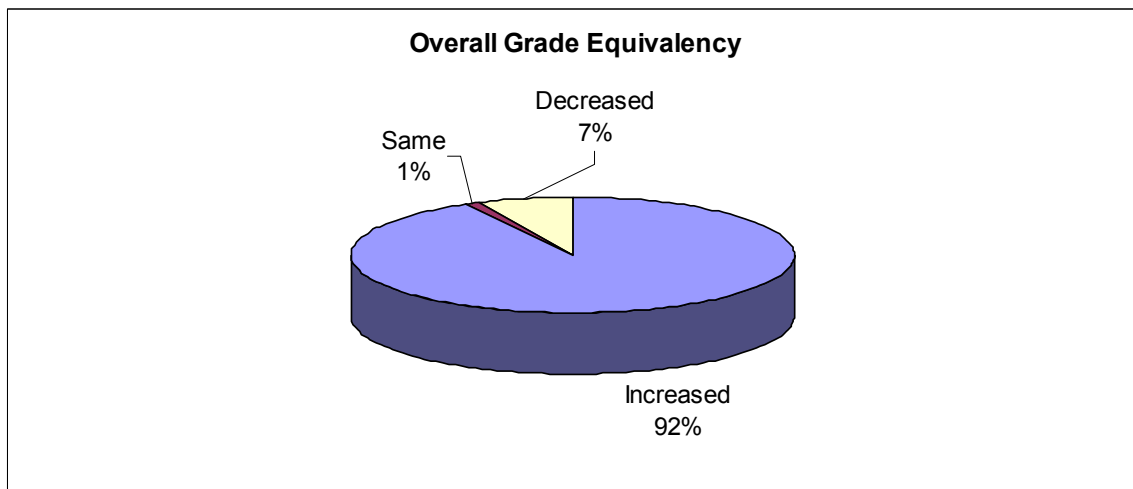


Contemporary

Performance Research of Effectiveness



Research Study Background

This research study was conducted to document the effectiveness of Contemporary's instructional products on adult education students. The research study involved three federal/state funded adult education sites that exclusively used McGraw-Hill/Contemporary's products during a three-month period and used the Tests of Adult Basic Education (TABE) as an official measure of educational progress. All research study data received must have met the following criteria to be included:

1. Students must be given a TABE pretest at the beginning of the study period
2. Students must meet the minimum attendance requirement outlined by the federal/state/local government in order to be counted as a student within that school and within the study
3. Each institution must follow the National Reporting System guidelines to report student achievement
4. Students were given the opportunity to use both print and electronic resource during their time of remediation
5. Only Contemporary products must be used for skill remediation
6. Students must be given a TABE posttest to measure gain

In order to ensure proper testing standardization between research study sites, each participating site attended a TABE in service. The following topics are a sample of the training session discussions that occurred: usage and meaning of the TABE Locator test, proper testing times and procedures of administering the TABE, interpreting and deciphering TABE results, using the Standard Error of Measurement as an indicator of test score confidence, and measuring gain by using the TABE as a posttest.

The Contemporary materials used in the study provided instruction in each subject area of the TABE (Language, Mathematics, and Reading) as well as Pre-GED and GED preparation. Both multimedia and print-based materials were used for instruction during the study. The participating sites structured student remediation by spending a proportionate amount of their time using McGraw-Hill/Contemporary classroom-based print materials as well as McGraw-Hill/Contemporary computer lab multimedia resources. The instructional materials used during the research study represent the educational methodologies and strategies present in McGraw-Hill/Contemporary's adult education materials. Below is a list of materials used during this study:

