using *McDougal Littell’s The Language of Literature* over a 4-year period. Scores on the *WKCE* went from 85% scoring proficient or advanced in 1998 to 100% in 2002.
Case Study: Franklin Public School District
Forest Park Middle School
Franklin, Wisconsin

Demographics:

Below Poverty Level: 2%
Ethnicity:

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<td>Franklin Public School District</td>
<td>83</td>
<td>6</td>
<td>4</td>
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<tr>
<td>Forest Park Middle School</td>
<td>83</td>
<td>6</td>
<td>3</td>
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</table>

Franklin Public School District has one middle school; Forest Park Middle School. The district purchased the *McDougal Littell’s The Language of Literature*, 2001 copyright for its 8th grade students in the fall of 2001. After using *The Language of Literature* for one year, the percent of 8th grade students at Forest Park Middle School who scored proficient or advanced on the reading section of the WKCE exam increased by 2 percentage points between 2001 and 2002.
**Case Study:** Green Bay School District  
Franklin Middle School  
Lombardi Middle School  
Washington Middle School  
Green Bay, Wisconsin  

**Demographics:**

Below Poverty Level: 10%  
Ethnicity:

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<tr>
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<td>Franklin Middle School</td>
<td>64</td>
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<td>20</td>
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<tr>
<td>Lombardi Middle School</td>
<td>84</td>
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<tr>
<td>Washington Middle School</td>
<td>59</td>
<td>5</td>
<td>17</td>
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Green Bay School District purchased *McDougal Littell’s The Language of Literature*, 1997 copyright for its 8th grade students in the summer of 1997. The 8th grade test results indicate that 5 years of using *The Language of Literature* had a positive influence on students.

The percent of students at Franklin Middle School achieving proficient or advanced on the *WKCE* reading test increased by 16 percentage points, from 43% in 1998 to 59% in 2002, while the average state and district *WKCE* test scores increased by 10 percentage points.
The percent of students at Lombardi Middle School achieving proficient or advanced on the WKCE reading test increased by 16 percentage points, from 71% in 1998 to 87% in 2002, while the average state and district WKCE test scores increased by 10 percentage points.

The percent of students at Washington Middle School achieving proficient or advanced on the WKCE reading test increased by 11 percentage points, from 43% in 1998 to 54% in 2002, while the average state and district WKCE test scores increased by 10 percentage points.
• **Case Study:** Hartford Joint School District 1  
  Central Middle School  
  Hartford, Wisconsin

**Demographics:**

Below Poverty Level: 4%  
Ethnicity:

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<td>3</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Central Middle School</td>
<td>95</td>
<td>0</td>
<td>3</td>
<td>1</td>
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Hartford Joint School District 1 has one middle school: Central Middle School. The district purchased *McDougal Littell's The Language of Literature*, 2001 copyright in the fall of 2001. *WKCE* reading test results in 2001 show Central Middle School’s 8th grade scores on par with the state averages. After using *The Language of Literature* for one year, the percent of 8th grade students at Central Middle School who scored proficient or advanced on the reading section of the *WKCE* exam increased by 7 percentage points between 2001 and 2002 compared to a 1 percentage point increase statewide.
• **Case Study:** Silver Lake-Salem Joint School District 1
  Riverview Elementary School
  Silver Lake, Wisconsin

**Demographics:**

Below Poverty Level: 6%

Ethnicity:

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<td>Riverview Elementary School</td>
<td>97</td>
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<td>2</td>
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</table>

Riverview Elementary School is in the Silver Lake-Salem Joint School District 1. The district purchased *McDougal Littell's The Language of Literature*, 2001 copyright in the fall of 2001. After using *The Language of Literature* for one year, the percent of 8th grade students at Riverview Elementary School who scored proficient or advanced on the reading section of the *WKCE* exam increased by 8 percentage points between 2001 and 2002. While the 8th grade score at Riverview was on par with the state score in 2001, they exceeded the state score in 2002.
Case Study: Trevor Grade School District
Trevor Elementary School
Trevor, Wisconsin

Demographics:
Below Poverty Level: 7%
Ethnicity:

