

**Appendix A**  
**Specification of the Multi-Level (Cross-Sectional) Regression Models Employed to Test the Immediate and Long-Term Impact of the *READ 180* Intervention in Years 1 and 2 and Differences in *READ 180* Impact in MCLA Treatment and Control Schools**

***READ 180* Impact**

Three multi-level regression models were employed to conduct cross-sectional analyses of the immediate and long-term, two-year impact of *READ 180* on student reading and subject area achievement at the end of Years 1 and 2 of the Memphis Striving Readers study. The first model estimated the immediate impact of *READ 180* for students in grades 6-8 in Year 1.

At the student level,

$$Y_{ij} = \beta_{0j} + \beta_1 X_{1ij} + \beta_2 X_{2ij} + \beta_3 X_{3ij} + \beta_4 X_{4ij} + \sum_{m=1}^M \beta_{(m+4)} X_{(m+4)ij} + r_{ij},$$

where

$Y_{ij}$  is the Spring Year 1 test score (ITBS/TCAP) for student  $i$  in school  $j$ ;

$X_{1ij}$  is an uncentered dummy variable coded 0 for *READ 180* control and 1 for *READ 180* treatment students in school  $j$ ;

$X_{2ij}$  is a grand mean centered baseline test score (ITBS/TCAP) for student  $i$  in school  $j$ ;

$X_{3ij}$  is a grand mean centered dummy variable coded 1 for students in 7<sup>th</sup> grade and 0 otherwise;

$X_{4ij}$  is a grand mean centered dummy variable coded 1 for students in 8<sup>th</sup> grade and 0 otherwise;

$X_{(m+4)ij}$  is the  $m^{\text{th}}$  of  $M$  additional student-level covariates that may be included in the final model depending on whether they satisfy criteria for inclusion;

$\beta_{0j}$  is the adjusted mean Spring test score for the control students in school  $j$ , controlling for the baseline 2006 test score and other covariates;

$\beta_1$  is the adjusted difference between *READ 180* treatment and control group mean Spring test scores (the *READ 180* treatment effect), controlling for the baseline test score and other covariates;

$\beta_2$  is the slope of the regression of Spring test scores on baseline test scores;

$\beta_3$  is the adjusted difference between the mean 6<sup>th</sup> and 7<sup>th</sup> grade Spring test scores;

$\beta_4$  is the adjusted difference between the mean 6<sup>th</sup> and 8<sup>th</sup> grade Spring test scores;

$\beta_{m+4}$  is the coefficient for the  $m^{\text{th}}$  of  $M$  additional student-level covariates that may be included in the final model depending on whether they satisfy criteria for inclusion; and

$r_{ij}$  is a unique effect for student  $i$  in school  $j$  and is  $\sim N(0, \sigma^2)$ ;

All of the above coefficients at the student level, except  $\beta_{0j}$ , are assumed constant across schools.  $\beta_{0j}$ , the adjusted mean Spring Year 1 test score for the control students in school  $j$ , is modeled as a function of school-level covariates:

$$\beta_{0j} = \gamma_{00} + \sum_{p=1}^P \gamma_{0p} W_{pj} + u_{0j},$$

where

$W_{pj}$  is the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the final model depending on whether they satisfy criteria for inclusion;

$\gamma_{00}$  is the adjusted mean Spring test score for all control students;

$\gamma_{0p}$  is the coefficient for the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the final model depending on whether they satisfy criteria for inclusion; and

$u_{0j}$  is the unique effect of school  $j$  and is  $\sim N(0, \tau)$ .

The null hypothesis of no *READ 180* treatment effect on Spring test scores is  $H_0: \beta_1 = 0$  and is tested with a  $t$ -statistic.

The second model estimated the immediate impact for students in each grade separately in Year 1 and for grade 6 students in Year 2. The only difference in this second model was the exclusion of the two dichotomous covariates designating whether or not students were enrolled in grades 7 or 8. These covariates were not needed in the model used for students in a single grade.

The third model estimated the long-term, two-year impact of *READ 180* on students in grades 6 and 7 in Year 1 and in grades 7 and 8 in Year 2 (referred to as “stayers” in the report). The only difference in this third model from the first was the inclusion of only one dichotomous covariate designating whether or not students were enrolled in grade 8 in Year 2. The second model was also used to estimate the long-term, two-year impact of *READ 180* separately for the students going from grade 6 to 7 and for those going from grade 7 to 8.

### Differences in *READ 180* Impact in MCLA Treatment and Control Schools

The above three models were modified slightly to estimate the difference between the impacts of *READ 180* in MCLA treatment and control schools. The modification was to include a dichotomous, school-level variable indicating whether the school was an MCLA treatment or control school. At the school level, this variable was included in the specification of the adjusted mean of the *READ 180* control students and of the estimate of the *READ 180* impact.

At the student level, the coefficient estimating the *READ 180* was assumed to vary across schools:

$$Y_{ij} = \beta_{0j} + \beta_1 X_{1ij} + \beta_2 X_{2ij} + \beta_3 X_{3ij} + \beta_4 X_{4ij} + \sum_{m=1}^M \beta_{(m+4)} X_{(m+4)ij} + r_{ij}.$$

where

$\beta_{1j}$  is the adjusted difference between *READ 180* treatment and control group mean Spring test scores (the *READ 180* treatment effect) **for school  $j$** , controlling for the baseline test score and other covariates.

This allows modeling  $\beta_{1j}$  at the school level as a function of a school-level variable, specifically a dummy variable indicating whether or not the school participated in MCLA. All of the other student-level coefficients, except  $\beta_{0j}$ , are still assumed constant across schools. In this interaction model,  $\beta_{0j}$ , the adjusted mean Spring test score for the control students in school  $j$  is expressed as a function of school-level covariates and the MCLA participation variable, and the *READ 180* treatment effect,  $\beta_{1j}$ , is expressed as a function of MCLA participation:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}W_{1j} + \sum_{p=1}^P \gamma_{0(p+1)}W_{(p+1)j} + u_{0j} \text{ and}$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11}W_{1j},$$

where

$W_{1j}$  is an uncentered dummy variable coded 0 for MCLA control schools and 1 for MCLA treatment schools;

$W_{(p+1)j}$  is the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the final model depending on whether they satisfy criteria for inclusion;

$\gamma_{00}$  is the adjusted mean Spring test score for *READ 180* control students in MCLA control schools;

$\gamma_{01}$  is the adjusted difference between MCLA treatment and control school mean Spring test scores (the MCLA treatment effect, controlling for other school-level covariates);

$\gamma_{0(p+1)}$  is the coefficient for the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion;

$u_{0j}$  is the unique effect of school  $j$  and is  $\sim N(0, \tau)$ ;

$\gamma_{10}$  is the *READ 180* treatment effect for students in MCLA control schools; and

$\gamma_{11}$  is the difference between the *READ 180* treatment effects in MCLA treatment and control schools.

The null hypothesis of no interaction between MCLA and *READ 180* treatment effects on test scores is  $H_0: \gamma_{11} = 0$  and is tested with a  $t$ -statistic.

**Appendix B**  
**Complete Results of Multi-Level Analyses of *READ 180* Immediate and Long-Term Impact on Student Achievement in Year 1**