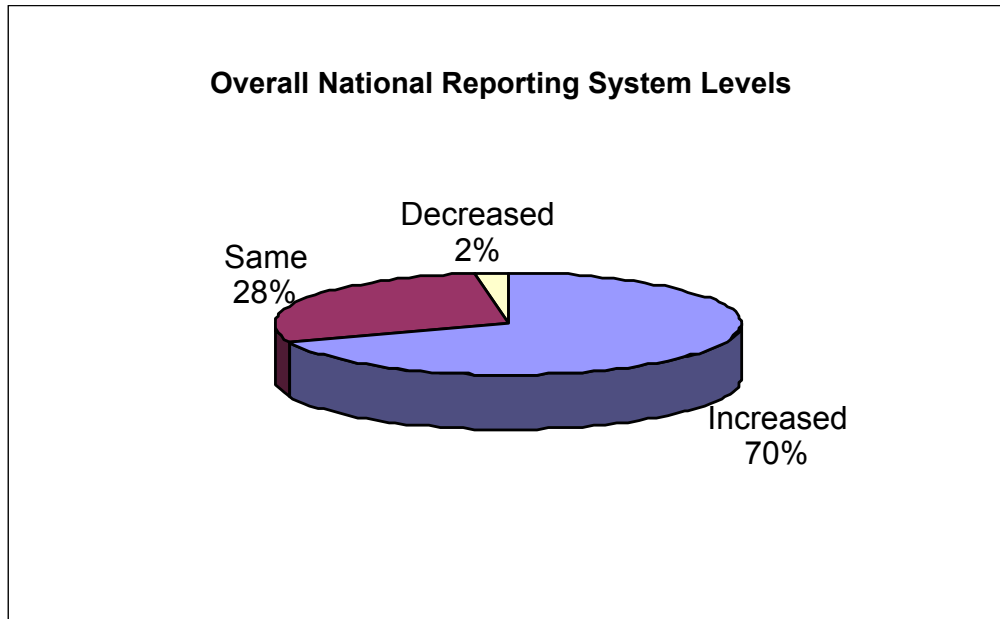
MHC Interactive: GED	MHC Interactive GED Online
MHC Interactive: Pre-GED	GED Satellites
Pre-GED Satellites	Complete GED
Complete Pre-GED	Breakthroughs
Reading Basics	Number Power
Foundations	Language Builder
Essentials of Reading	

At the beginning of the research study, enrolled students were tested using the TABE prior to any instruction. TABE scale score, grade equivalency, and the corresponding National

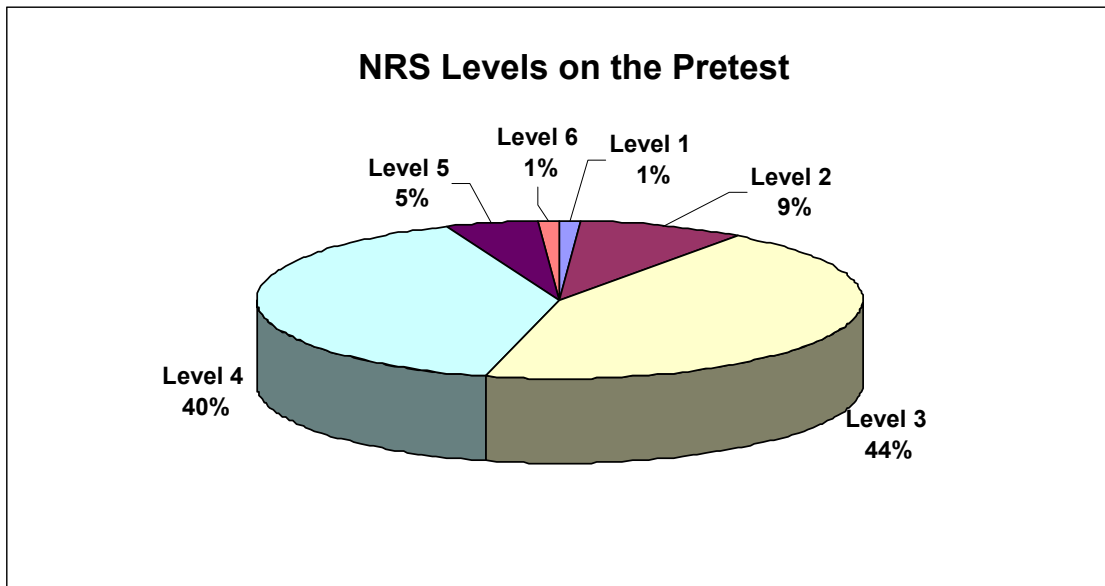
Reporting System level were recorded. During a period not longer than three months (note – some students received instruction for a period less than three months) students used a combination of print-based and computerized instruction of only Contemporary materials. Students’ “anchor” test was determined by the lowest score on any subject area TABE pretest. The “anchor” test was used as the student’s primary subject of instruction/remediation to show gain according to the National Reporting System guidelines. Once student instruction/remediation was complete, a TABE posttest was administered to determine the scale score gain, grade equivalency gain, and corresponding National Reporting System level. According to the National Reporting System guidelines, gain is determined by the advancement of at least one National Reporting System level. The National Reporting System levels are as follows:

LEVEL	GRADE LEVEL
1 – Beginning ABE Literacy	0 – 1.9
2 – Beginning Basic Education	2 – 3.9
3 – Low Intermediate Basic Education	4 – 5.9
4 – High Intermediate Basic Education	6 – 8.9
5 – Low Adult Secondary Education	9 – 10.9
6 – High Adult Secondary Education	11 – 12.9

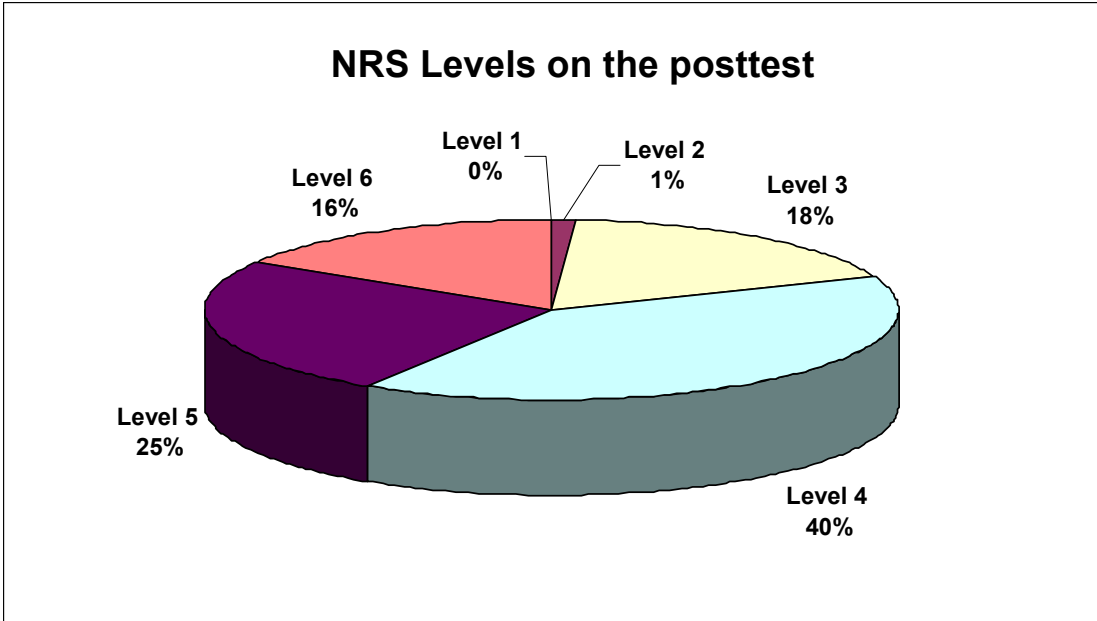
The following research study is a McGraw-Hill/Contemporary sponsored study. Students participating in the study were based on the enrollment of the participating educational institutions. Gender, age, race, or nationality of the students was not part of the decision factor for inclusion in this study. McGraw-Hill/Contemporary was not involved in the selection of students. No student names were reported to McGraw-Hill/Contemporary and will remain confidential. The names of the research study sites will also remain confidential. The study is designed to show the effectiveness of the products published by McGraw-Hill/Contemporary. Results are not intended to indicate the success of other institutions that use McGraw-Hill/Contemporary’s products – results will vary.