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<td>Trevor Grade School District</td>
<td>92</td>
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<td>6</td>
<td>1</td>
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<tr>
<td>Trevor Elementary School</td>
<td>92</td>
<td>1</td>
<td>6</td>
<td>1</td>
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</table>

Trevor Elementary School is in the Trevor Grade School District. The district purchased the *McDougal Littell’s The Language of Literature*, 2001 copyright in the fall of 2001. After using *The Language of Literature* for one year, the percent of 8th grade students at Trevor Elementary School who scored proficient or advanced on the reading section of the *WKCE* exam increased by 23 percentage points between 2001 and 2002. The significant increase brought the students within 8 percentage points of parity with the state average.
**Case Study:** Wilmot Grade School District
Wilmot Grade School
Wilmot, Wisconsin

**Demographics:**
Below Poverty Level: 3%

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<tr>
<td>Wilmot Grade School District</td>
<td>98</td>
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<td>Wilmot Grade School</td>
<td>98</td>
<td>0</td>
<td>2</td>
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Wilmot Grade School is in the Wilmot Grade School District. The district purchased the *McDougal Littell’s The Language of Literature*, 2001 copyright in the fall of 2001. After using *The Language of Literature* for one year, the percent of 8th grade students at Wilmot Grade School who scored proficient or advanced on the reading section of the *WKCE* exam increased by 32 percentage points between 2001 and 2002. Where the 8th grade students at Wilmot were lagging behind the statewide average in 2001, the significant increase in 2002 placed the students 20 percentage points ahead of the state average.

![Graph showing comparison of Wilmot Grade School vs. State Scores for Reading (Grade 8) in 2001 and 2002.](graph.png)
Testimonials from Teachers Applauding McDougal Littell’s *The Language of Literature*

6-8 *The Language of Literature*

Kiowa County School District RE-1
Colorado

Tammy Ullman, a Language Arts teacher at Eads Middle School, approves of the assessments.

“The *Language of Literature* is a very comprehensive series. I particularly like the assessments. They fit nicely with our state standards and testing practices.”

Mesa County Valley School District #51
Colorado

Debra Roberts-Garske, from East Middle School, likes the supplemental materials.

“We are very happy with the format of the book—the pre-tests, post-tests, and samples seem to work well for our students. The support materials are also very useful. As a department we like how the text builds in complexity from sixth to eighth grade.”

Marseilles Elementary School District 150
Illinois

Karen Fleming, the Department Chair at Marseilles Elementary School, likes the selections and supplemental materials.

“The variety of good solid literature gives students a great immersion into the wonderful world of reading. The accompanying materials explore the depths of literature in a meaningful way.”

Doniphan School District R-1
Missouri

Doreen Tompkins, Language Arts Chairperson at Doniphan Middle School, likes the flexibility of the program.

“I have enjoyed the flexibility that *The Language of Literature* books afford me for my lesson plans.”
Lebanon School District R-3
Missouri

Susan King, at Lebanon Junior High School, feels the program aligns with Missouri standards.

“The Language of Literature aligns closely to our state standards. It helps merge the instruction of reading, writing, grammar, and spelling easily together.”

Charlotte Mecklenburg School District
North Carolina

Linda Lombardo, a 6th grade teacher at Davidson International Baccalaureate Middle School, takes advantage of the ancillary materials.

“I can’t tell you how grateful I am that our district selected the ML textbook and resources last year. I am using the Language of Literature 6th grade and Language Network, Wordskills, GUM, and Interactive Reader.

I used to create most of my own materials, but I haven’t had to do that since we received these resources. It has taken a while to find everything since there is so much to choose from.

I had a chance to email homework home this year from the Electronic Teacher Tools. I don’t know how I ever got along without it.”

West Shore School District
Pennsylvania

Rebecca Hoch, at Crossroads Middle School, appreciates that the text promotes reading strategies.

“What I really like about the program is that there is a breakdown and explanation of the six major critical reading skills. I use all six to offer a choice of homework assignments and students appreciate the choice to complete an assignment they are most competent at completing.”

Perry County School District
Tennessee

Nelda Hinson, a 7th and 8th Grade Language Arts Teacher at Lobelville Elementary School, is a satisfied user of The Language of Literature.