<b>Table B1</b>						
<b>Final Model for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 ITBS Total Reading Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	192.60	0.55	4	349.13	0.000
	Percent African American	0.95	0.52	4	1.82	0.142
	Percent Female	0.64	0.35	4	1.84	0.138
	Percent ELL	1.81	0.77	4	2.34	0.076
Student	Grade 7	5.64	0.94	1214	5.98	0.000
	Grade 8	12.37	1.07	1214	11.54	0.000
	<b><i>READ 180</i></b>	<b>-0.50</b>	<b>0.81</b>	<b>1214</b>	<b>-0.63</b>	<b>0.532</b>
	ELL	-3.62	1.66	1214	-2.17	0.030
	ITBS Total Reading 06	0.04	0.03	1214	16.11	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC<sup>b</sup></b>			
School	Level 2	0.17	0.005			
Student	Level 1	185.34				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B2**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in Year 1 on 2007 ITBS Comprehension Scores – All Grades**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	186.99	0.72	3	260.55	0.000
	Percent African American	1.89	0.68	3	2.77	0.068
	Percent SPED	-0.71	0.22	3	-3.22	0.070
	Percent ELL	2.12	0.91	3	2.33	0.091
	Size	0.01	0.00	3	2.15	0.111
Student	Grade 7	7.15	1.16	1223	6.19	0.000
	Grade 8	10.90	1.28	1223	8.54	0.000
	<b>READ 180</b>	<b>-0.03</b>	<b>1.03</b>	<b>1223</b>	<b>-0.03</b>	<b>0.976</b>
	Gender	3.69	0.99	1223	3.74	0.000
	Hispanic	5.41	3.81	1223	1.42	0.155
	ELL	-7.75	3.85	1223	-2.01	0.044
	ITBS Comprehension 06	0.37	0.03	1223	12.99	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.22	0.008			
Student	Level 1	293.34				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B3</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b>READ 180 Impact in Year 1 on 2007 ITBS Vocabulary Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	197.47	0.67	6	293.73	0.000
	Percent ELL	0.48	0.16	6	3.05	0.024
Student	Grade 7	5.25	1.22	1237	4.31	0.000
	Grade 8	15.97	1.36	1237	11.75	0.000
	<b>READ 180</b>	<b>0.08</b>	<b>1.02</b>	<b>1237</b>	<b>0.08</b>	<b>0.937</b>
	Gender	-2.10	1.01	1237	-2.08	0.037
	Hispanic	-4.71	2.10	1237	-2.24	0.025
	ITBS Vocabulary 06	0.35	0.03	1237	13.05	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.02	0.003			
Student	Level 1	310.37				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B4**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in Year 1 on 2007 TCAP Reading/LA Scores – All Grades**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	496.76	0.86	4	574.83	0.000
	Percent African American	2.21	0.80	4	2.75	0.051
	Percent Female	2.49	0.54	4	4.64	0.009
	Percent ELL	3.71	1.18	4	3.14	0.042
Student	Grade 7	8.79	1.51	1624	5.83	0.000
	Grade 8	13.42	1.62	1624	8.28	0.000
	<b>READ 180</b>	<b>0.36</b>	<b>1.31</b>	<b>1624</b>	<b>0.28</b>	<b>0.781</b>
	Gender	3.89	1.28	1624	3.03	0.003
	Hispanic	8.51	4.93	1624	1.72	0.084
	FRL	-5.44	2.04	1624	-2.66	0.008
	ELL	-15.17	5.07	1624	-2.99	0.003
	TCAP Reading 06	0.33	0.03	1624	12.88	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.17	0.012			
Student	Level 1	658.24				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B5**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in Year 1 on 2007 TCAP Mathematics Scores – All Grades**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	500.05	1.26	5	397.76	0.000
	Percent Female	-1.12	0.72	5	-1.56	0.179
	Percent FRL	-1.05	0.47	5	-2.24	0.074
Student	Grade 7	2.77	1.62	1621	1.71	0.088
	Grade 8	8.00	1.72	1621	4.63	0.000
	<b>READ 180</b>	<b>0.17</b>	<b>1.42</b>	<b>1621</b>	<b>0.12</b>	<b>0.904</b>
	Gender	5.52	1.38	1621	4.01	0.000
	African American	67.13	19.51	1621	3.44	0.001
	Hispanic	77.96	20.17	1621	3.87	0.000
	ELL	-7.82	5.44	1621	-1.44	0.150
	TCAP Math 06	0.51	0.02	1621	24.09	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	5.65	0.021			
Student	Level 1	754.78				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B6</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Science Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	185.62	0.57	5	324.04	0.000
	Percent SPED	-0.25	0.12	5	-2.00	0.100
	Size	-0.01	0.00	5	-4.43	0.007
Student	Grade 7	-2.42	1.65	1551	-1.47	0.143
	<b><i>READ 180</i></b>	<b>-0.48</b>	<b>0.76</b>	<b>1551</b>	<b>-0.63</b>	<b>0.528</b>
	ELL	-5.19	1.15	1551	-4.53	0.000
	TCAP Science 06	0.22	0.01	1551	15.57	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.03	0.008			
Student	Level 1	258.61				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B7</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Social Studies Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	185.16	1.24	7	149.02	0.000
Student	<b><i>READ 180</i></b>	<b>0.81</b>	<b>0.67</b>	<b>1545</b>	<b>1.21</b>	<b>0.226</b>
	African American	3.02	1.41	1545	2.14	0.033
	FRL	-1.36	0.73	1545	-1.85	0.064
	TCAP Social Studies 06	0.22	0.04	1545	5.68	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	7.98	0.034			
Student	Level 1	246.20				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B8</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 ITBS Total Reading Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	183.78	0.65	7	282.77	0.000
Student	<b><i>READ 180</i></b>	<b>0.45</b>	<b>1.05</b>	<b>460</b>	<b>0.43</b>	<b>0.665</b>
	FRL	-3.06	1.64	460	-1.87	0.061
	ELL	-5.61	2.15	460	-2.61	0.010
	ITBS Total Reading 06	0.53	0.04	460	13.08	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	.03	.000			
Student	Level 1	164.64				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B9</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 ITBS Comprehension Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	180.32	0.83	7	218.70	0.000
Student	<b><i>READ 180</i></b>	<b>-1.03</b>	<b>1.34</b>	<b>460</b>	<b>-0.77</b>	<b>0.441</b>
	Gender	4.35	1.30	460	3.32	0.001
	African American	-10.18	5.78	460	-1.76	0.079
	FRL	-3.76	2.09	460	-1.80	0.071
	ELL	-15.19	5.98	460	-2.54	0.012
	ITBS Comprehension 06	0.42	0.04	460	9.43	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.82	0.003			
Student	Level 1	234.99				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B10</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 ITBS Vocabulary Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	186.81	0.88	6	211.51	0.000
	Percent ELL	0.49	0.51	6	2.38	0.054
Student	<b><i>READ 180</i></b>	<b>2.68</b>	<b>1.40</b>	<b>464</b>	<b>1.92</b>	<b>0.056</b>
	Gender	-2.47	1.37	464	-1.80	0.072
	ELL	-7.20	2.90	464	-2.49	0.013
	ITBS Vocabulary 06	0.39	0.04	464	9.83	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	3.24	0.012			
Student	Level 1	263.97				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B11</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Reading/LA Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	488.88	1.37	4	357.45	0.000
	Percent African American	2.69	1.30	4	2.07	0.104
	Percent Female	2.95	0.85	4	3.47	0.037
	Percent ELL	3.86	1.92	4	2.01	0.112
Student	<b><i>READ 180</i></b>	<b>0.01</b>	<b>2.17</b>	<b>590</b>	<b>0.01</b>	<b>0.996</b>
	Gender	4.99	2.09	590	2.39	0.017
	African American	-15.14	8.30	590	-1.82	0.068
	FRL	-7.26	3.54	590	-2.05	0.040
	ELL	-17.42	8.93	590	-1.95	0.051
	TCAP Reading 06	0.33	0.04	590	7.49	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	22.40	0.030			
Student	Level 1	718.44				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B12</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Mathematics Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	492.27	1.52	5	323.93	0.000
	Percent African American	0.58	0.33	5	1.72	0.145
	Size	0.03	0.01	5	3.44	0.024
Student	<b><i>READ 180</i></b>	<b>2.38</b>	<b>2.19</b>	<b>592</b>	<b>1.09</b>	<b>0.279</b>
	Gender	4.63	2.09	592	2.21	0.027
	African American	-5.93	4.48	592	-1.33	0.186
	TCAP Math 06	0.53	0.04	592	13.55	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	15.02	0.018			
Student	Level 1	839.38				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B13</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Science Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	186.55	.85	5	220.66	0.000
	Percent Female	-1.01	0.50	5	-2.01	0.100
	Percent ELL	-0.72	0.26	5	-2.82	0.038
Student	<b><i>READ 180</i></b>	<b>1.04</b>	<b>1.30</b>	<b>565</b>	<b>0.80</b>	<b>0.423</b>
	Gender	-1.71	1.27	565	-1.35	0.178
	African American	-8.75	5.84	565	-1.50	0.135
	ELL	-9.85	7.37	565	-1.34	0.182
	TCAP Science 06	0.26	0.04	565	6.47	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	3.00	0.012			
Student	Level 1	243.54				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B14</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Social Studies Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	186.67	1.42	6	131.07	0.000
	Percent ELL	-0.62	0.39	6	-1.60	0.159
Student	<b><i>READ 180</i></b>	<b>0.76</b>	<b>1.51</b>	<b>567</b>	<b>0.50</b>	<b>0.615</b>
	Social Studies 06	0.30	0.05	567	6.08	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	17.37	0.052			
Student	Level 1	314.03				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B15</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 ITBS Total Reading Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	193.57	.90	6	214.91	0.000
	Percent SPED	-38.52	0.23	6	-1.71	0.138
Student	<b><i>READ 180</i></b>	<b>-2.26</b>	<b>1.37</b>	<b>419</b>	<b>-1.65</b>	<b>0.099</b>
	ITBS Reading Total 06	0.42	0.04	419	10.10	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	3.25	0.014			
Student	Level 1	230.90				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B16**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in Year 1 on 2007 ITBS Comprehension Scores – Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	188.92	1.18	3	159.53	0.000
	Percent African American	3.75	1.13	3	3.30	0.071
	Percent SPED	-1.23	0.37	3	-3.31	0.071
	Percent ELL	4.10	1.53	3	2.69	0.070
	Size	0.01	0.01	3	1.73	0.179
Student	<b>READ 180</b>	<b>-1.56</b>	<b>1.80</b>	<b>421</b>	<b>-0.87</b>	<b>0.384</b>
	Gender	2.70	1.74	421	1.55	0.121
	ITBS Comprehension 06	0.35	0.05	421	7.43	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	8.83	0.025			
Student	Level 1	345.99				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B17**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in Year 1 on 2007 ITBS Vocabulary Scores – Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	197.79	1.14	6	173.11	0.000
	Percent African American	-0.27	0.18	6	-1.50	0.184
Student	<b>READ 180</b>	<b>-2.07</b>	<b>1.77</b>	<b>428</b>	<b>-1.17</b>	<b>0.244</b>
	ITBS Vocabulary 06	0.36	.04	428	8.61	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	1.53	0.004			
Student	Level 1	377.19				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B18</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Reading/LA Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	497.91	1.38	6	361.50	0.000
	Percent Female	1.19	0.73	6	1.64	0.152
Student	<b><i>READ 180</i></b>	<b>0.27</b>	<b>1.94</b>	<b>564</b>	<b>0.14</b>	<b>0.890</b>
	ELL	-7.90	3.57	564	-2.21	0.027
	TCAP Reading 06	0.36	0.04	564	9.46	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	7.80	0.013			
Student	Level 1	599.19				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B19</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Mathematics Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	502.33	3.00	6	167.31	0.000
	Percent FRL	-2.44	1.20	6	-2.02	0.088
Student	<b><i>READ 180</i></b>	<b>-3.24</b>	<b>2.36</b>	<b>563</b>	<b>-1.37</b>	<b>0.171</b>
	Gender	6.15	2.28	563	2.70	0.008
	TCAP Math 06	0.58	0.04	563	15.46	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	79.05	0.072			
Student	Level 1	1024.75				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B20</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Science Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	183.84	1.03	6	178.53	0.000
	Percent FRL	-1.01	0.34	6	-2.99	0.026
Student	<b><i>READ 180</i></b>	<b>-2.62</b>	<b>1.59</b>	<b>539</b>	<b>-1.64</b>	<b>0.101</b>
	FRL	4.22	2.49	539	1.70	0.090
	ELL	-8.29	3.61	539	-2.29	0.022
	TCAP Science 06	0.22	0.04	539	4.96	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	1.95	0.005			
Student	Level 1	357.42				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B21</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Social Studies Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	183.58	1.08	6	169.89	0.000
	Percent FRL	-1.38	0.40	6	-3.48	0.016
Student	<b><i>READ 180</i></b>	<b>1.58</b>	<b>1.30</b>	<b>535</b>	<b>1.22</b>	<b>0.225</b>
	TCAP Social Studies 06	0.15	0.03	535	4.83	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	13.13	0.054			
Student	Level 1	229.26				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B22</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 ITBS Total Reading Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	202.59	1.32	5	153.95	0.000
	Percent Female	1.46	0.79	5	1.86	0.122
	Percent ELL	1.31	0.39	5	3.34	0.026
Student	<b><i>READ 180</i></b>	<b>0.54</b>	<b>1.81</b>	<b>329</b>	<b>0.30</b>	<b>0.766</b>
	ELL	-8.99	4.36	329	-2.06	0.040
	ITBS Total Reading 06	0.36	0.06	329	6.19	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	8.75	0.029			
Student	Level 1	293.19				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B23</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 ITBS Comprehension Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	194.54	1.54	4	126.50	0.000
	Percent Female	176.89	0.93	4	1.90	0.128
	Percent ELL	154.63	0.46	4	3.34	0.039
	Percent FRL	-88.74	0.48	4	-1.86	0.134
Student	<b><i>READ 180</i></b>	<b>1.17</b>	<b>2.17</b>	<b>330</b>	<b>0.54</b>	<b>0.589</b>
	African American	31.47	19.82	330	1.59	0.113
	Hispanic	45.71	21.12	330	2.16	0.031
	ELL	-23.20	8.27	330	-2.80	0.006
	ITBS Comprehension 06	0.35	0.06	330	6.37	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	19.73	0.044			
Student	Level 1	432.82				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B24</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b>READ 180 Impact in Year 1 on 2007 ITBS Vocabulary Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	211.17	1.58	4	133.99	0.000
	Percent SPED	2.11	92.74	4	2.28	0.081
	Percent ELL	1.29	51.29	4	2.52	0.063
	Percent FRL	-1.93	98.82	4	-1.95	0.120
Student	<b>READ 180</b>	<b>-0.74</b>	<b>2.26</b>	<b>337</b>	<b>-0.33</b>	<b>0.742</b>
	ITBS Vocabulary 06	0.29	0.06	337	4.82	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	.14	0.000			
Student	Level 1	454.56				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B25</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b>READ 180 Impact in Year 1 on 2007 TCAP Reading/LA Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	507.71	2.17	4	233.63	0.000
	Percent Female	2.48	1.17	4	2.11	0.099
	Percent ELL	2.44	0.73	4	3.35	0.039
	Size	-0.03	0.01	4	-2.86	0.048
Student	<b>READ 180</b>	<b>-1.80</b>	<b>2.99</b>	<b>456</b>	<b>-0.60</b>	<b>0.546</b>
	Gender	6.90	2.77	456	2.50	0.013
	African American	39.87	29.65	456	1.35	0.179
	Hispanic	55.27	31.29	456	1.77	0.078
	FRL	-6.54	4.17	456	-1.57	0.117
	ELL	-25.36	11.33	456	-2.24	0.026
	TCAP Reading 06	0.31	0.05	456	5.74	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	10.80	0.011			
Student	Level 1	944.31				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B26</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Mathematics Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	508.93	2.10	3	242.83	0.000
	Percent SPED	2.67	1.15	3	2.31	0.093
	Percent ELL	3.13	0.75	3	4.17	0.045
	Percent FRL	-2.86	1.23	3	-2.34	0.091
	Size	-0.03	0.01	3	-3.38	0.071
Student	<b><i>READ 180</i></b>	<b>-1.03</b>	<b>2.90</b>	<b>454</b>	<b>-0.36</b>	<b>0.721</b>
	Gender	3.60	2.69	454	1.34	0.181
	African American	170.34	28.66	454	5.94	0.000
	Hispanic	189.46	30.31	454	6.25	0.000
	ELL	-16.57	11.11	454	-1.49	0.136
	TCAP Math 06	0.45	0.03	454	13.85	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	53.29	0.042			
Student	Level 1	1219.24				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B27</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in Year 1 on 2007 TCAP Science Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	188.01	1.02	6	184.62	0.000
	Size	-0.02	0.00	6	-6.79	0.000
Student	<b><i>READ 180</i></b>	<b>-1.68</b>	<b>1.41</b>	<b>435</b>	<b>-1.19</b>	<b>0.234</b>
	Gender	-2.06	1.33	435	-1.55	0.121
	TCAP Science 06	0.18	0.04	435	5.01	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	25.91	0.115			
Student	Level 1	200.01				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B28</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining READ 180 Impact in Year 1 on 2007 TCAP Social Studies Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	184.92	1.64	7	112.54	0.000
Student	<b>READ 180</b>	<b>0.05</b>	<b>1.47</b>	<b>435</b>	<b>0.03</b>	<b>0.976</b>
	African American	27.48	14.47	435	1.90	0.058
	Hispanic	20.53	15.03	435	1.37	0.173
	TCAP Social Studies 06	0.30	0.05	435	6.26	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	14.24	0.060			
Student	Level 1	224.56				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B29</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining READ 180 Immediate Impact in Year 2 on 2008 ITBS Total Reading Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	184.43	0.65	6	283.34	0.000
	Percent SPED	-0.54	0.17	6	-3.16	0.022
Student	<b>READ 180</b>	<b>-0.73</b>	<b>1.01</b>	<b>495</b>	<b>-0.73</b>	<b>0.468</b>
	ITBS Total Reading 07	0.45	0.04	495	11.36	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.01	0.017			
Student	Level 1	119.17				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B30</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Immediate Impact in Year 2 on 2008 ITBS Comprehension Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	181.85	0.91	7	199.87	0.000
Student	<b><i>READ 180</i></b>	<b>-1.83</b>	<b>1.33</b>	<b>499</b>	<b>-1.38</b>	<b>0.017</b>
	Gender	2.35	1.29	499	1.82	0.069
	ITBS Comprehension 07	0.40	0.04	499	9.56	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.77	0.005			
Student	Level 1	207.15				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B31</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Immediate Impact in Year 2 on 2008 ITBS Vocabulary Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	187.43	0.85	6	221.04	0.000
	Percent SPED	-0.82	0.22	6	-3.71	0.013
Student	<b><i>READ 180</i></b>	<b>-0.61</b>	<b>1.31</b>	<b>504</b>	<b>-0.47</b>	<b>0.639</b>
	FRL	4.81	2.88	504	1.67	0.096
	ITBS Vocabulary 07	0.33	0.04	504	8.36	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.01	0.012			
Student	Level 1	204.71				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B32**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Immediate Impact in Year 2 on 2008 TCAP Reading/LA Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	4494.66	1.61	5	306.47	0.000
	Percent SPED	0.99	0.42	5	2.36	0.063
	Enrollment	0.02	0.01	5	2.93	0.034
Student	<b><i>READ 180</i></b>	<b>1.89</b>	<b>2.28</b>	<b>662</b>	<b>0.83</b>	<b>0.407</b>
	Gender	6.93	2.16	662	3.21	0.002
	TCAP Reading 07	0.48	0.05	662	10.41	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	1.33	0.003			
Student	Level 1	758.82				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B33**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Immediate Impact in Year 2 on 2008 TCAP Mathematics Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	499.39	2.12	6	235.95	0.000
	Percent SPED	1.76	0.60	6	2.92	0.028
Student	<b><i>READ 180</i></b>	<b>-3.12</b>	<b>1.98</b>	<b>664</b>	<b>-1.58</b>	<b>0.115</b>
	TCAP Math 07	0.63	0.04	664	16.16	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	21.21	0.035			
Student	Level 1	593.54				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B34**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Immediate Impact in Year 2 on 2008 TCAP Science Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	186.55	0.77	6	240.89	0.000
	Percent Female	-0.59	0.35	6	-1.67	0.146
Student	<b><i>READ 180</i></b>	<b>-0.18</b>	<b>1.18</b>	<b>654</b>	<b>-0.16</b>	<b>0.876</b>
	Gender	-1.60	1.16	654	-1.38	0.169
	TCAP Science 07	0.33	0.03	654	9.60	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.15	0.001			
Student	Level 1	217.48				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B35**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Immediate Impact in Year 2 on 2008 TCAP Social Studies Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	187.77	1.14	3	162.66	0.000
	Percent African American	-3.52	1.21	3	-2.91	0.067
	Percent SPED	2.13	0.76	3	2.81	0.067
	Percent ELL	-3.99	1.65	3	-2.42	0.084
	Percent FRL	-1.76	0.79	3	-2.22	0.102
Student	<b><i>READ 180</i></b>	<b>-2.35</b>	<b>1.37</b>	<b>642</b>	<b>-1.71</b>	<b>0.087</b>
	Gender	-2.83	1.32	642	2.14	0.032
	African American	-14.02	5.44	642	-2.58	0.010
	ELL	-12.22	5.85	642	-2.09	0.037
	TCAP Social Studies 07	0.41	0.05	642	8.63	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	3.45	0.031			
Student	Level 1	275.22				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B36</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 ITBS Total Reading Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	198.05	0.56	5	221.71	0.000
	Percent Female	0.76	0.45	5	1.70	0.149
	Percent FRL	-0.76	0.32	5	-2.37	0.062
Student	Grade 8 in Year 2	4.23	1.26	652	3.35	0.001
	<b><i>READ 180</i></b>	<b>0.05</b>	<b>1.28</b>	<b>652</b>	<b>0.04</b>	<b>0.967</b>
	ITBS Total Reading 06	0.49	0.04	652	11.66	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	1.03	0.016			
Student	Level 1	247.36				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B37</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 ITBS Comprehension Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	193.66	1.00	5	192.81	0.000
	Percent African American	-0.44	0.21	5	-2.15	0.083
	Percent Female	2.01	0.59	5	3.41	0.024
Student	Grade 8 in Year 2	2.83	1.54	658	1.84	0.065
	<b><i>READ 180</i></b>	<b>-0.74</b>	<b>1.58</b>	<b>658</b>	<b>-0.47</b>	<b>0.639</b>
	Gender	2.89	1.53	658	1.89	0.059
	ITBS Comprehension 06	0.39	0.04	658	8.62	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.08	0.014			
Student	Level 1	385.10				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B38</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 ITBS Vocabulary Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	201.47	1.05	6	190.28	0.000
	Percent FRL	-1.18	0.37	6	-3.22	0.021
Student	Grade 8 in Year 2	7.47	1.66	666	4.49	0.000
	<b><i>READ 180</i></b>	<b>1.79</b>	<b>1.65</b>	<b>666</b>	<b>1.08</b>	<b>0.280</b>
	ELL	-8.72	6.01	666	-1.45	0.147
	ITBS Vocabulary 06	0.31	0.04	666	7.40	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.25	0.012			
Student	Level 1	428.05				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B39</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 TCAP Reading/LA Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	505.29	1.15	3	437.57	0.000
	Percent African American	-1.33	0.34	3	-3.92	0.059
	Percent Female	2.17	0.71	3	3.05	0.068
	Percent SPED	2.28	0.73	3	3.11	0.069
	Percent FRL	-2.66	0.81	3	-3.29	0.071
Student	Grade 8 in Year 2	16.48	1.76	804	9.35	0.000
	<b><i>READ 180</i></b>	<b>1.38</b>	<b>1.81</b>	<b>804</b>	<b>0.76</b>	<b>0.446</b>
	Gender	3.51	1.76	804	2.00	0.045
	ELL	-9.94	3.58	804	-2.78	0.006
	TCAP Reading 06	0.25	0.04	804	7.02	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.10	0.021			
Student	Level 1	617.56				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B40</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 TCAP Mathematics Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	511.88	3.02	7	169.52	0.000
Student	Grade 8 in Year 2	4.43	2.09	808	2.12	0.034
	<b><i>READ 180</i></b>	<b>-0.35</b>	<b>2.16</b>	<b>808</b>	<b>-0.16</b>	<b>0.871</b>
	Gender	4.26	2.08	808	2.04	0.041
	TCAP Math 06	0.57	0.04	808	15.60	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	57.32	0.060			
Student	Level 1	861.99				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B41</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 TCAP Science Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	184.39	0.74	4	250.68	0.000
	Percent Female	1.63	0.46	4	3.53	0.036
	Percent SPED	0.37	0.23	4	1.58	0.188
	Percent ELL	0.44	0.27	4	1.62	0.179
Student	Grade 8 in Year 2	-2.82	1.12	780	-2.52	0.012
	<b><i>READ 180</i></b>	<b>0.32</b>	<b>1.14</b>	<b>780</b>	<b>0.28</b>	<b>0.782</b>
	Gender	-1.73	1.11	780	-1.55	0.121
	African American	-6.39	4.06	780	1.58	0.115
	ELL	-6.37	4.24	780	-1.50	0.133
	TCAP Science 06	0.32	0.03	780	9.17	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.06	0.027			
Student	Level 1	240.01				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B42</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 TCAP Social Studies Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	186.53	0.60	3	310.21	0.000
	Percent African American	-1.27	0.57	3	-2.22	0.103
	Percent ELL	-1.76	0.77	3	-2.27	0.097
	Percent FRL	-0.79	0.20	3	-4.01	0.054
	Enrollment	-0.01	0.003	3	-2.62	0.072
Student	<b><i>READ 180</i></b>	<b>-1.37</b>	<b>0.90</b>	<b>776</b>	<b>-1.52</b>	<b>0.129</b>
	African American	-4.59	1.90	776	-2.41	0.016
	TCAP Social Studies 06	0.14	0.02	776	5.82	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.07	0.035			
Student	Level 1	145.89				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B43</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 ITBS Total Reading Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	193.29	1.03	6	187.70	0.000
	Percent FRL	-0.83	0.36	6	-2.29	0.061
Student	<b><i>READ 180</i></b>	<b>1.99</b>	<b>1.64</b>	<b>330</b>	<b>1.22</b>	<b>0.226</b>
	Gender	3.08	1.59	330	1.94	0.053
	African American	-8.95	6.06	330	1.94	0.053
	ELL	-14.38	6.52	330	-2.21	0.028
	ITBS Total Reading 06	0.57	0.06	330	9.29	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.10	0.006			
Student	Level 1	205.86				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B44</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 ITBS Comprehension Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	190.50	1.30	4	146.71	0.000
	Percent SPED	1.36	0.78	4	1.74	0.155
	Percent ELL	0.85	0.47	4	1.83	0.140
	Percent FRL	-2.01	0.84	4	-2.39	0.072
Student	<b><i>READ 180</i></b>	<b>-0.03</b>	<b>2.05</b>	<b>329</b>	<b>-0.02</b>	<b>0.988</b>
	Gender	4.02	1.98	329	2.04	0.042
	African American	-36.67	18.01	329	-2.04	0.042
	Hispanic	-28.03	19.72	329	-1.42	0.156
	FRL	-5.95	3.09	329	-1.93	0.055
	ELL	-13.01	8.65	329	1.50	0.133
	ITBS Comprehension 06	0.51	0.07	329	7.81	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.15	0.010			
Student	Level 1	318.09				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B45</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 ITBS Vocabulary Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	195.20	1.37	6	142.15	0.000
	Percent FRL	-0.94	0.48	6	-1.93	0.101
Student	<b><i>READ 180</i></b>	<b>4.39</b>	<b>2.19</b>	<b>339</b>	<b>2.00</b>	<b>0.045</b>
	Hispanic	12.52	9.02	339	1.39	0.166
	ELL	-20.67	9.37	339	-2.21	0.028
	ITBS Vocabulary 06	0.35	0.06	339	5.82	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.08	0.007			
Student	Level 1	380.32				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B46</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 TCAP Reading/LA Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	497.21	1.80	6	276.54	0.000
	Percent FRL	-1.48	0.63	6	-2.35	0.056
Student	<b><i>READ 180</i></b>	<b>1.39</b>	<b>2.87</b>	<b>409</b>	<b>0.48</b>	<b>0.629</b>
	Gender	6.11	2.79	409	2.19	0.029
	African American	-14.32	10.83	409	-1.32	0.187
	ELL	-28.22	11.63	409	-2.43	0.016
	TCAP Reading 06	0.28	0.06	409	4.56	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.50	0.012			
Student	Level 1	787.39				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B47</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 TCAP Mathematics Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	507.80	5.09	7	99.76	0.000
Student	<b><i>READ 180</i></b>	<b>-0.80</b>	<b>2.98</b>	<b>412</b>	<b>-0.27</b>	<b>0.788</b>
	Gender	4.38	2.87	412	1.53	0.128
	TCAP Math 06	0.64	0.05	412	11.69	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	177.62	0.137			
Student	Level 1	824.04				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B48**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 on 2008 TCAP Science Scores – Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	186.95	1.05	5	178.08	0.000
	Percent SPED	1.29	0.41	5	3.13	0.030
	Percent FRL	-1.43	0.55	5	-2.63	0.046
Student	<b><i>READ 180</i></b>	<b>-0.72</b>	<b>1.54</b>	<b>396</b>	<b>-0.47</b>	<b>0.639</b>
	Gender	-2.71	1.50	396	-1.80	0.072
	African American	-9.40	5.87	396	-1.60	0.109
	FRL	-3.75	2.46	396	-1.52	0.128
	ELL	-9.88	6.43	396	-1.54	0.125
	TCAP Science 06	0.30	0.05	396	5.72	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.99	0.039			
Student	Level 1	221.21				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B49**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 on 2008 TCAP Social Studies Scores – Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	186.51	1.13	5	165.63	0.000
	Percent ELL	-0.49	0.31	5	-1.61	0.169
	Percent FRL	-0.82	0.43	5	-1.88	0.118
Student	<b><i>READ 180</i></b>	<b>-1.10</b>	<b>1.20</b>	<b>399</b>	<b>-0.92</b>	<b>0.361</b>
	African American	-5.93	2.97	399	-1.99	0.046
	TCAP Social Studies 06	0.14	0.03	399	4.421	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	5.11	0.054			
Student	Level 1	134.74				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B50</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 ITBS Total Reading Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	202.88	1.78	7	114.79	0.000
Student	<b><i>READ 180</i></b>	<b>-2.20</b>	<b>1.95</b>	<b>317</b>	<b>-1.13</b>	<b>0.260</b>
	Hispanic	5.59	3.52	317	1.59	0.114
	ITBS Total Reading 06	0.43	0.06	317	7.38	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	12.57	0.044			
Student	Level 1	278.72				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B51</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 ITBS Comprehension Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	197.13	1.51	6	130.66	0.000
	Percent Female	1.97	0.72	6	2.73	0.035
Student	<b><i>READ 180</i></b>	<b>-2.73</b>	<b>2.39</b>	<b>321</b>	<b>-1.14</b>	<b>0.256</b>
	ITBS Comprehension 06	0.32	0.06	321	5.18	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.05	0.012			
Student	Level 1	442.60				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B52**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 on 2008 ITBS Vocabulary Scores – Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	208.07	2.64	7	78.89	0.000
Student	<b><i>READ 180</i></b>	<b>-1.44</b>	<b>2.44</b>	<b>324</b>	<b>-0.59</b>	<b>0.555</b>
	African American	-13.18	4.43	324	-2.98	0.004
	ITBS Vocabulary 06	0.28	0.05	324	4.97	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	35.92	0.061			
Student	Level 1	444.24				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B53**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 on 2008 TCAP Reading/LA Scores – Grade 9**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	514.23	1.43	3	360.57	0.000
	Percent African American	-1.34	0.42	3	-3.18	0.069
	Percent Female	2.52	0.90	3	2.80	0.067
	Percent SPED	2.62	0.90	3	2.93	0.067
	Percent FRL	-2.61	0.99	3	-2.64	0.071
Student	<b><i>READ 180</i></b>	<b>1.17</b>	<b>2.18</b>	<b>389</b>	<b>0.537</b>	<b>0.591</b>
	FRL	4.18	3.24	389	1.288	0.199
	ELL	-5.84	3.98	389	-1.466	0.143
	TCAP Reading 06	0.23	0.04	389	5.656	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.60	0.052			
Student	Level 1	443.87				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B54</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 TCAP Mathematics Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	516.79	2.42	7	213.31	0.000
Student	<b><i>READ 180</i></b>	<b>-0.13</b>	<b>3.03</b>	<b>391</b>	<b>-0.04</b>	<b>0.966</b>
	Gender	5.07	2.94	391	1.72	0.085
	African American	49.51	29.19	391	1.70	0.090
	Hispanic	45.47	29.53	391	1.54	0.124
	TCAP Math 06	0.52	0.05	391	11.05	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	16.95	0.020			
Student	Level 1	840.77				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table B55</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact in Year 2 on 2008 TCAP Science Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	181.81	1.36	5	134.01	0.000
	Percent African American	-0.71	0.31	5	-2.30	0.068
	Percent Female	2.77	0.94	5	2.96	0.034
Student	<b><i>READ 180</i></b>	<b>1.62</b>	<b>1.66</b>	<b>380</b>	<b>0.98</b>	<b>0.331</b>
	TCAP Science 06	0.33	0.05	380	7.32	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	5.57	0.062			
Student	Level 1	246.28				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table B56**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 on 2008 TCAP Social Studies Scores – Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	186.60	0.89	3	210.37	0.000
	Percent African American	-0.51	0.24	3	-2.10	0.118
	Percent Female	1.00	0.54	3	1.85	0.156
	Percent FRL	-0.78	0.30	3	-2.64	0.071
	Enrollment	-0.01	0.004	3	-1.88	0.151
Student	<b><i>READ 180</i></b>	<b>-1.52</b>	<b>1.35</b>	<b>372</b>	<b>-1.13</b>	<b>0.259</b>
	TCAP Social Studies 06	0.14	0.03	372	4.23	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.08	0.029			
Student	Level 1	157.04				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Appendix C**  
**Tests of Differential Attrition in the *READ 180* Impact ITT and MCLA Impact Study**