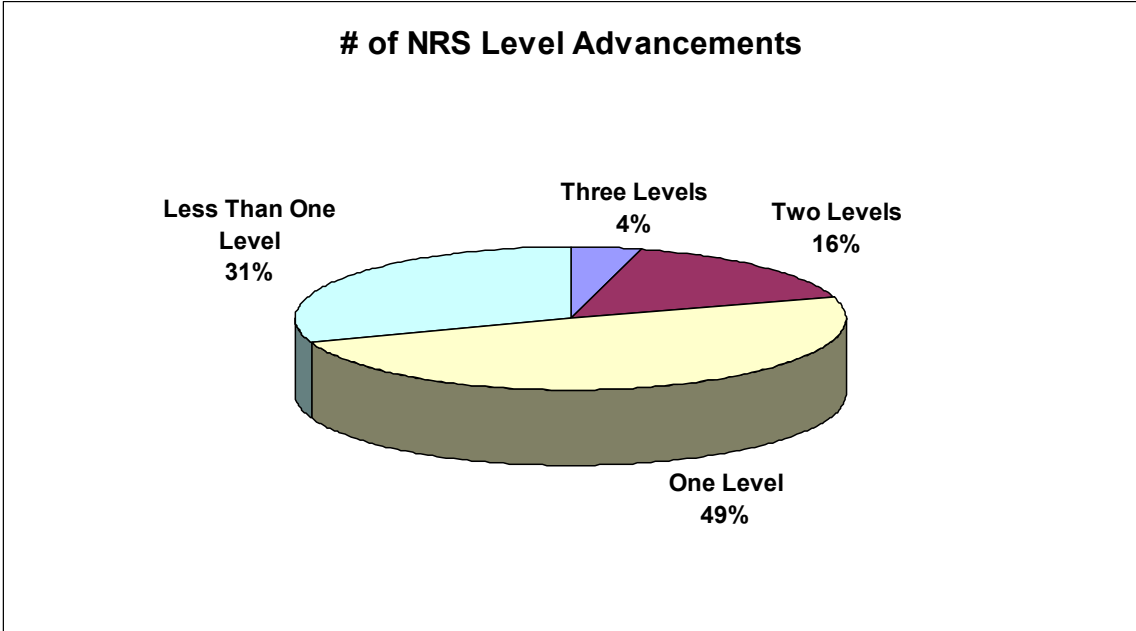
The above graph illustrates that within a three-month period of using Contemporary materials exclusively, 70% of the students increased their National Reporting System level by at least one level. The 28% of the students that remained in the same NRS level either increased their grade equivalency and scale scores within their NRS level or remained the same. Only two percent of students decreased their NRS level after a three month period.



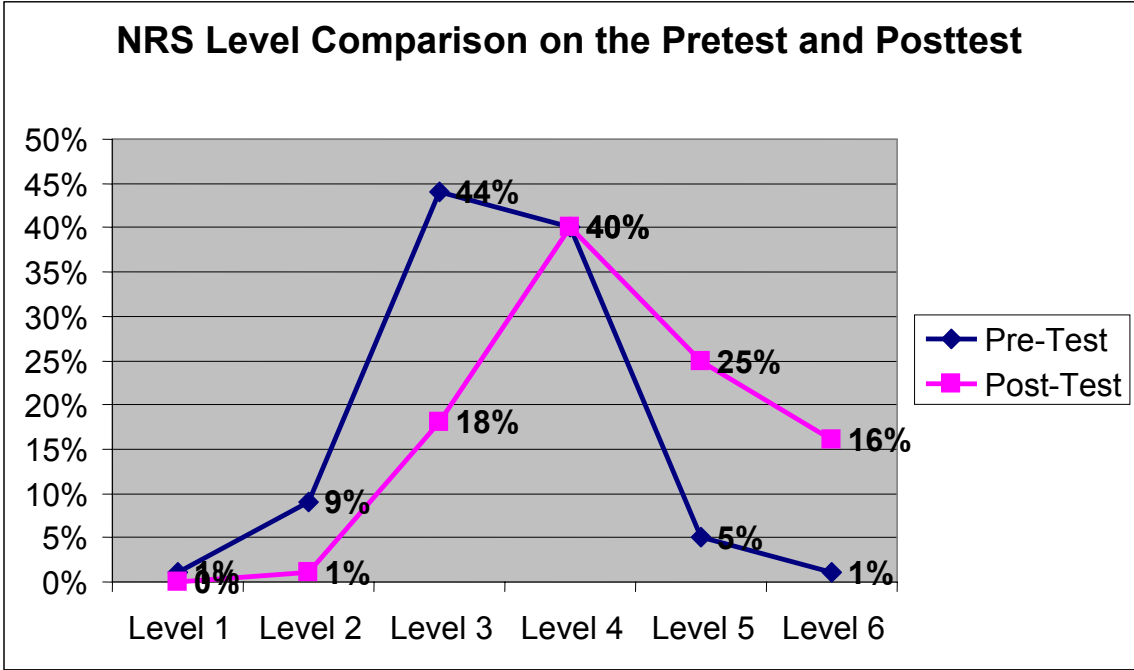
Students enrolling in the program were given a TABE pretest to determine their entering National Reporting System level. Only 6% of students entered the program at the highest two NRS levels, 5 & 6 (grade levels 9.0 – 12.9). 10% of the entering students tested into levels 1 & 2 (0.0 – 3.9 grade level). The largest group of students, 44%, entered the program at Level 3 (4.0 – 5.9 grade level). 84% of all students entered into levels 3 & 4 (4.0 – 8.9 grade level).