“This is our school system’s 14th year of using a McDougal Littell Literature series. It is one of the most thorough and comprehensive series available. The additional resources are an invaluable aid in covering all of the curriculum standards and targeting all of the diverse learning styles of our students. The selections are grade-level appropriate, relevant, and address timely issues.”
Metro Nashville Davidson County School District
Tennessee

Ann Watson, at Apollo Middle School, likes the questions and the whole program.

“All of these years, we have learned from *The Language of Literature* sources and media sources. We enjoy the Expansion Questions and Higher Learning Thinking Questions from the literature text. Thank you!”
9-12 The Language of Literature

Alvord Unified School District
California

Lisa Foord, English Department Chair at La Sierra High School, feels the text is well organized.

“Excellent source for standards-based instruction. Very well organized. Has wonderful resource materials.”

Los Angeles Unified School District
California

Jere Mendelsohn, the English Department Co-Chair at Verdugo Hills Senior High School, feels the text aligns well with the California standards.

“The text is tied directly to the state standards. The resources, especially CD-ROMs, are great. Excellent staff development.”

Warner Unified School District
California

Kathy Enloe, at Warner High School, likes organizational format of the textbook.

“I especially like using the 12th grade edition of The Language of Literature. The book follows the same order I use and makes my life easy.”

Argo Community High School District 217
Illinois

Adam Perch, English Department Chair at Argo Community High School, applauds the depth of selections.

“All levels contain a wonderful diversity of literary works. The American literature text, with its chronological organization, is a great way for students to read about the literary and cultural development of our nation.”

Midland Community Unit School District 7
Illinois

Cynthia Kroeschen, at Midland High School, appreciates what the series does for her.

“I love this series! It has a wealth of innovative materials and activities that would have taken me forever to generate on my own.”
Crawford County School District R2
Missouri

Anastasia Luettecke, at Cuba High School, benefits from the organization of the text.

“The chronological format of the text lends itself to a team-teaching setup with the history department. Our state tests juniors in communication arts and social studies, so having a text that helps reinforce both of these subject areas really helps our students succeed on these tests.”

Clarkton School District C4
Missouri

Waltraud Hollis, at Clarkton High School, appreciates the activities.

“I especially like the fact that suggested activities address multiple learning styles and give suggestions for cooperative learning. The assessments are great; just the right mix of open-ended constructed response, essay, and objective questions.”

Fort Osage School District R1
Missouri

Brenda Shrout, at Fort Osage High School, likes the lesson resources and ideas.

“As a teacher of both sophomore and junior English, I use both The Language of Literature blue and yellow levels. The myriad lesson resources for teachers provide viable options for both enrichment activities and fundamental skills. As an English teacher with a reading background, I am particularly pleased with the excellent lesson ideas on active reading strategies. The text series encourages learning strategies for all kinds of students and their various performance levels. The lessons help the teacher prepare students for the many required tests and performance events mandated today.”

Hamburg Area School District
Pennsylvania

Margaret Behm, English Department Chair at Hamburg Area High School, likes the selections and ancillaries.

“The selections from other cultures reinforce interconnectedness of literary themes around the world. The book has appealing graphics and worthwhile tie-ins to commercial movies. The Literature in Performance video is excellent. It has an effective cross-over to Language Network.”
Daniel Hardebeck, at Timberline High School, values the visual quality of the program.

“Beautiful books with great pictures and designs. The good visuals make the literature more accessible to teens.”
Referrals from Teachers Using McDougal Littell’s *The Language of Literature*

The teachers listed here are willing to be contacted through the 2004-2005 school year.

**6-8 *The Language of Literature***

**ARIZONA**

Jim Thompson  
Language Arts Department Head  
Picacho Elementary School District 33  
Picacho Middle School  
Picacho, AZ  85241  
j_thompson63@yahoo.com

**CALIFORNIA**

Mary Ritter  
Teacher  
San Carlos School District  
Tierra Linda Middle School  
San Carlos, CA  94070  
650-508-7370  
mriter@tl.sancarlos.k12.ca.us

**COLORADO**

Debra Roberts-Garske  
Secondary English Teacher  
Mesa County Valley School District #51  
East Middle School  
Grand Junction, CO  81521  
dgarske@mesa.k12.co.us