**Table C1**  
**Tests of Differential Attrition in the *READ 180* Impact Student Sample**

Dependent Variable	Number of Students with Pretest Scores		Attrition – Number (%) without Posttest Scores		Attrition Effect <sup>a</sup>		Significance Level of Differential Attrition Effect
	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group	
ITBS Total Reading	656	940	145 (22%)	228 (24%)	0.1	-0.3	0.000
TCAP Reading/LA	698	1042	34 (5%)	70 (7%)	0.2	-0.1	0.000
TCAP Mathematics	697	1040	36 (5%)	69 (7%)	0.6	0.4	0.000
TCAP Science	686	1006	43 (6%)	91 (9%)	-0.1	0.3	0.000
TCAP Social Studies	685	1007	41 (6%)	101 (10%)	0.1	0.6	0.000

<sup>a</sup> Attrition Effect = Mean pretest score of students with a posttest score minus mean pretest score of all students (how much high score was as a result of the attrition)

<sup>b</sup> Differential Attrition Effect = Difference between treatment and control group attrition effects

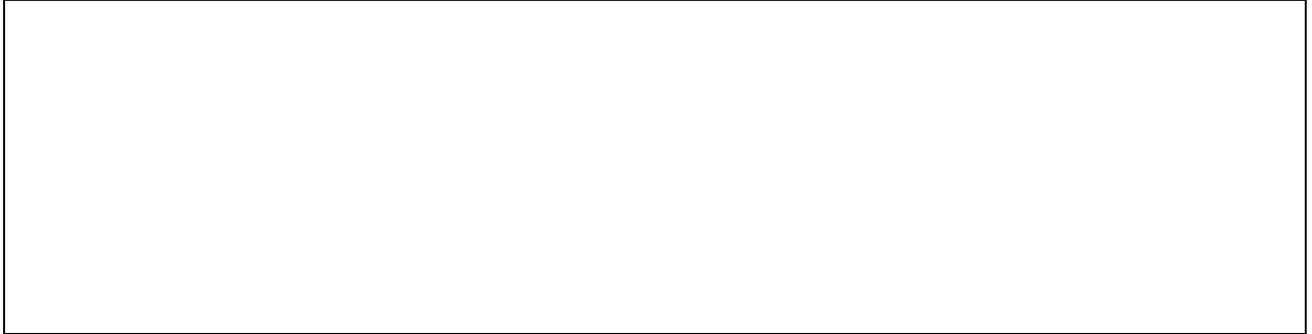
**Table C2  
Tests of Differential Attrition in the MCLA Impact Student Sample**

Dependent Variable	Number of Students with Pretest Scores		Attrition – Number (%) without Posttest Scores		Attrition Effect <sup>a</sup>		Significance Level of Differential Attrition Effect <sup>b</sup>	Group Potentially Favored by Differential Attrition
	Treatment Group	Control Group	Treatment Group	Control Group	Treatment Group	Control Group		
ITBS Total Reading	2119	2235	288 (14%)	310 (14%)	0.4	0.5	0.797	Control
TCAP Reading/LA	2294	2350	51 (2%)	49 (2%)	0.4	0.2	0.070	Treatment
TCAP Mathematics	2293	2347	53 (2%)	50 (2%)	0.3	0.2	0.673	Treatment
TCAP Science	2285	2308	63 (3%)	96 (4%)	0.2	0.4	0.124	Control
TCAP Social Studies	2278	2312	66 (3%)	107 (5%)	0.2	0.6	0.025	Control

<sup>a</sup> Attrition Effect = Mean pretest score of students with a posttest score minus mean pretest score of all students (how much higher/lower the mean pretest score was as a result of the attrition)

<sup>b</sup> Differential Attrition Effect = Difference between treatment and control group attrition effects