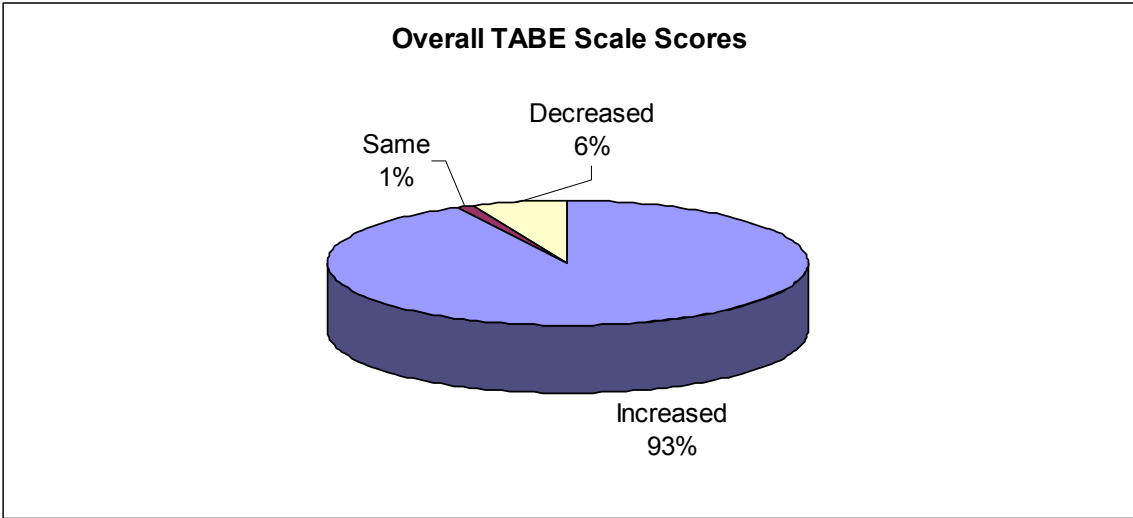
After a three month period of exclusively using Contemporary’s materials, the number of students performing at the highest two NRS levels, 5 & 6, increased from 6% to 41%. The number of students performing at the lowest levels (1 & 2) decreased from 10% to 1%. The results of the TABE posttest indicate that the largest percentage of student, 40%, performed at level 4 as compared to level 3 upon entering the program. 86% of all students performed at levels 4 – 6 on the posttest.



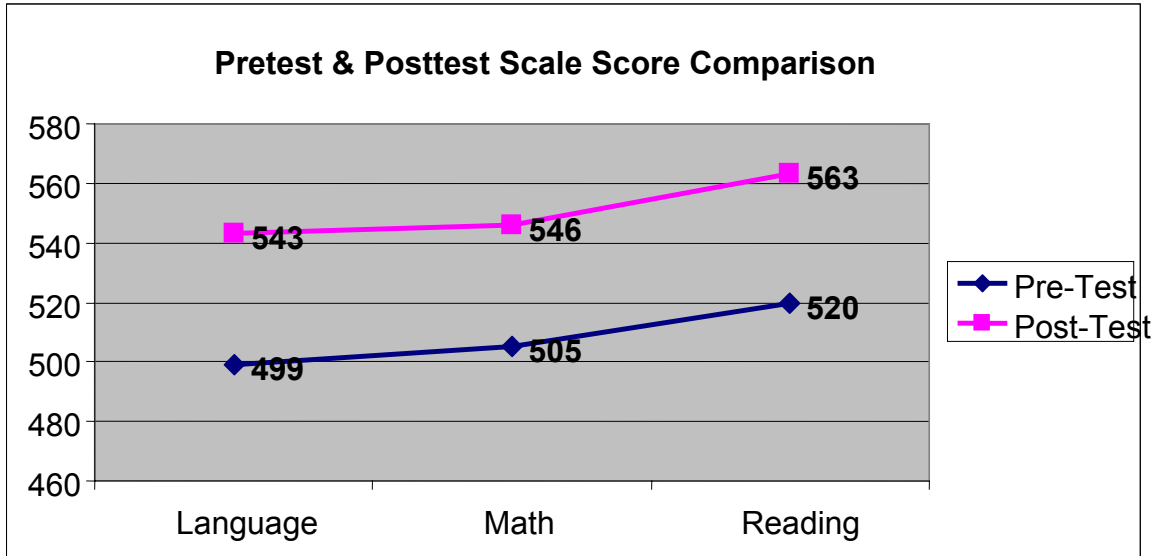
This graph shows the percentage of students that increased their NRS levels after the three month research study period. 20% of these students increased their NRS level by more than one level (16% increased two levels and 4% increased three levels).