**ILLINOIS**

Michele Alday  
Middle School Instructional Leader, 8th Grade Reading  
Chicago Public Schools  
Von Humboldt Elementary School  
Chicago, IL  60622  
773-534-4480  
mla@cps.k12.il.us

**MISSOURI**

Doreen Tompkins  
DMS Language Arts Chairperson  
Doniphan School District R-1  
Doniphan Middle School  
Doniphan, MO  63935  
573-996-3614

Becky Young  
Teacher  
Marshfield School District R-1  
Marshfield Junior High School  
Marshfield, MO  65706  
417-859-4050

**NEW YORK**

Kathleen Cicerani  
English Language Arts Supervisor 6-8  
Oceanside School District  
Oceanside Middle School  
Oceanside, NY 11572  
516-678-8518  
kcicerani@Oceanside.k12.ny.us
**PENNSYLVANIA**

Rebecca Hoch  
Language Arts Teacher  
West Shore School District  
Crossroads Middle School  
Lewisberry, PA 17339  
717-932-1295  
rhoch@wssd.k12.pa.us

**TENNESSEE**

Ann Watson  
Teacher  
Metro Nashville Davidson County School  
District  
Apollo Middle School  
Antioch, TN 37013  
615-333-5025
The teachers listed here are willing to be contacted through the 2005-2006 school year.

6-8  *The Language of Literature*

**COLORADO**

Tammy Ullman  
Middle School Language Arts Teacher  
Kiowa County School District RE-1  
Eads Middle School  
Eads, CO 81036  
719-438-2216  
tamatha.ullman@eads.k12.co.us

**ILLINOIS**

Donna Bilder  
8th Grade Language Arts Teacher  
Worth School District 127  
Worth Junior High School  
Worth, IL 60482  
708-448-2803  
dbilder@worthschools.org

**NEW HAMPSHIRE**

Neil W. Gallagher  
8th Grade Language Arts/English Teacher  
School District 57  
Woodbury Middle School  
Salem, NH 03079  
603-893-7055 x.3204  
gallagher@salem.k12.nh.us

**NORTH CAROLINA**

Linda Lombardo  
Teacher-6th Grade English  
Charlotte-Mecklenburg School District  
Davidson International Baccalaureate  
Middle School  
Davidson, NC 28036  
980-343-5185  
linda.lombardo@cms.k12.nc.us

**OHIO**

Lorrie Giannetti  
Language Arts Facilitator  
Washington Local School District  
Jefferson Junior High School  
Toledo, OH 43613  
419-473-8482  
lgiannet@washloc.k12.oh.us

**TENNESSEE**

Nelda Hinson  
7th and 8th Grade Language Arts Teacher  
Perry County School District  
Lobelville Elementary School  
Lobelville, TN 37097  
931-593-2354

**WISCONSIN**

Helen Lena  
Teacher  
Dover School District  
Kansasville Grade School  
Kansasville, WI 53139  
262-878-3773  
hlena@kansasville.org
The teachers listed here are willing to be contacted through the 2006-2007 school year.

6-8 The Language of Literature

COLORADO
Charme Krauth
Language Arts Teacher
Fremont School District RE-3
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**9-12 The Language of Literature**

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9-12 The Language of Literature

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9-12 The Language of Literature

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Independent Middle School Literature Efficacy Study Results

MAJOR FINDING FROM THE MCDOUGAL LITTEL 6-8 THE LANGUAGE OF LITERATURE EFFICACY STUDY

A study titled, “A Quasi-Experimental Assessment of the Implementation and Effects of McDougal Littell’s 6-8 The Language of Literature Materials in the Chicago Public Schools”, was conducted by the Center for Urban School Policy (CUSP) at Northwestern University and the University of Wisconsin at Madison. The study on the effectiveness of McDougal Littell’s 6-8 language arts curriculum materials in the Chicago Public Schools showed a link between implementation quality and achievement.