**Appendix D**  
**Complete Results of Multi-Level Analyses of *READ 180* Impact on  
Student Achievement in MCLA Treatment and Control Schools in Year 1**



ts						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	191.33	1.01	3	189.99	0.000
	MCLA	2.03	1.49	3	1.36	0.267
	Percent African American	1.23	0.61	3	2.01	0.130
	Percent ELL	2.28	0.95	3	2.39	0.086
	Percent FRL	-0.49	0.20	3	-2.45	0.081
Student	Grade 7	5.66	0.94	1212	6.01	0.000
	Grade 8	12.32	1.07	1212	11.49	0.000
	<i>READ 180</i>	-0.75	1.13	1212	-0.67	0.505
	<b><i>READ 180</i>*MCLA</b>	<b>1.04</b>	<b>1.62</b>	<b>1212</b>	<b>0.65</b>	<b>0.518</b>
	ELL	-3.65	1.66	1212	-2.19	0.028
	ITBS Total Reading 06	0.43	0.03	1212	16.03	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.04	0.005			
Student	Level 1	185.30				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D2 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 ITBS Comprehension Scores – All Grades						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	185.75	1.26	3	147.25	0.000
	MCLA	2.66	1.87	3	1.42	0.249
	Percent African American	1.83	0.76	3	2.39	0.086
	Percent ELL	3.07	1.19	3	2.59	0.073
	Percent FRL	-1.01	0.25	3	-4.12	0.048
Student	Grade 7	7.11	1.15	1222	6.16	0.000
	Grade 8	11.11	1.28	1222	8.71	0.000
	<i>READ 180</i>	-1.46	1.41	1222	-1.03	0.303
	<b><i>READ 180</i>*MCLA</b>	<b>2.79</b>	<b>2.03</b>	<b>1222</b>	<b>1.38</b>	<b>0.168</b>
	Gender	3.78	0.99	1222	3.83	0.000
	Hispanic	5.53	3.80	1222	1.45	0.146
	ELL	-7.97	3.86	1222	-2.07	0.039
	ITBS Comprehension 06	0.37	0.03	1222	12.96	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.04	0.008			
Student	Level 1	293.89				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D3**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in MCLA Treatment and Control Schools**  
**in Year 1 on 2007 ITBS Vocabulary Scores – All Grades**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	197.25	1.12	5	175.86	0.000
	MCLA	0.40	1.54	5	0.26	0.808
	Percent ELL	0.50	0.19	5	2.59	0.048
Student	Grade 7	5.26	1.22	1235	4.32	0.000
	Grade 8	15.96	1.36	1235	11.73	0.000
	<i>READ 180</i>	0.42	1.44	1235	0.29	0.773
	<b><i>READ 180</i>*MCLA</b>	<b>-0.65</b>	<b>2.05</b>	<b>1235</b>	<b>-0.32</b>	<b>0.753</b>
	Gender	-2.13	1.01	1235	-2.10	0.036
	Hispanic	-4.70	2.10	1235	-2.24	0.025
	ITBS Vocabulary 06	0.35	0.03	1235	12.97	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.02	0.003			
Student	Level 1	310.83				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D4 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 TCAP Reading/LA Scores – All Grades						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	499.02	1.49	3	335.34	0.000
	MCLA	-4.16	2.17	3	-1.92	0.145
	Percent African American	2.26	1.00	3	2.25	0.100
	Percent Female	2.78	0.54	3	5.16	0.006
	Percent ELL	3.85	1.59	3	2.42	0.083
Student	Grade 7	8.77	1.51	1622	5.81	0.000
	Grade 8	13.59	1.62	1622	8.38	0.000
	<i>READ 180</i>	-1.37	1.87	1622	-0.73	0.464
	<b><i>READ 180</i>*MCLA</b>	<b>3.09</b>	<b>2.65</b>	<b>1622</b>	<b>1.17</b>	<b>0.245</b>
	Gender	4.00	1.29	1622	3.12	0.002
	Hispanic	8.49	4.94	1622	1.72	0.085
	FRL	-5.15	2.05	1622	-2.52	0.012
	ELL	-15.30	5.08	1622	3.01	0.003
	TCAP Reading 06	0.33	0.03	1622	12.84	0.000
	Random Effects					
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.07	0.012			
Student	Level 1	657.62				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D5**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in MCLA Treatment and Control Schools**  
**in Year 1 on 2007 TCAP Mathematics Scores – All Grades**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	501.94	1.75	6	287.04	0.000
	MCLA	-3.18	2.44	6	-1.30	0.241
Student	Grade 7	2.70	1.62	1621	1.66	0.096
	Grade 8	7.91	1.72	1621	4.60	0.000
	READ 180	2.48	2.00	1621	1.24	0.215
	<b>READ 180*MCLA</b>	<b>-5.37</b>	<b>2.83</b>	<b>1621</b>	<b>-1.90</b>	<b>0.058</b>
	Gender	5.39	1.38	1621	3.92	0.000
	African American	67.41	19.49	1621	3.46	0.001
	Hispanic	77.83	20.14	1621	3.86	0.000
	ELL	-7.32	5.44	1621	-1.35	0.179
	TCAP Math 06	0.51	0.02	1621	24.13	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	4.90	0.021			
Student	Level 1	753.57				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D6 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 TCAP Science Scores – All Grades						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	185.85	0.84	5	221.43	0.000
	MCLA	-0.38	1.11	5	-0.34	0.747
	Size	-0.01	0.00	5	-2.96	0.033
Student	Grade 7	-2.41	0.86	1550	-2.80	0.006
	<i>READ 180</i>	0.19	1.20	1550	0.16	0.874
	<b><i>READ 180</i>*MCLA</b>	<b>-1.44</b>	<b>1.67</b>	<b>1550</b>	<b>-0.86</b>	<b>0.388</b>
	ELL	-4.86	2.48	1550	-1.96	0.050
	TCAP Science 06	0.22	0.02	1550	9.39	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.12	0.008			
Student	Level 1	258.84				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table D7</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining READ 180 Impact in MCLA Treatment and Control Schools in Year 1 on 2007 TCAP Social Studies Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	185.69	1.72	6	107.93	0.000
	MCLA	-1.32	2.41	6	-0.55	0.604
Student	<i>READ 180</i>	0.81	1.19	1544	0.69	0.493
	<b><i>READ 180</i>*MCLA</b>	<b>-0.00</b>	<b>1.67</b>	<b>1544</b>	<b>-0.00</b>	<b>0.998</b>
	African American	3.09	2.17	1544	1.43	0.154
	TCAP Social Studies 06	0.22	0.02	1544	9.39	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	9.10	0.034			
Student	Level 1	246.36				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table D8</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining READ 180 Impact in MCLA Treatment and Control Schools in Year 1 on 2007 ITBS Total Reading Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	183.79	0.94	6	194.67	0.000
	MCLA	-0.03	1.33	6	-0.03	0.980
Student	<i>READ 180</i>	-0.13	1.45	458	-0.09	0.928
	<b><i>READ 180</i>*MCLA</b>	<b>1.33</b>	<b>2.11</b>	<b>458</b>	<b>0.63</b>	<b>0.529</b>
	FRL	-3.02	1.65	458	-1.83	0.067
	ELL	-5.54	2.19	458	-2.53	0.012
	ITBS Total Reading 06	0.53	0.04	458	13.07	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.03	0.000			
Student	Level 1	119.68				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D9 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 ITBS Comprehension Scores – Grade 6						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	179.36	1.20	6	149.62	0.000
	MCLA	1.86	1.69	6	1.10	0.314
Student	<i>READ 180</i>	-0.96	1.85	458	-0.52	0.605
	<b><i>READ 180</i>*MCLA</b>	<b>0.18</b>	<b>2.68</b>	<b>458</b>	<b>0.07</b>	<b>0.947</b>
	Gender	4.23	1.31	458	3.23	0.002
	African American	-10.80	5.80	458	-1.86	0.063
	FRL	-3.91	2.10	458	-1.87	0.062
	ELL	-15.03	6.00	458	-2.51	0.013
	ITBS Comprehension 06	0.41	0.04	458	9.36	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.02	0.003			
Student	Level 1	192.95				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D10 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 ITBS Vocabulary Scores – Grade 6						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	186.73	1.49	5	125.74	0.000
	MCLA	-0.03	2.08	5	-0.02	0.988
	Percent ELL	0.58	0.25	5	2.26	0.071
Student	<i>READ 180</i>	1.31	1.95	462	0.67	0.501
	<b><i>READ 180</i>*MCLA</b>	<b>3.18</b>	<b>2.81</b>	<b>462</b>	<b>1.13</b>	<b>0.258</b>
	Gender	-2.40	1.38	462	-1.74	0.082
	ELL	-7.35	2.90	462	-2.53	0.012
	ITBS Vocabulary 06	0.39	0.04	462	9.84	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.02	0.012			
Student	Level 1	212.91				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D11 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 TCAP Reading/LA Scores – Grade 6						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	490.16	2.33	3	210.03	0.000
	MCLA	-2.33	3.45	3	-0.68	0.547
	Percent African American	2.50	1.33	3	1.88	0.152
	Percent Female	3.13	0.90	3	3.48	0.071
	Percent ELL	3.48	2.00	3	1.74	0.177
Student	<i>READ 180</i>	-0.68	3.06	588	-0.22	0.824
	<b><i>READ 180</i>*MCLA</b>	<b>1.21</b>	<b>4.34</b>	<b>588</b>	<b>0.28</b>	<b>0.781</b>
	Gender	5.15	2.11	588	2.44	0.015
	African American	-14.82	8.34	588	-1.78	0.075
	FRL	-6.99	3.57	588	-1.96	0.050
	ELL	-17.31	8.95	588	-1.93	0.053
	TCAP Reading 06	0.33	0.04	588	7.45	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.11	0.030			
Student	Level 1	644.03				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D12 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 TCAP Mathematics Scores – Grade 6						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	490.07	2.50	5	196.12	0.000
	MCLA	4.27	3.49	5	1.22	0.275
	Size	0.02	0.01	5	2.63	0.046
Student	<i>READ 180</i>	5.31	3.07	592	1.73	0.084
	<b><i>READ 180</i>*MCLA</b>	<b>-6.03</b>	<b>4.35</b>	<b>592</b>	<b>-1.39</b>	<b>0.166</b>
	Gender	4.42	2.10	592	2.10	0.036
	TCAP Math 06	0.53	0.04	592	13.41	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	9.11	0.018			
Student	Level 1	641.60				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D13**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in MCLA Treatment and Control Schools**  
**in Year 1 on 2007 TCAP Science Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	183.13	1.82	3	100.66	0.000
	MCLA	6.76	2.97	3	2.28	0.096
	Percent Female	-1.65	0.81	3	-2.04	0.126
	Percent FRL	-0.91	0.49	3	-1.85	0.156
	Size	-0.01	0.004	3	-2.98	0.067
Student	<i>READ 180</i>	3.78	1.86	564	2.04	0.042
	<b><i>READ 180</i>*MCLA</b>	<b>-5.41</b>	<b>2.58</b>	<b>564</b>	<b>-2.09</b>	<b>0.037</b>
	Gender	-1.84	1.27	564	-1.45	0.148
	TCAP Science 06	0.27	0.04	564	6.73	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.08	0.012			
Student	Level 1	223.68				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D14 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 TCAP Social Studies Scores – Grade 6						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	184.98	2.34	6	79.18	0.000
	MCLA	2.61	3.26	6	0.80	0.455
Student	<i>READ 180</i>	2.62	2.14	565	1.22	0.221
	<b><i>READ 180</i>*MCLA</b>	<b>-3.55</b>	<b>3.01</b>	<b>565</b>	<b>-1.18</b>	<b>0.240</b>
	ELL	-7.55	5.51	565	-1.37	0.171
	TCAP Social Studies 06	0.29	0.05	565	5.58	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	13.72	0.052			
Student	Level 1	293.29				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D15 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 ITBS Total Reading Scores – Grade 7						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	193.69	1.31	5	147.68	0.000
	MCLA	-0.23	1.84	5	-0.13	0.905
	Percent FRL	-0.66	0.33	5	-2.03	0.096
Student	<i>READ 180</i>	-2.57	1.90	417	-1.35	0.178
	<b><i>READ 180</i>*MCLA</b>	<b>0.64</b>	<b>2.73</b>	<b>417</b>	<b>0.23</b>	<b>0.816</b>
	ITBS Total Reading 06	0.43	0.04	417	10.13	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	3.25	0.014			
Student	Level 1	230.90				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D16 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 ITBS Comprehension Scores – Grade 7						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	188.34	2.06	3	91.28	0.000
	MCLA	1.30	3.05	3	0.48	0.698
	Percent African American	2.93	1.19	3	2.47	0.080
	Percent ELL	4.08	1.78	3	2.30	0.095
	Percent FRL	-1.48	0.46	3	-3.22	0.070
Student	<i>READ 180</i>	-3.12	2.47	420	-1.26	0.208
	<b><i>READ 180</i>*MCLA</b>	<b>2.96</b>	<b>3.53</b>	<b>420</b>	<b>0.84</b>	<b>0.404</b>
	Gender	2.69	1.75	420	1.54	0.123
	ITBS Comprehension 06	0.34	0.05	420	7.32	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	8.83	0.025			
Student	Level 1	345.99				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D17						
Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 ITBS Vocabulary Scores – Grade 7						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	198.84	1.61	6	123.21	0.000
	MCLA	-1.40	2.26	6	-0.62	0.559
Student	<i>READ 180</i>	-1.58	2.47	427	-0.64	0.524
	<b><i>READ 180</i>*MCLA</b>	<b>-1.65</b>	<b>3.54</b>	<b>427</b>	<b>-0.47</b>	<b>0.642</b>
	ITBS Vocabulary 06	0.36	0.04	427	8.46	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	1.53	0.004			
Student	Level 1	377.19				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D18						
Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 TCAP Reading/LA Scores – Grade 7						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	497.19	1.90	5	261.90	0.000
	MCLA	0.47	2.64	5	0.18	0.867
	Percent FRL	-1.25	0.47	5	-2.67	0.044
Student	<i>READ 180</i>	-3.02	2.68	562	-1.13	0.261
	<b><i>READ 180</i>*MCLA</b>	<b>7.79</b>	<b>3.86</b>	<b>562</b>	<b>2.02</b>	<b>0.044</b>
	ELL	-8.49	3.53	562	-2.41	0.017
	TCAP Reading 06	.36	0.04	562	9.58	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	7.80	0.013			
Student	Level 1	599.19				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table D19</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b><i>READ 180</i> Impact in MCLA Treatment and Control Schools</b>						
<b>in Year 1 on 2007 TCAP Mathematics Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	508.60	3.89	6	130.64	0.000
	MCLA	-12.03	5.49	6	-2.19	0.070
Student	<i>READ 180</i>	-2.74	3.27	562	-0.84	0.403
	<b><i>READ 180</i>*MCLA</b>	<b>-1.60</b>	<b>4.70</b>	<b>562</b>	<b>-0.34</b>	<b>0.733</b>
	Gender	6.28	2.28	562	2.75	0.007
	TCAP Math 06	0.58	.04	562	15.48	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	79.05	0.072			
Student	Level 1	1024.75				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D20**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in MCLA Treatment and Control Schools**  
**in Year 1 on 2007 TCAP Science Scores – Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	187.75	1.76	3	106.72	0.000
	MCLA	-8.55	2.84	3	-3.01	0.067
	Percent African American	-1.91	1.07	3	-1.78	0.169
	Percent ELL	-3.58	1.55	3	-2.30	0.094
	Size	0.01	0.01	3	2.37	0.088
Student	<i>READ 180</i>	-4.02	2.27	535	-1.77	0.077
	<b><i>READ 180</i>*MCLA</b>	<b>3.55</b>	<b>3.22</b>	<b>535</b>	<b>1.10</b>	<b>0.271</b>
	FRL	4.12	2.49	535	1.65	0.099
	ELL	-9.33	3.82	535	-2.44	0.015
	TCAP Science 06	0.23	0.04	535	5.25	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	1.95	0.005			
Student	Level 1	357.42				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D21 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 TCAP Social Studies Scores – Grade 7						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	184.84	1.73	5	107.09	0.000
	MCLA	-2.35	2.46	5	-0.10	0.384
	Percent FRL	-1.25	0.47	5	-2.65	0.045
Student	<i>READ 180</i>	0.39	1.83	533	0.21	0.834
	<b><i>READ 180</i>*MCLA</b>	<b>2.28</b>	<b>2.60</b>	<b>533</b>	<b>0.88</b>	<b>0.380</b>
	TCAP Social Studies 06	0.15	0.03	533	4.81	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	13.13	0.054			
Student	Level 1	229.26				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D22 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 ITBS Total Reading Scores – Grade 8						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	205.06	2.38	4	86.33	0.000
	MCLA	-3.94	3.17	4	-1.24	0.282
	Percent Female	1.83	0.84	4	2.17	0.092
	Percent ELL	1.21	0.39	4	3.12	0.042
Student	<i>READ 180</i>	-1.72	2.67	327	-0.64	0.521
	<b><i>READ 180</i>*MCLA</b>	<b>3.50</b>	<b>3.67</b>	<b>327</b>	<b>0.95</b>	<b>0.342</b>
	ELL	-9.07	4.37	327	-2.08	0.038
	ITBS Reading Total 06	0.36	0.06	327	5.98	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	8.75	0.029			
Student	Level 1	293.19				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table D23</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b><i>READ 180</i> Impact in MCLA Treatment and Control Schools</b>						
<b>in Year 1 on 2007 ITBS Comprehension Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	199.90	2.83	4	70.54	0.000
	MCLA	-8.87	3.78	4	-2.35	0.075
	Percent Female	2.83	1.00	4	2.82	0.049
	Percent ELL	1.47	0.46	4	3.16	0.042
Student	<i>READ 180</i>	-3.79	3.20	328	-1.19	0.237
	<b><i>READ 180</i>*MCLA</b>	<b>8.89</b>	<b>4.39</b>	<b>328</b>	<b>2.03</b>	<b>0.043</b>
	Gender	3.19	2.19	328	1.46	0.146
	African American	32.26	19.80	328	1.63	0.104
	Hispanic	46.87	21.11	328	2.22	0.027
	ELL	-23.01	8.27	328	-2.78	0.006
	ITBS Comprehension 06	0.35	0.06	328	6.12	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	19.73	0.044			
Student	Level 1	432.82				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D24**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in MCLA Treatment and Control Schools**  
**in Year 1 on 2007 ITBS Vocabulary Scores – Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	215.97	3.65	3	59.18	0.000
	MCLA	-10.07	5.68	3	-1.77	0.170
	Percent Female	2.74	1.44	3	1.91	0.147
	Percent FRL	1.49	0.81	3	1.83	0.161
	Size	0.02	0.01	3	2.25	0.100
Student	<i>READ 180</i>	0.61	3.42	333	0.18	0.859
	<b><i>READ 180</i>*MCLA</b>	<b>-2.62</b>	<b>4.63</b>	<b>333</b>	<b>-0.57</b>	<b>0.571</b>
	Gender	-3.26	2.29	333	-1.43	0.155
	ELL	-7.94	5.51	333	-1.44	0.150
	ITBS Vocabulary 06	0.28	0.06	333	4.59	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.14	0.000			
Student	Level 1	454.56				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D25**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in MCLA Treatment and Control Schools**  
**in Year 1 on 2007 TCAP Reading/LA Scores – Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	519.01	4.28	4	121.32	0.000
	MCLA	-21.46	5.98	4	-3.58	0.035
	Percent Female	4.27	1.40	4	3.05	0.043
	Percent FRL	1.91	0.87	4	2.21	0.089
Student	<i>READ 180</i>	-5.28	4.15	455	-1.27	0.204
	<b><i>READ 180</i>*MCLA</b>	<b>5.82</b>	<b>5.56</b>	<b>455</b>	<b>1.05</b>	<b>0.297</b>
	Gender	7.11	2.77	455	2.56	0.011
	African American	40.40	29.63	455	1.36	0.174
	Hispanic	56.72	31.29	455	1.81	0.070
	FRL	-6.45	4.19	455	-1.54	0.124
	ELL	-24.30	11.30	455	-2.15	0.032
	TCAP Reading 06	0.32	0.05	455	5.78	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	10.80	0.011			
Student	Level 1	444.31				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D26**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Impact in MCLA Treatment and Control Schools**  
**in Year 1 on 2007 TCAP Mathematics Scores – Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	516.83	4.76	4	108.67	0.000
	MCLA	-16.02	6.97	4	-2.30	0.080
	Percent Female	3.30	1.69	4	1.96	0.119
	Percent FRL	1.93	1.03	4	1.87	0.133
Student	<i>READ 180</i>	2.12	4.16	455	0.51	0.609
	<b><i>READ 180</i>*MCLA</b>	<b>-6.31</b>	<b>5.60</b>	<b>455</b>	<b>-1.12</b>	<b>0.261</b>
	African American	167.98	28.70	455	5.85	0.000
	Hispanic	188.46	30.35	455	6.21	0.000
	ELL	-16.80	11.12	455	-1.51	0.131
	TCAP Math 06	0.45	0.03	455	13.78	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	53.29	0.042			
Student	Level 1	1219.24				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