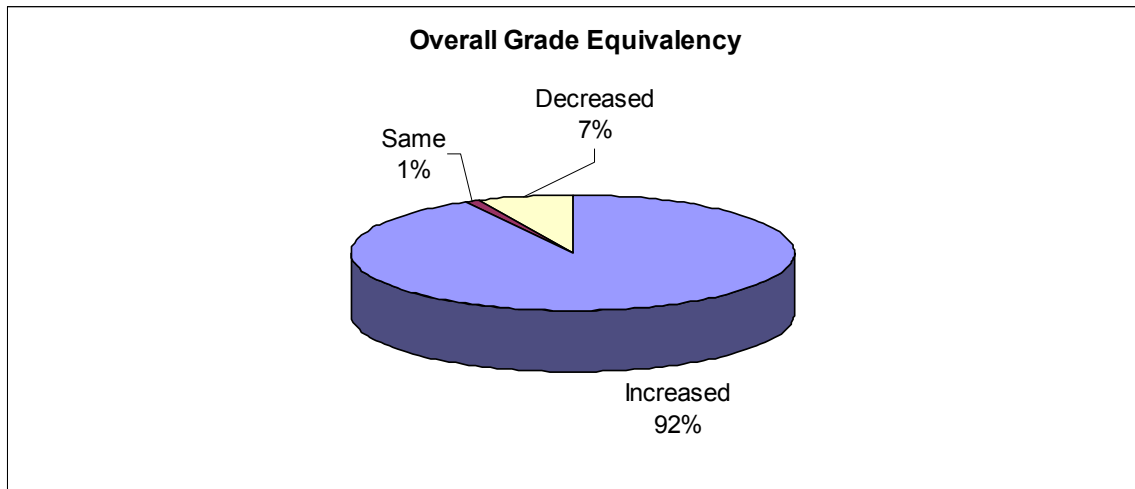
This chart compares the pretest and posttest NRS levels of students in the research study. The blue line represents the percentage of students at each NRS level based on the TABE pretest scores. The red line indicates the percentage of students at each NRS level based on the TABE posttest scores. Note the high percentage of student performing at the lower NRS level on the TABE pretest as compared to the TABE posttest.



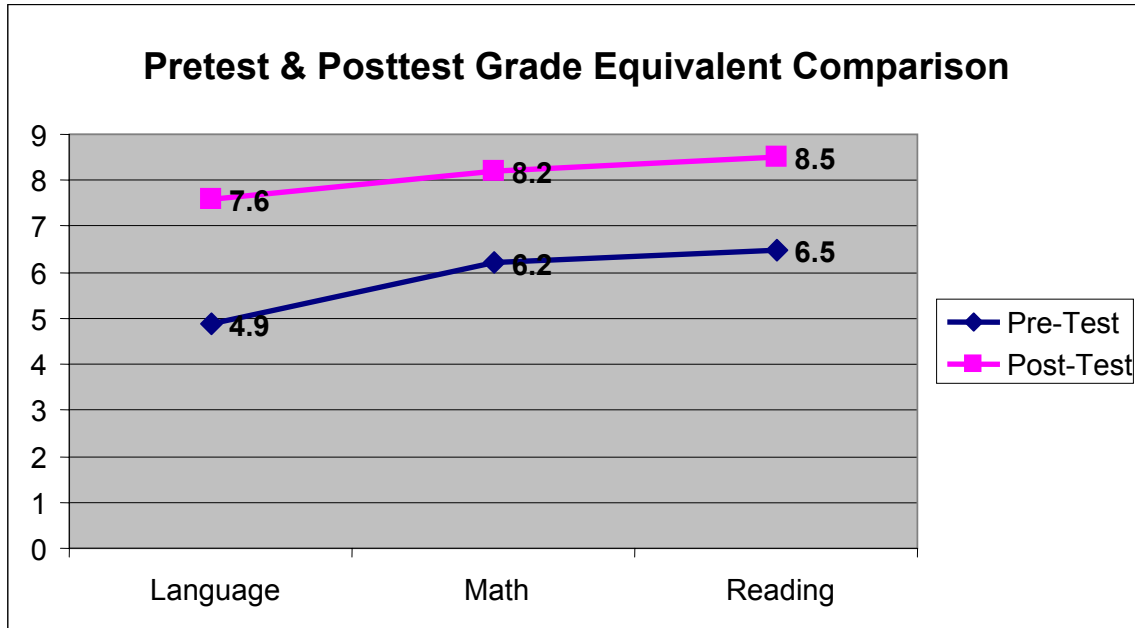
This graph shows the percentage of students whose TABE scale scores increased at the end of the study. 93% of students who exclusively used Contemporary's products increased their TABE scale scores.