The project was designed to follow rigorous, scientifically based, research procedures that would meet the requirements of the No Child Left Behind Act of 2001. Three different approaches were undertaken:

- First, existing test score data from Chicago schools that made first purchases in 1997, 1998, and 1999 were matched with other similar schools (controls) to examine whether McDougal Littell schools had greater mean achievement gains over the succeeding two years than did the control schools.
- Second, Iowa Test of Basic Skills (ITBS) individual student-level achievement data modeled across all grades (6, 7, 8) from the Chicago Public Schools was used to conduct a similar analysis.
- Third, twenty-six (26) schools from the Chicago Public School System were surveyed to measure how well they had implemented the McDougal Littell 6-8 The Language of Literature. A fourteen-point implementation scale was used to establish a continuous measure of the level of implementation. They were grouped into three distinct sets of implementation indicators:

<table>
<thead>
<tr>
<th>Implementation Indicators</th>
<th># of Indicators</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>continuous use of the pupil and teacher editions and supplemental materials</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>teacher training (prior and post use)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>outcomes</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

The school-to-school differences in the level of implementation in the Chicago Public Schools stated above are also likely to be replicated in other locales.

Findings

Important information was gained from the 26 Chicago Public Schools that responded to the survey. The information concerning how well the schools had implemented the McDougal Littell 6-8 The Language of Literature curriculum materials was central to understanding the potential impacts of these materials.

The results showed that 5 of the 26 (19%) schools responding as high implementers; that is, the McDougal Littell 6-8 The Language of Literature materials were:
• continuously used over the three year period by both students and teachers,
• teacher training was provided, and
• school personnel believed that student achievement had improved since implementation.

Further, and most importantly, a strong relationship was found between the level of implementation and student achievement. The students in the five (5) schools that fully implemented the *McDougal Littell 6-8 The Language of Literature* materials showed sustained increases in achievement scores.

Using the advanced statistical method of hierarchical linear modeling (HLM), which predicts a linear relationship between implementation and achievement, the results showed that students from higher implementing schools gained 70% more than students from lower implementing schools on the achievement outcome.

*Results of fitting a two-level HLM to the data for schools’ 3-year achievement growth and McDougal Littell implementation (Student N = 1,048).*

<table>
<thead>
<tr>
<th></th>
<th>Estimate</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fixed Effects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercept</td>
<td>248.66925***</td>
<td>2.24436</td>
</tr>
<tr>
<td>Low income student</td>
<td>-26.95691***</td>
<td>2.52657</td>
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<tr>
<td>McDougal Littell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>0.37065</td>
<td>1.56291</td>
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<tr>
<td>Achievement growth</td>
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<td></td>
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<tr>
<td>Intercept</td>
<td>10.55287***</td>
<td>2.01917</td>
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<tr>
<td>Low income student</td>
<td>0.73927</td>
<td>2.04728</td>
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<tr>
<td>McDougal Littell</td>
<td></td>
<td></td>
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<tr>
<td>Implementation</td>
<td>3.68633*</td>
<td>1.84548</td>
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<td><strong>Variance Components</strong></td>
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<tr>
<td>Level 1</td>
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<tr>
<td>Within-student</td>
<td>254.79222</td>
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<tr>
<td>Level 2</td>
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<tr>
<td>In initial status</td>
<td>867.44092***</td>
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<tr>
<td>In achievement growth</td>
<td></td>
<td>35.16113*</td>
</tr>
</tbody>
</table>

*Note.* *p* < .05, **p** < .01, ***p** < .001.

The coefficient estimate of 3.69 suggested that students from a McDougal Littell school with a very high level of implementation (i.e., two standard deviations above the mean) outperformed students from schools with average levels of implementation by a wide margin. That margin was equivalent to 70% of what the typical student in the sample gained over a full year (7.38/10.55 = .70).

When the elements of implementation of the *McDougal Littell 6-8 The Language of Literature* materials were combined into an index of implementation and schools were compared on the basis of their degree of implementation, a significant effect on achievement growth was found in the analysis where variation in implementation was used to predict differences in students’ achievement outcomes. Among the Chicago middle schools, those with higher levels of implementation showed statistically significant and larger achievement gains in reading. This finding is in line with a large body of research done on the effects of implementation of various educational innovations, and innovations in other fields, as well. Implementation matters! When schools use the *McDougal Littell 6-8 The Language of Literature* materials throughout the school and seek and maintain support for implementation from the publisher, the materials appear to support important gains in student achievement.