Table D27 Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Impact in MCLA Treatment and Control Schools in Year 1 on 2007 TCAP Science Scores – Grade 8						
Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	187.61	1.49	5	125.51	0.000
	MCLA	0.70	1.85	5	0.38	0.721
	Size	-0.02	.00	5	-6.74	0.000
Student	<i>READ 180</i>	-1.50	2.02	433	-0.74	0.458
	<b><i>READ 180</i>*MCLA</b>	<b>-0.23</b>	<b>2.67</b>	<b>433</b>	<b>-0.09</b>	<b>0.932</b>
	Gender	-2.10	1.34	433	-1.57	0.117
	TCAP Science 06	0.18	0.04	433	4.94	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	25.91	0.115			
Student	Level 1	200.01				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table D28</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b><i>READ 180</i> Impact in MCLA Treatment and Control Schools</b>						
<b>in Year 1 on 2007 TCAP Social Studies Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	186.14	2.56	6	72.63	0.000
	MCLA	-2.18	3.50	6	-0.62	0.556
Student	<i>READ 180</i>	-1.22	2.18	433	-0.56	0.574
	<b><i>READ 180</i>*MCLA</b>	<b>2.31</b>	<b>2.97</b>	<b>433</b>	<b>0.78</b>	<b>0.437</b>
	African American	27.89	14.49	433	1.93	0.054
	Hispanic	20.95	15.05	433	1.39	0.165
	TCAP Social Studies 06	0.30	0.05	433	6.27	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	14.24	0.060			
Student	Level 1	224.56				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D29**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Immediate Impact in Year 2 in MCLA Treatment and Control Schools on 2008 ITBS Total**  
**Reading Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	184.56	1.04	5	177.11	0.000
	MCLA	-0.27	1.44	5	-0.19	0.858
	Percent SPED	-0.58	0.20	5	-2.83	0.038
Student	<i>READ 180</i>	-1.57	1.43	492	-1.10	0.274
	<b><i>READ 180</i>*MCLA</b>	<b>1.64</b>	<b>2.00</b>	<b>492</b>	<b>0.82</b>	<b>0.411</b>
	FRL	2.08	2.25	492	0.93	0.354
	ITBS Total Reading 07	0.45	0.04	492	11.24	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.04	0.017			
Student	Level 1	119.47				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D30**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Immediate Impact in Year 2 in MCLA Treatment and Control Schools on 2008 ITBS**  
**Comprehension Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	182.79	1.37	6	133.37	0.000
	MCLA	-1.91	1.91	6	-1.00	0.357
Student	<i>READ 180</i>	-2.63	1.90	497	-1.40	0.165
	<b><i>READ 180</i>*MCLA</b>	<b>1.65</b>	<b>2.66</b>	<b>497</b>	<b>0.62</b>	<b>0.534</b>
	Gender	2.32	1.30	497	1.79	0.073
	ITBS Comprehension 07	0.40	0.04	497	9.50	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	1.29	0.005			
Student	Level 1	207.25				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D31**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Immediate Impact in Year 2 in MCLA Treatment and Control Schools on 2008 ITBS**  
**Vocabulary Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	187.18	1.35	5	138.53	0.000
	MCLA	0.33	1.88	5	0.17	0.869
	Percent SPED	-0.94	0.27	5	-3.54	0.022
Student	<i>READ 180</i>	-1.71	1.87	502	-0.92	0.359
	<b><i>READ 180</i>*MCLA</b>	<b>2.31</b>	<b>2.59</b>	<b>502</b>	<b>0.89</b>	<b>0.372</b>
	FRL	4.71	2.89	502	1.63	0.103
	ITBS Vocabulary 07	0.33	0.04	502	8.29	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.02	0.012			
Student	Level 1	204.91				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table D32</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Immediate Impact in Year 2 in MCLA Treatment and Control Schools on 2008 TCAP Reading/LA Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	491.35	2.55	3	193.01	0.000
	MCLA	6.54	3.42	3	1.91	0.146
	Percent African American	-1.41	0.45	3	-3.12	0.069
	Percent SPED	2.24	0.97	3	2.31	0.094
	Percent FRL	-1.88	1.06	3	-1.77	0.171
Student	<i>READ 180</i>	-0.44	3.21	658	-0.14	0.892
	<b><i>READ 180</i>*MCLA</b>	<b>4.44</b>	<b>4.45</b>	<b>658</b>	<b>1.00</b>	<b>0.318</b>
	Gender	7.04	2.17	658	3.25	0.002
	FRL	6.33	4.86	658	1.30	0.194
	TCAP Reading 07	0.47	0.05	658	10.12	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.11	0.003			
Student	Level 1	757.07				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table D33</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Immediate Impact in Year 2 in MCLA Treatment and Control Schools on 2008 TCAP Mathematics Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	501.90	3.61	5	139.02	0.000
	MCLA	-5.18	5.30	5	-0.98	0.374
	Percent SPED	1.95	0.78	5	2.50	0.053
Student	<i>READ 180</i>	-6.13	2.79	662	-2.20	0.028
	<b><i>READ 180</i>*MCLA</b>	<b>6.20</b>	<b>3.96</b>	<b>662</b>	<b>1.57</b>	<b>0.118</b>
	TCAP Math 07	0.62	0.04	662	16.04	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	30.80	0.035			
Student	Level 1	591.59				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D34**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Immediate Impact in Year 2 in MCLA Treatment and Control Schools on 2008 TCAP Science**  
**Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	189.51	1.42	3	133.55	0.000
	MCLA	-5.31	2.08	3	-2.55	0.075
	Percent African American	-1.68	0.77	3	-2.17	0.108
	Percent SPED	0.61	0.28	3	2.21	0.104
	Percent ELL	-2.29	1.11	3	-2.06	0.123
Student	<i>READ 180</i>	-1.84	1.74	650	-1.05	0.292
	<b><i>READ 180</i>*MCLA</b>	<b>2.93</b>	<b>2.40</b>	<b>650</b>	<b>1.22</b>	<b>0.223</b>
	Gender	-1.55	1.16	650	-1.33	0.184
	TCAP Science 07	0.33	0.03	650	9.49	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.03	0.001			
Student	Level 1	216.64				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D35**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Immediate Impact in Year 2 in MCLA Treatment and Control Schools on 2008 TCAP Social**  
**Studies Scores – Grade 6**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	183.43	2.58	3	71.06	0.000
	MCLA	4.40	3.91	3	1.13	0.343
	Percent African American	-0.91	0.54	3	-1.69	0.186
	Percent SPED	2.10	1.11	3	1.88	0.150
	Percent FRL	-2.15	1.30	3	-1.66	0.194
Student	<i>READ 180</i>	-0.75	1.97	640	-0.38	0.703
	<b><i>READ 180</i>*MCLA</b>	<b>-2.83</b>	<b>2.76</b>	<b>640</b>	<b>-1.03</b>	<b>0.306</b>
	Gender	-2.92	1.32	640	-2.20	0.028
	FRL	-3.67	3.02	640	-1.21	0.226
	ELL	-12.70	5.85	640	-2.17	0.030
	African American	-14.59	5.45	640	-2.67	0.008
	TCAP Social Studies 07	0.41	0.05	640	8.67	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	11.93	0.031			
Student	Level 1	275.04				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D36**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 in MCLA Treatment and Control Schools on 2008 ITBS Total**  
**Reading Scores – Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	195.12	1.39	3	140.15	0.000
	MCLA	4.87	1.96	3	2.48	0.079
	Percent African American	-0.47	0.25	3	-1.87	0.154
	Percent SPED	0.90	0.55	3	1.65	0.194
	Percent FRL	-1.95	0.62	3	-3.14	0.069
Student	Grade 8 in Year 2	4.34	1.27	648	3.43	0.001
	<i>READ 180</i>	2.10	1.78	648	1.18	0.239
	<b><i>READ 180</i>*MCLA</b>	<b>-3.30</b>	<b>2.58</b>	<b>648</b>	<b>-1.28</b>	<b>0.201</b>
	Gender	1.63	1.23	648	1.32	0.188
	ITBS Total Reading 06	0.49	0.04	648	11.65	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.32	0.016			
Student	Level 1	246.62				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D37**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 in MCLA Treatment and Control Schools on 2008 ITBS**  
**Comprehension Scores – Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	193.53	1.62	4	119.20	0.000
	MCLA	0.37	2.39	4	0.16	0.885
	Percent African American	-0.42	0.21	4	-1.97	0.117
	Percent Female	2.12	0.65	4	3.24	0.041
Student	Grade 8 in Year 2	2.85	1.54	656	1.85	0.064
	<i>READ 180</i>	0.88	2.17	656	0.41	0.685
	<b><i>READ 180</i>*MCLA</b>	<b>-3.54</b>	<b>3.13</b>	<b>656</b>	<b>-1.13</b>	<b>0.260</b>
	Gender	2.85	1.53	656	1.86	0.063
	ITBS Comprehension 06	0.39	0.05	656	8.64	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.11	0.014			
Student	Level 1	385.32				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D38**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 in MCLA Treatment and Control Schools on 2008 ITBS**  
**Vocabulary Scores – Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	200.12	1.56	5	128.15	0.000
	MCLA	2.64	2.21	5	1.20	0.286
	Percent FRL	-1.27	0.40	5	-3.18	0.029
Student	Grade 8 in Year 2	7.45	1.66	664	4.48	0.000
	<i>READ 180</i>	3.65	2.28	664	1.60	0.110
	<b><i>READ 180</i>*MCLA</b>	<b>-3.70</b>	<b>3.29</b>	<b>664</b>	<b>-1.12</b>	<b>0.262</b>
	Hispanic	12.64	6.05	664	2.09	0.037
	ELL	-7.94	6.04	664	-1.31	0.189
	ITBS Vocabulary 06	0.31	0.04	664	7.37	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.18	0.012			
Student	Level 1	428.29				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D39**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 in MCLA Treatment and Control Schools on 2008 TCAP**  
**Reading/LA Scores – Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	506.72	2.35	2	215.41	0.000
	MCLA	-2.19	3.50	2	-0.62	0.596
	Percent African American	-1.21	0.36	2	-3.41	0.182
	Percent Female	2.88	1.00	2	2.89	0.107
	Percent SPED	1.93	0.79	2	2.45	0.088
	Percent FRL	-1.91	1.04	2	-1.84	0.187
	Student	Grade 8 in Year 2	16.47	1.76	802	9.34
<i>READ 180</i>		2.40	2.50	802	.99	0.339
<b><i>READ 180</i>*MCLA</b>		<b>-2.87</b>	<b>3.67</b>	<b>802</b>	<b>-0.78</b>	<b>0.434</b>
Gender		3.58	1.76	802	2.03	0.042
ELL		-9.99	3.59	802	-2.79	0.006
TCAP Reading 06		0.244	0.04	802	6.89	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.09	0.021			
Student	Level 1	617.87				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D40**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 in MCLA Treatment and Control Schools on 2008 TCAP**  
**Mathematics Scores – Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	516.98	3.65	5	141.56	0.000
	MCLA	-9.70	5.43	5	-1.79	0.133
	Percent ELL	-1.29	0.78	5	-1.67	0.156
Student	Grade 8 in Year 2	4.41	2.09	805	2.10	0.035
	<i>READ 180</i>	2.63	2.95	805	0.89	0.373
	<b><i>READ 180</i>*MCLA</b>	<b>-7.02</b>	<b>4.33</b>	<b>805</b>	<b>-1.62</b>	<b>0.105</b>
	Gender	4.17	2.08	805	2.01	0.045
	TCAP Math 06	0.56	0.04	805	15.49	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	29.96	0.060			
Student	Level 1	860.62				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D41**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 in MCLA Treatment and Control Schools on 2008 TCAP**  
**Science Scores – Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	185.76	1.29	3	143.53	0.000
	MCLA	-2.37	1.88	3	-1.26	0.296
	Percent Female	1.97	0.52	3	3.76	0.065
	Percent SPED	0.52	0.26	3	2.01	0.130
	Percent ELL	0.45	0.27	3	1.66	0.192
Student	Grade 8 in Year 2	-2.81	1.12	778	-2.51	0.012
	<i>READ 180</i>	-0.18	1.60	778	-0.11	0.920
	<b><i>READ 180</i>*MCLA</b>	<b>0.58</b>	<b>2.28</b>	<b>778</b>	<b>0.25</b>	<b>0.800</b>
	Gender	-1.63	1.12	778	-1.46	0.145
	African American	-6.42	4.06	778	-1.58	0.114
	ELL	-6.38	4.25	778	-1.50	0.134
	TCAP Science 06	0.32	0.03	778	9.18	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.04	0.027			
Student	Level 1	240.07				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table D42**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining *READ 180***  
**Long-Term Impact in Year 2 in MCLA Treatment and Control Schools on 2008 TCAP Social**  
**Studies Scores – Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	188.32	0.97	3	194.29	0.000
	MCLA	-3.75	1.43	3	-2.63	0.071
	Percent African American	-1.20	0.60	3	-2.00	0.132
	Percent SPED	-0.45	0.20	3	-2.24	0.101
	Percent ELL	-2.44	0.85	3	-2.88	0.067
Student	<i>READ 180</i>	-1.40	1.24	775	-1.13	0.259
	<b><i>READ 180</i>*MCLA</b>	<b>0.28</b>	<b>1.79</b>	<b>775</b>	<b>0.17</b>	<b>0.876</b>
	Hispanic	4.85	1.94	775	2.50	0.013
	TCAP Social Studies 06	0.14	0.02	775	5.83	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.02	0.035			
Student	Level 1	145.86				