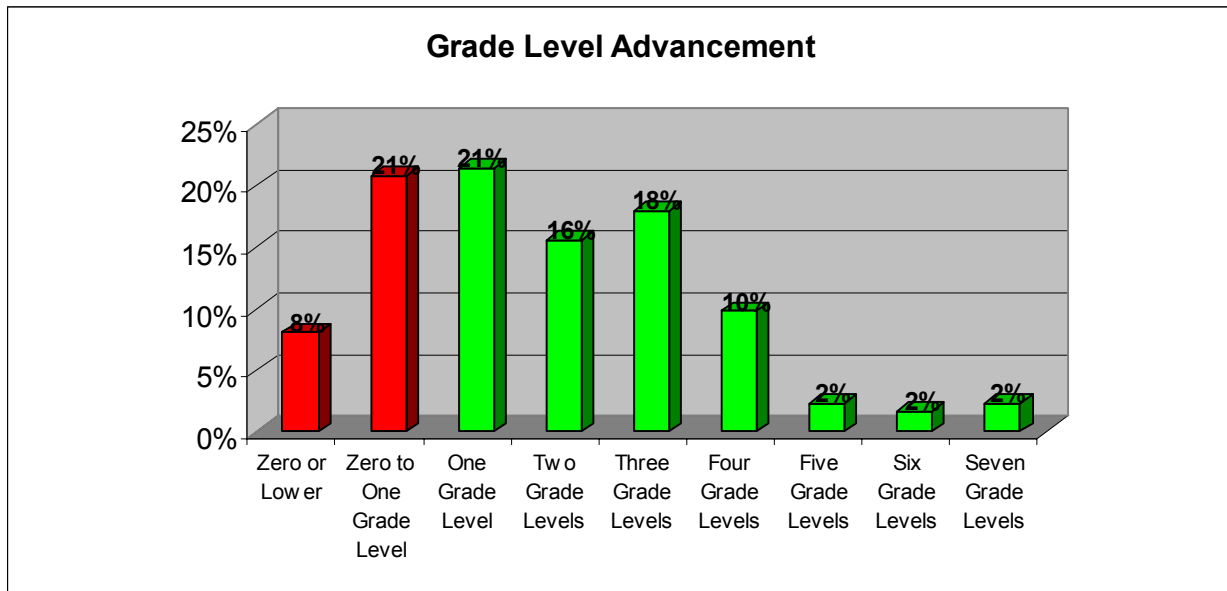
This chart compares the TABE pretest and posttest scale scores. Each TABE test is illustrated and shows the average scales scores for the pretest and posttest. The red line represents the posttest and the blue line represents the pretest.



This graph shows the percentage of students whose TABE grade level equivalency increased at the end of the study. 92% of all students who exclusively used Contemporary's products increased their grade equivalency.



This chart shows the average increase of grade equivalencies in all three TABE subject area tests. The red line indicates the TABE posttest average grade equivalency, while the blue line represents the average TABE pretest grade equivalency.



This graph shows the number of grade level advancements and the percentage of students. The green bars indicate students who advanced at least one grade level and up to seven grade levels. The red bars indicate the percentage of students either remained within their pretest grade level and/or decreased their grade level after posttesting. Note 50% of students participating in the research study increased two or more grade levels.