<sup>a</sup> Final model includes the treatment effects of *READ 180* and MCLA, the cross-level interaction of *READ 180* and MCLA, and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Appendix E**  
**Specification of the Multi-Level (Longitudinal) Regression Model Employed to**  
**Test the Long-Term Impact of the *READ 180* Intervention on Growth**  
**in Years 1 and 2**

A 3-level model was used to express the achievement of students in grades 7 and 8 in Year 2 as a function of the year in which their achievement was measured: 2006, 2007, or 2008; whether or not they were randomly assigned to *READ 180*; and other student- and school-level covariates. This model is illustrated below for the analysis of growth in test scores over the first two years of the study. Level 1 contains two dummy variables, one coded to represent the growth in a student's test score between baseline and the first year of participation and the other to represent the growth between the first and second year of participation.

$$Y_{ij} = \pi_{0ij} + \pi_{1ij}A_{1ij} + \pi_{2ij}A_{2ij} + e_{ij}, \quad [4-1]$$

where

$Y_{ij}$  is the test score (ITBS/TCAP) in Year  $t$  of participation in the study ( $t = 0$  for baseline test scores) for student  $i$  in school  $j$ ;

$A_{1ij}$  is an uncentered dummy variable coded 0 for baseline test scores (Fall/Spring 2006 for these students) and 1 for test scores after one and two years participation (Spring 2007 and 2008 for these students) for student  $i$  in school  $j$ ;

$A_{2ij}$  is an uncentered dummy variable coded 0 for baseline and first year test scores and 1 for second year test scores for student  $i$  in school  $j$ ;

$\pi_{0ij}$  is the baseline test score of student  $i$  in school  $j$ ;

$\pi_{1ij}$  is the growth in the test score from baseline to the first year for student  $i$  in school  $j$ ;

$\pi_{2ij}$  is the growth in the test score from the first to the second year for student  $i$  in school  $j$ ;  
and

$e_{ij}$  is the unique effect for year  $t$  for student  $i$  in school  $j$  and is  $\sim N(0, \sigma^2)$ .

The baseline test score of student  $i$  in school  $j$  is modeled as a function of the mean baseline test score of control students in school  $j$ , the *READ 180* treatment variable, the grade level of the student in Year 2, and other student-level covariates. The yearly growth in the test score of student  $i$  in school  $j$  is modeled as a function of the mean test score growth of control students in school  $j$  and the *READ 180* treatment variable:

$$\pi_{0ij} = \beta_{00j} + \beta_{01j}X_{1ij} + \sum_{m=1}^M \beta_{0(m+1)}X_{(m+1)ij} + r_{0ij},$$

$$\pi_{1ij} = \beta_{10} + \beta_{11}X_{1ij} + r_{1ij},$$

$$\pi_{2ij} = \beta_{20} + \beta_{21}X_{1ij} + r_{2ij},$$

where

$X_{1ij}$  is an uncentered dummy variable coded 0 for *READ 180* control and 1 for *READ 180* treatment students in school  $j$ ;

$X_{(m+1)ij}$  is the  $m^{\text{th}}$  of  $M$  additional student-level covariates, that may be included in the model depending on whether they satisfy criteria for inclusion, including a grand mean centered dummy variable representing whether or not a student is in grade 8 during Year 2;

$\beta_{00j}$  is the adjusted mean baseline test score for control students in school  $j$ ;

$\beta_{01}$  is the adjusted difference between *READ 180* treatment and control group mean Spring test scores (the *READ 180* treatment effect);

$\beta_{0(m+1)}$  is the coefficient for the  $m^{\text{th}}$  of  $M$  student-level covariates, including grade level, that may be included in the model depending on whether they satisfy criteria for inclusion;

$\beta_{10}$  is the adjusted mean first year growth in test scores for control students;

$\beta_{11}$  is the adjusted difference between the mean first year growth in test scores for *READ 180* treatment and control students (the *READ 180* treatment effect on first year growth);

$\beta_{20}$  is the adjusted mean second year growth in test scores for control students;

$\beta_{21}$  is the adjusted difference between the mean second year growth in test scores for *READ 180* treatment and control students (the *READ 180* treatment effect on second year growth); and

$r_{0ij}$ ,  $r_{1ij}$ , and  $r_{2ij}$  are the unique effects of student  $i$  in school  $j$  on baseline test scores and growth in the first and second years, respectively, and have a multivariate normal distribution with a mean of 0 and a covariance structure,  $\mathbf{T}_\pi$ .

All of the above coefficients at the student level, except  $\beta_{00j}$ , are assumed constant across schools. The adjusted mean baseline test score in school  $j$  is modeled as a function of school-level covariates:

$$\beta_{00j} = \gamma_{000} + \sum_{p=1}^P \gamma_{00p} W_{pj} + u_{00j},$$

where

$W_{pj}$  is the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion;

$\gamma_{000}$  is the adjusted mean baseline test score for all control students;

$\gamma_{00p}$  is the coefficient for the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion; and

$u_{00j}$  is the unique effect of school  $j$  and is  $\sim N(0, \tau_\beta)$ .

The null hypotheses of no *READ 180* treatment impact on yearly growth in test scores are  $H_0: \beta_{11} = 0$  and  $H_0: \beta_{21} = 0$  and are tested with a  $t$ -statistic.

**Appendix F**  
**Complete Results of Multi-Level Analyses of *READ 180* Long-Term Impact  
on Student Achievement Growth in Years 1 and 2**

<b>Table F1</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining <i>READ 180</i> Long-Term Impact on Year 1 and 2 Growth in ITBS Total Reading Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	186.17	0.66	5	280.95	0.000
	Percent ELL	0.35	0.12	5	2.74	0.041
	Percent FRL	-0.58	0.18	5	-3.19	0.028
Student	Grade 8 in Year 2	7.60	0.83	947	9.18	0.000
	<b><i>READ 180</i></b>	<b>1.79</b>	<b>1.04</b>	<b>947</b>	<b>1.72</b>	<b>0.085</b>
	African American	-4.42	2.99	947	-1.48	0.140
	ELL	-9.24	3.03	947	-3.05	0.003
Time	Growth – Baseline to Year 1	2.38	0.73	2359	3.30	0.001
	<b><i>READ 180</i></b>	<b>-2.40</b>	<b>1.15</b>	<b>2359</b>	<b>-2.08</b>	<b>0.037</b>
	Growth – Year 1 to Year 2	8.74	0.78	2359	11.18	0.000
	<b><i>READ 180</i></b>	<b>1.20</b>	<b>1.24</b>	<b>2359</b>	<b>0.97</b>	<b>0.333</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.00	0.001			
Student	Level 2	101.86				
Time	Level 1	127.57				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F2**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in ITBS Comprehension Scores –**  
**Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	182.35	0.81	5	225.69	0.000
	Percent FRL	-0.54	0.20	5	-2.63	0.046
	Enrollment	0.004	0.002	5	1.95	0.108
Student	Grade 8 in Year 2	5.65	0.93	946	6.05	0.000
	<b>READ 180</b>	<b>2.80</b>	<b>1.24</b>	<b>946</b>	<b>2.25</b>	<b>0.025</b>
	Gender	2.48	0.93	946	2.68	0.008
	African American	-5.30	3.37	946	-1.57	0.117
	ELL	-10.55	3.43	946	-3.08	0.003
	Time	Growth – Baseline to Year 1	1.49	0.93	2371	1.60
	<b>READ 180</b>	<b>-3.28</b>	<b>1.48</b>	<b>2371</b>	<b>-2.21</b>	<b>0.027</b>
	Growth – Year 1 to Year 2	8.72	1.00	2371	8.70	0.000
	<b>READ 180</b>	<b>0.65</b>	<b>1.59</b>	<b>2371</b>	<b>0.41</b>	<b>0.683</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.00	0.001			
Student	Level 2	109.27				
Time	Level 1	214.92				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F3**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in ITBS Vocabulary Scores –**  
**Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	189.91	0.85	6	223.84	0.000
	Percent SPED	-0.71	0.17	6	-4.10	0.008
Student	Grade 8 in Year 2	9.45	1.00	946	9.37	0.000
	<b>READ 180</b>	<b>0.94</b>	<b>1.34</b>	<b>946</b>	<b>0.70</b>	<b>0.482</b>
	Gender	-2.68	1.00	946	-2.68	0.008
	African American	-5.42	3.63	946	-1.50	0.136
	ELL	-8.80	3.67	946	-2.40	0.017
Time	Growth – Baseline to Year 1	3.27	1.02	2385	3.22	0.002
	<b>READ 180</b>	<b>-1.29</b>	<b>1.62</b>	<b>2385</b>	<b>-0.80</b>	<b>0.424</b>
	Growth – Year 1 to Year 2	7.91	1.09	2385	7.24	0.000
	<b>READ 180</b>	<b>1.96</b>	<b>1.73</b>	<b>2385</b>	<b>1.13</b>	<b>0.257</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.00	0.003			
Student	Level 2	126.09				
Time	Level 1	256.59				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F4**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Reading/LA Scores –**  
**Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	472.60	1.09	5	432.04	0.000
	Percent Female	1.77	0.50	5	3.49	0.023
	Percent ELL	0.51	0.25	5	1.97	0.104
Student	Grade 8 in Year 2	9.25	1.28	947	7.20	0.000
	<b>READ 180</b>	<b>-1.01</b>	<b>1.73</b>	<b>947</b>	<b>-0.59</b>	<b>0.557</b>
	Gender	3.92	1.27	947	3.09	0.002
	ELL	-19.27	2.54	947	-7.58	0.000
	Growth – Baseline to Year 1	20.65	1.27	2679	16.26	0.000
	<b>READ 180</b>	<b>1.34</b>	<b>2.03</b>	<b>2679</b>	<b>0.66</b>	<b>0.508</b>
	Growth – Year 1 to Year 2	12.18	1.33	2679	9.14	0.000
	<b>READ 180</b>	<b>0.44</b>	<b>2.13</b>	<b>2679</b>	<b>0.21</b>	<b>0.837</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.08	0.008			
Student	Level 2	211.97				
Time	Level 1	459.79				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F5**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Mathematics Scores –**  
**Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	483.10	1.67	6	288.54	0.000
	Percent FRL	-1.22	0.57	6	-2.14	0.075
Student	Grade 8 in Year 2	9.46	1.66	947	5.69	0.000
	<b>READ 180</b>	<b>3.91</b>	<b>2.06</b>	<b>947</b>	<b>1.89</b>	<b>0.058</b>
	Hispanic	14.45	6.33	947	2.28	0.023
	ELL	-22.87	6.35	947	-3.60	0.001
Time	Growth – Baseline to Year 1	15.32	1.30	2679	11.76	0.000
	<b>READ 180</b>	<b>-2.98</b>	<b>2.08</b>	<b>2679</b>	<b>-1.43</b>	<b>0.152</b>
	Growth – Year 1 to Year 2	11.72	1.37	2679	8.56	0.000
	<b>READ 180</b>	<b>0.74</b>	<b>2.19</b>	<b>2679</b>	<b>0.34</b>	<b>0.736</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	8.44	0.020			
Student	Level 2	459.09				
Time	Level 1	481.14				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F6**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Science Scores –**  
**Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	180.56	0.72	6	252.52	0.000
	Percent African American	0.24	0.08	6	2.75	0.034
Student	Grade 8 in Year 2	-2.32	0.81	946	-2.87	0.005
	<b>READ 180</b>	<b>1.08</b>	<b>1.12</b>	<b>946</b>	<b>0.97</b>	<b>0.335</b>
	Gender	-2.41	0.80	946	-3.01	0.003
	African American	-4.65	3.02	946	-1.54	0.124
	ELL	-10.75	3.10	946	-3.47	0.001
Time	Growth – Baseline to Year 1	5.01	0.87	2622	5.80	0.000
	<b>READ 180</b>	<b>-1.11</b>	<b>1.37</b>	<b>2622</b>	<b>-0.81</b>	<b>0.418</b>
	Growth – Year 1 to Year 2	-1.61	0.90	2622	-1.79	0.073
	<b>READ 180</b>	<b>0.98</b>	<b>1.43</b>	<b>2622</b>	<b>0.69</b>	<b>0.492</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.01	0.007			
Student	Level 2	74.70				
Time	Level 1	203.82				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F7**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Social Studies Scores –**  
**Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	185.67	0.90	6	205.92	0.000
	Enrollment	-0.01	0.00	6	-1.77	0.126
Student	Grade 8 in Year 2	1.73	0.72	947	-2.37	0.018
	<b>READ 180</b>	<b>-0.05</b>	<b>1.06</b>	<b>947</b>	<b>-0.05</b>	<b>0.964</b>
	Hispanic	9.17	2.90	947	3.16	0.002
	ELL	-11.66	2.94	947	-3.97	0.000
Time	Growth – Baseline to Year 1	-0.16	0.85	2615	-0.19	0.849
	<b>READ 180</b>	<b>1.68</b>	<b>1.34</b>	<b>2615</b>	<b>1.25</b>	<b>0.210</b>
	Growth – Year 1 to Year 2	1.12	0.88	2615	1.27	0.203
	<b>READ 180</b>	<b>-3.10</b>	<b>1.40</b>	<b>2615</b>	<b>-2.22</b>	<b>0.026</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	2.75	0.020			
Student	Level 2	49.46				
Time	Level 1	194.36				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F8**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in ITBS Total Reading Scores –**  
**Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	183.02	0.90	5	203.30	0.000
	Percent Female	0.91	0.44	5	2.07	0.092
	Percent ELL	0.67	0.22	5	3.03	0.032
Student	<b>READ 180</b>	<b>0.87</b>	<b>1.43</b>	<b>415</b>	<b>0.61</b>	<b>0.541</b>
	African American	-6.62	4.55	415	-1.46	0.146
	FRL	-2.64	1.81	415	-1.49	0.146
	ELL	-13.22	4.76	415	-2.78	0.006
Time	Growth – Baseline to Year 1	0.75	0.95	1110	0.80	0.427
	<b>READ 180</b>	<b>0.32</b>	<b>1.52</b>	<b>1110</b>	<b>0.21</b>	<b>0.835</b>
	Growth – Year 1 to Year 2	9.37	0.98	1110	9.47	0.000
	<b>READ 180</b>	<b>1.19</b>	<b>1.58</b>	<b>1110</b>	<b>0.75</b>	<b>0.451</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.01	0.000			
Student	Level 2	90.83				
Time	Level 1	102.38				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F9**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in ITBS Comprehension Scores –**  
**Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	180.58	1.11	5	162.98	0.000
	Percent Female	0.75	0.40	5	1.87	0.119
	Enrollment	0.01	0.00	5	2.69	0.043
Student	<b>READ 180</b>	<b>1.39</b>	<b>1.73</b>	<b>414</b>	<b>0.80</b>	<b>0.424</b>
	Gender	2.46	1.31	414	1.87	0.061
	African American	-9.42	5.26	414	-1.78	0.074
	FRL	-3.15	2.10	414	-1.50	0.135
	ELL	-15.35	5.54	414	-2.77	0.006
Time	Growth – Baseline to Year 1	-0.80	1.20	1112	-0.67	0.506
	<b>READ 180</b>	<b>-1.64</b>	<b>1.92</b>	<b>1112</b>	<b>-0.85</b>	<b>0.394</b>
	Growth – Year 1 to Year 2	10.52	1.25	1112	8.45	0.000
	<b>READ 180</b>	<b>1.27</b>	<b>2.00</b>	<b>1112</b>	<b>0.63</b>	<b>0.526</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.02	0.001			
Student	Level 2	112.16				
Time	Level 1	165.91				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F10**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in ITBS Vocabulary Scores –**  
**Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	185.10	1.17	6	158.68	0.000
	Percent ELL	0.58	20.24	6	2.84	0.030
Student	<b>READ 180</b>	<b>0.67</b>	<b>1.86</b>	<b>416</b>	<b>0.36</b>	<b>0.715</b>
	Gender	-3.66	1.37	416	-2.68	0.008
	ELL	-6.67	3.04	416	-2.20	0.028
Time	Growth – Baseline to Year 1	2.22	1.39	1121	1.60	0.109
	<b>READ 180</b>	<b>2.65</b>	<b>2.22</b>	<b>1121</b>	<b>1.19</b>	<b>0.233</b>
	Growth – Year 1 to Year 2	7.70	1.43	1121	5.36	0.000
	<b>READ 180</b>	<b>1.31</b>	<b>2.31</b>	<b>1121</b>	<b>0.57</b>	<b>0.568</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.01	0.002			
Student	Level 2	105.55				
Time	Level 1	222.42				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F11**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Reading/LA Scores –**  
**Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	472.21	1.62	4	291.33	0.000
	Percent African American	2.53	1.14	4	2.20	0.089
	Percent Female	2.21	0.74	4	2.97	0.045
	Percent ELL	4.29	1.70	4	2.52	0.063
Student	<b>READ 180</b>	<b>-2.97</b>	<b>2.60</b>	<b>415</b>	<b>-1.14</b>	<b>0.254</b>
	Gender	2.53	1.85	415	1.37	0.173
	African American	-13.08	7.30	415	-1.79	0.073
	ELL	-32.23	7.65	415	-4.21	0.000
Time	Growth – Baseline to Year 1	17.50	1.89	1238	9.26	0.000
	<b>READ 180</b>	<b>4.53</b>	<b>3.07</b>	<b>1238</b>	<b>1.46</b>	<b>0.140</b>
	Growth – Year 1 to Year 2	8.55	1.90	1238	4.52	0.000
	<b>READ 180</b>	<b>-1.90</b>	<b>3.08</b>	<b>1238</b>	<b>-0.62</b>	<b>0.537</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.02	0.008			
Student	Level 2	196.89				
Time	Level 1	461.53				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F12**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Mathematics Scores –**  
**Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	481.25	2.30	7	209.31	0.000
Student	<b>READ 180</b>	<b>-0.56</b>	<b>2.95</b>	<b>415</b>	<b>-0.19</b>	<b>0.849</b>
	African American	-65.47	23.19	415	-2.82	0.005
	Hispanic	-56.58	25.08	415	-2.26	0.025
	ELL	-20.55	10.00	415	-2.05	0.040
Time	Growth – Baseline to Year 1	14.87	1.91	1241	7.80	0.000
	<b>READ 180</b>	<b>-0.82</b>	<b>3.09</b>	<b>1241</b>	<b>-0.27</b>	<b>0.790</b>
	Growth – Year 1 to Year 2	10.99	1.91	1241	5.76	0.000
	<b>READ 180</b>	<b>0.05</b>	<b>3.10</b>	<b>1241</b>	<b>0.02</b>	<b>0.987</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	14.69	0.015			
Student	Level 2	374.09				
Time	Level 1	468.37				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F13**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Science Scores –**  
**Grade 7**

Fixed Effects							
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t	
School	Intercept	183.43	0.98	5	187.29	0.000	
	Percent SPED	.40	0.19	5	2.13	0.085	
	Enrollment	-0.00	0.00	5	-1.61	0.168	
Student	<b>READ 180</b>	<b>0.09</b>	<b>1.53</b>	<b>414</b>	<b>0.061</b>	<b>0.952</b>	
	Gender	-2.84	1.04	414	-2.72	0.007	
	African American	-9.34	4.17	414	-2.24	0.025	
	FRL	-2.79	1.64	414	-1.67	0.098	
	ELL	-17.13	4.48	414	-3.83	0.000	
	Time	Growth – Baseline to Year 1	4.26	1.18	1217	3.61	0.001
		<b>READ 180</b>	<b>0.00</b>	<b>1.89</b>	<b>1217</b>	<b>0.01</b>	<b>0.996</b>
Growth – Year 1 to Year 2		-0.61	1.17	1217	-0.52	0.606	
	<b>READ 180</b>	<b>-0.77</b>	<b>1.89</b>	<b>1217</b>	<b>-0.42</b>	<b>0.678</b>	
Random Effects							
Level	Variance Components	Variance	ICC <sup>b</sup>				
School	Level 3	0.01	0.011				
Student	Level 2	51.45					
Time	Level 1	172.35					

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F14**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Social Studies Scores –**  
**Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	189.80	1.08	6	175.50	0.000
	Enrollment	-0.01	0.00	6	-1.84	0.114
Student	<b>READ 180</b>	<b>-2.44</b>	<b>1.47</b>	<b>416</b>	<b>-1.65</b>	<b>0.098</b>
	African American	-12.66	3.88	416	-3.26	0.002
	ELL	-18.11	4.17	416	-4.34	0.000
Time	Growth – Baseline to Year 1	-2.34	1.17	1220	-1.99	0.046
	<b>READ 180</b>	<b>2.37</b>	<b>1.88</b>	<b>1220</b>	<b>1.26</b>	<b>0.208</b>
	Growth – Year 1 to Year 2	-0.53	1.16	1220	-0.46	0.646
	<b>READ 180</b>	<b>-2.06</b>	<b>1.88</b>	<b>1220</b>	<b>-1.09</b>	<b>0.275</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	2.25	0.021			
Student	Level 2	36.86				
Time	Level 1	170.49				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F15**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in ITBS Total Reading Scores –**  
**Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	190.09	1.14	6	167.28	0.000
	Percent FRL	-0.83	0.32	6	-2.58	0.042
Student	<b>READ 180</b>	<b>1.68</b>	<b>1.70</b>	<b>396</b>	<b>0.99</b>	<b>0.325</b>
	African American	-7.24	4.15	396	-1.75	0.081
	ELL	-8.89	4.09	396	-2.17	0.030
Time	Growth – Baseline to Year 1	4.44	1.23	1040	3.60	0.001
	<b>READ 180</b>	<b>-4.90</b>	<b>1.95</b>	<b>1040</b>	<b>-2.51</b>	<b>0.012</b>
	Growth – Year 1 to Year 2	8.13	1.28	1040	6.34	0.000
	<b>READ 180</b>	<b>1.32</b>	<b>2.00</b>	<b>1040</b>	<b>0.66</b>	<b>0.509</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.96	0.015			
Student	Level 2	105.56				
Time	Level 1	156.26				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F16**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in ITBS Comprehension Scores –**  
**Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	184.73	1.27	4	143.60	0.000
	Percent SPED	1.09	0.56	4	1.94	0.121
	Percent ELL	0.58	0.33	4	1.74	0.155
	Percent FRL	-1.87	0.62	4	-3.03	0.044
Student	<b>READ 180</b>	<b>2.93</b>	<b>2.02</b>	<b>395</b>	<b>1.45</b>	<b>0.149</b>
	Hispanic	8.45	4.94	395	1.71	0.087
	FRL	4.31	2.20	395	1.96	0.050
	ELL	-12.43	4.81	395	-2.59	0.010
Time	Growth – Baseline to Year 1	4.88	1.61	1046	3.04	0.003
	<b>READ 180</b>	<b>-5.24</b>	<b>2.54</b>	<b>1046</b>	<b>-2.07</b>	<b>0.039</b>
	Growth – Year 1 to Year 2	6.32	1.66	1046	3.81	0.000
	<b>READ 180</b>	<b>0.65</b>	<b>2.60</b>	<b>1046</b>	<b>0.25</b>	<b>0.803</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.00	0.013			
Student	Level 2	101.89				
Time	Level 1	269.01				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F17**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in ITBS Vocabulary Scores –**  
**Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	195.34	1.35	6	144.03	0.000
	Percent FRL	-0.85	0.34	6	-2.49	0.046
Student	<b>READ 180</b>	<b>0.58</b>	<b>0.02</b>	<b>395</b>	<b>0.27</b>	<b>0.788</b>
	African American	-34.09	14.89	395	-2.29	0.022
	Hispanic	-26.33	15.74	395	-1.67	0.095
	ELL	-7.01	5.01	395	-1.40	0.162
Time	Growth – Baseline to Year 1	4.28	1.68	1054	2.54	0.011
	<b>READ 180</b>	<b>-4.48</b>	<b>2.66</b>	<b>1054</b>	<b>-1.69</b>	<b>0.092</b>
	Growth – Year 1 to Year 2	8.70	1.74	1054	5.00	0.000
	<b>READ 180</b>	<b>2.24</b>	<b>2.73</b>	<b>1054</b>	<b>0.82</b>	<b>0.411</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.00	0.006			
Student	Level 2	120.68				
Time	Level 1	297.97				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F18**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Reading/LA Scores –**  
**Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	473.93	1.60	5	295.43	0.000
	Percent Female	1.67	56.94	5	2.94	0.034
	Percent FRL	-0.65	40.75	5	-1.60	0.169
Student	<b>READ 180</b>	<b>-0.51</b>	<b>2.53</b>	<b>396</b>	<b>-0.21</b>	<b>0.834</b>
	Gender	3.36	1.82	396	1.85	0.065
	ELL	-15.70	3.11	396	-5.04	0.000
Time	Growth – Baseline to Year 1	24.60	1.90	1177	12.96	0.000
	<b>READ 180</b>	<b>-0.28</b>	<b>3.00</b>	<b>1177</b>	<b>0.09</b>	<b>0.925</b>
	Growth – Year 1 to Year 2	15.96	1.90	1177	8.39	0.000
	<b>READ 180</b>	<b>1.73</b>	<b>3.00</b>	<b>1177</b>	<b>0.58</b>	<b>0.565</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.03	0.014			
Student	Level 2	184.07				
Time	Level 1	425.04				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F19**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Mathematics Scores –**  
**Grade 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	498.80	2.05	5	238.10	0.000
	Percent FRL	-1.98	.56	5	-3.54	0.022
	Enrollment	-0.02	0.01	5	-2.65	0.045
Student	<b>READ 180</b>	<b>3.92</b>	<b>3.18</b>	<b>395</b>	<b>1.23</b>	<b>0.219</b>
	African American	58.92	25.23	395	2.34	0.020
	Hispanic	83.52	26.56	395	3.14	0.002
	ELL	-28.10	8.22	395	-3.42	0.001
Time	Growth – Baseline to Year 1	15.44	1.99	1175	7.77	0.000
	<b>READ 180</b>	<b>-4.51</b>	<b>3.15</b>	<b>1175</b>	<b>-1.43</b>	<b>0.152</b>
	Growth – Year 1 to Year 2	12.25	1.99	1175	6.15	0.000
	<b>READ 180</b>	<b>2.04</b>	<b>3.14</b>	<b>1175</b>	<b>0.65</b>	<b>0.516</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.07	0.022			
Student	Level 2	476.56				
Time	Level 1	464.89				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F20**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Science Scores –**  
**Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	178.93	1.14	6	157.54	0.000
	Percent Female	1.26	0.39	6	3.26	0.20
Student	<b>READ 180</b>	<b>1.69</b>	<b>1.79</b>	<b>396</b>	<b>0.94</b>	<b>0.346</b>
	Gender	-3.26	1.26	396	-2.58	0.011
	ELL	-5.94	2.31	396	-2.57	0.011
Time	Growth – Baseline to Year 1	7.00	1.38	1150	5.08	0.000
	<b>READ 180</b>	<b>-4.79</b>	<b>2.16</b>	<b>1150</b>	<b>-2.21</b>	<b>0.027</b>
	Growth – Year 1 to Year 2	-4.38	1.37	1150	-3.19	0.002
	<b>READ 180</b>	<b>4.94</b>	<b>2.15</b>	<b>1150</b>	<b>2.29</b>	<b>0.002</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.01	0.011			
Student	Level 2	84.43				
Time	Level 1	214.38				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table F21**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**READ 180 Long-Term Impact on Year 1 and 2 Growth in TCAP Social Studies Scores –**  
**Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	-181.40	1.09	3	165.99	0.000
	Percent African American	-1.59	0.75	3	-2.12	0.115
	Percent ELL	-2.28	0.99	3	-2.30	0.094
	Percent FRL	-0.80	0.25	3	-3.21	0.070
	Enrollment	-0.01	0.00	3	-1.98	0.135
Student	<b>READ 180</b>	<b>3.67</b>	<b>1.70</b>	<b>396</b>	<b>2.13</b>	<b>0.033</b>
	Hispanic	9.37	4.02	396	2.33	0.020
	ELL	-8.69	3.94	396	-2.21	0.028
Time	Growth – Baseline to Year 1	3.25	1.36	1140	2.38	0.018
	<b>READ 180</b>	<b>-1.46</b>	<b>2.14</b>	<b>1140</b>	<b>-0.68</b>	<b>0.495</b>
	Growth – Year 1 to Year 2	1.74	1.36	1140	1.28	0.202
	<b>READ 180</b>	<b>-3.02</b>	<b>2.14</b>	<b>1140</b>	<b>-1.41</b>	<b>0.158</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.01	0.024			
Student	Level 2	54.45				
Time	Level 1	208.13				

<sup>a</sup> Final model includes the treatment effect of *READ 180* and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

## Appendix G

### Specification of the Multi-Level (Cross-Sectional) Regression Models Employed to Test the Immediate and Long-Term Impact of the MCLA Intervention on Teacher Outcomes in Years 1 and 2

A two-level model was used to express the preparedness and frequency indices for teachers at the end of Years 1 and 2. At the teacher level,

$$Y_{ij} = \beta_{0j} + \beta_1 X_{1ij} + \sum_{m=1}^M \beta_{(m+2)} X_{(m+2)ij} + r_{ij},$$

where

$Y_{ij}$  is the year-end index (preparedness/frequency) for teacher  $i$  in school  $j$ ;

$X_{1ij}$  is a grand mean centered baseline index (preparedness/frequency) for teacher  $i$  in school  $j$ ;

$X_{(m+2)ij}$  is the  $m^{\text{th}}$  of  $M$  additional teacher-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion;

$\beta_{0j}$  is the adjusted mean year-end index for the teachers in school  $j$ , controlling for the baseline index and other covariates;

$\beta_1$  is the slope of the regression of the year-end index on the baseline index;

$\beta_{m+2}$  is the coefficient for the  $m^{\text{th}}$  of  $M$  additional teacher-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion; and

$r_{ij}$  is a unique effect for teacher  $i$  in school  $j$  and is  $\sim N(0, \sigma^2)$ .

All of the above coefficients at the teacher level, except  $\beta_{0j}$ , are assumed constant across schools. The adjusted mean year-end index for the teachers in school  $j$  is modeled as a function of whether the school is receiving MCLA and other school-level covariates:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} W_{1j} + \sum_{p=1}^P \gamma_{0(p+1)} W_{(p+1)j} + u_{0j},$$

where

$W_{1j}$  is an uncentered dummy variable coded 0 for MCLA control schools and 1 for MCLA treatment schools;

$W_{(p+1)j}$  is the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion;

$\gamma_{00}$  is the adjusted mean year-end index for all teachers in control schools;

$\gamma_{01}$  is the adjusted mean difference in the year-end index for teachers in treatment and control schools;

$\gamma_{0(p+1)}$  is the coefficient for the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion; and

$u_{0j}$  is the unique effect of school  $j$  and is  $\sim N(0, \tau)$ .

The null hypothesis of no MCLA treatment effect on the preparedness or frequency index is  $H_0: \gamma_{01} = 0$  and is tested with a  $t$ -statistic.

**Appendix H**  
**Complete Results of Multi-Level Analyses of MCLA Impact on Teacher Preparedness to Use and Frequency of Use of Literacy Activities in Years 1 and 2**

<b>Table H1</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact on Preparedness to Use Literacy Activities Index in Year 1</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	3.52	0.08	6	45.99	0.000
	<b>MCLA</b>	<b>0.41</b>	<b>0.11</b>	<b>6</b>	<b>3.78</b>	<b>0.012</b>
Teacher	Gender	-0.25	0.12	83	-2.02	0.047
	African American	-0.24	0.16	83	-1.49	0.140
	Masters Degree or Higher	0.16	0.11	83	1.46	0.148
	Prior MCLA Experience	0.43	0.18	83	2.35	0.021
	Preparedness Index 06	0.50	0.08	83	6.36	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.02	0.035			
Teacher	Level 1	0.42				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table H2</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact on Frequency of Use of Literacy Activities Index in Year 1</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	3.64	0.08	6	46.05	0.000
	<b>MCLA</b>	<b>0.36</b>	<b>0.11</b>	<b>6</b>	<b>3.13</b>	<b>0.022</b>
Teacher	Age	0.14	0.07	77	2.10	0.039
	Professional Teacher License	0.27	0.16	77	1.67	0.100
	Years Full Time Teacher	-0.11	0.07	77	-1.58	0.119
	Frequency Index 06	0.51	0.08	77	6.68	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.02	0.055			
Teacher	Level 1	0.36				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table H3</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Preparedness to Use Literacy Activities Index in Year 2</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	3.68	0.10	4	37.17	0.000
	<b>MCLA</b>	<b>0.42</b>	<b>0.15</b>	<b>4</b>	<b>2.86</b>	<b>0.048</b>
	Percent Female	0.04	0.02	4	2.36	0.074
	Percent Licensed in Grade/Subject Taught	0.03	0.01	4	2.12	0.098
Teacher	Masters Degree or Higher	0.44	0.14	62	3.16	0.003
	Preparedness Index 06	0.36	0.11	62	3.42	0.001
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.00005	0.045			
Teacher	Level 1	0.29				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table H4</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Frequency of Use of Literacy Activities Index in Year 2</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	3.93	0.08	4	50.56	0.000
	<b>MCLA</b>	<b>0.11</b>	<b>0.11</b>	<b>4</b>	<b>1.04</b>	<b>0.359</b>
	Percent Teach ELA	0.02	0.01	4	1.59	0.186
	Percent African American	-0.02	0.01	4	-2.21	0.088
Teacher	African American	0.32	0.16	55	2.06	0.043
	Masters Degree or Higher	0.18	0.10	55	1.69	0.097
	Frequency Index 06	0.50	0.07	55	7.01	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.00003	0.0003			
Teacher	Level 1	0.15				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

## Appendix I

### Specification of the Multi-Level (Cross-Sectional) Regression Models Employed to Test the Immediate and Long-Term Impact of the MCLA Intervention on Student Achievement in Years 1 and 2

Three multi-level regression models were employed to conduct cross-sectional analyses of the immediate and long-term, two-year impact of MCLA on student reading and subject area achievement at the end of Years 1 and 2. The first model estimated the immediate impact of *READ 180* for students in grades 6-8 in Year 1.

At the student level,

$$Y_{ij} = \beta_{0j} + \beta_1 X_{1ij} + \beta_2 X_{2ij} + \beta_3 X_{3ij} + \sum_{m=1}^M \beta_{(m+3)} X_{(m+3)ij} + r_{ij},$$

where

$Y_{ij}$  is the Spring Year 1 test score (ITBS/TCAP) for student  $i$  in school  $j$ ;  
 $X_{1ij}$  is a grand mean centered baseline test score (ITBS/TCAP) for student  $i$  in school  $j$ ;  
 $X_{2ij}$  is an grand mean centered dummy variable coded 1 for students in 7<sup>th</sup> grade and 0 otherwise;  
 $X_{3ij}$  is an grand mean centered dummy variable coded 1 for students in 8<sup>th</sup> grade and 0 otherwise;  
 $X_{(m+3)ij}$  is the  $m^{\text{th}}$  of  $M$  additional student-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion;

$\beta_{0j}$  is the adjusted mean Spring test score for the students in school  $j$ , controlling for the baseline test score and other covariates;

$\beta_1$  is the slope of the regression of Spring test scores on baseline test scores;

$\beta_2$  is the adjusted difference between the mean 6<sup>th</sup> and 7<sup>th</sup> grade Spring test scores;

$\beta_3$  is the adjusted difference between the mean 6<sup>th</sup> and 8<sup>th</sup> grade Spring test scores;

$\beta_{m+3}$  is the coefficient for the  $m^{\text{th}}$  of  $M$  additional student-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion; and

$r_{ij}$  is a unique effect for student  $i$  in school  $j$  and is  $\sim N(0, \sigma^2)$ ;

All of the above coefficients at the student level, except  $\beta_{0j}$ , are assumed constant across schools. The adjusted mean Spring test score for the students in school  $j$  is modeled as a function of whether or not the school received MCLA, and other school-level covariates:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} W_{1j} + \sum_{p=1}^P \gamma_{0(p+1)} W_{(p+1)j} + u_{0j},$$

where

$W_{1j}$  is an uncentered dummy variable coded 0 for MCLA control schools and 1 for MCLA treatment schools;

$W_{(p+1)j}$  is the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion;

$\gamma_{00}$  is the adjusted mean Spring test score for all students in control schools;  
 $\gamma_{00}$  is the adjusted mean difference in Spring test score for students in treatment and control schools;  
 $\gamma_{0(p+1)}$  is the coefficient for the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion; and  
 $u_{0j}$  is the unique effect of school  $j$  and is  $\sim N(0, \tau)$ .

The null hypothesis of no MCLA treatment effect on Year 1 test scores is  $H_0: \gamma_{01} = 0$  and is tested with a  $t$ -statistic.

The second model estimated the immediate impact for students in each grade separately in Year 1 and for grade 6 students in Year 2. The only difference in this second model was the exclusion of the two dichotomous covariates designating whether or not students were enrolled in grades 7 or 8. These covariates were not needed in the model used for students in a single grade.

The third model estimated the long-term, two-year impact of MCLA on students in grades 6 and 7 in Year 1 and in grades 7 and 8 in Year 2 (referred to as “stayers” in the report). The only difference in this third model was the inclusion of only one dichotomous covariate designating whether or not students were enrolled in grade 8 in Year 2. The second model was also used to estimate the long-term, two-year impact of MCLA separately for the students going from grade 6 to 7 and for those going from grade 7 to 8.

**Appendix J**  
**Complete Results of Multi-Level Analyses of MCLA Impact on**  
**Student Achievement in Years 1 and 2**

<b>Table J1</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b>MCLA Impact in Year 1 on 2007 ITBS Total Reading Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	207.84	0.99	5	209.51	0.000
	<b>MCLA</b>	<b>-0.19</b>	<b>1.41</b>	<b>5</b>	<b>-0.13</b>	<b>0.900</b>
	Size	0.01	0.003	5	1.83	0.125
Student	Grade 7	2.32	0.62	3746	3.72	0.000
	Grade 8	8.24	0.67	3746	12.26	0.000
	Gender	2.14	0.50	3746	4.25	0.000
	African American	-3.05	1.73	3746	-1.76	0.078
	FRL	-1.18	0.75	3746	-1.57	0.117
	ELL	-7.36	2.14	3746	-3.44	0.001
	ITBS Total Reading 06	0.77	0.01	3746	66.27	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	13.00	0.021			
Student	Level 1	617.67				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J2</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Comprehension Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	202.90	.95	3	214.18	0.000
	<b>MCLA</b>	<b>4.24</b>	<b>1.51</b>	<b>3</b>	<b>2.81</b>	<b>0.067</b>
	Percent African American	1.61	0.70	3	2.28	0.096
	Percent ELL	2.60	1.05	3	2.47	0.080
	Percent FRL	-1.19	0.27	3	-4.37	0.034
Student	Grade 7	4.43	0.83	3774	5.34	0.000
	Grade 8	8.54	0.88	3774	9.73	0.000
	Gender	4.97	0.68	3774	7.33	0.000
	Hispanic	6.02	2.56	3774	2.35	0.019
	ELL	-11.18	2.98	3774	-3.75	0.000
	ITBS Comprehension 06	0.73	0.01	3774	56.09	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	18.79	0.021			
Student	Level 1	888.65				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J3**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Impact in Year 1 on 2007 ITBS Vocabulary Scores – All Grades**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	211.85	.97	4	218.55	0.000
	<b>MCLA</b>	<b>-2.93</b>	<b>1.53</b>	<b>4</b>	<b>-1.92</b>	<b>0.125</b>
	Percent Female	1.06	0.52	4	2.02	0.110
	Size	0.01	0.003	4	2.94	0.045
Student	Grade 7	2.70	0.75	3781	3.62	0.001
	Grade 8	12.77	0.80	3781	16.00	0.000
	African American	-12.17	4.45	3781	-2.73	0.007
	Hispanic	-10.36	4.91	3781	-2.11	0.035
	FRL	-2.23	0.89	3781	-2.50	0.013
	ELL	-8.21	2.62	3781	-3.14	0.002
	ITBS Vocabulary 06	0.58	0.01	3781	44.10	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	9.01	0.014			
Student	Level 1	619.42				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J4**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Impact in Year 1 on 2007 TCAP Reading/LA Scores – All Grades**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	519.33	0.54	4	969.19	0.000
	<b>MCLA</b>	<b>-5.68</b>	<b>0.85</b>	<b>4</b>	<b>-6.64</b>	<b>0.000</b>
	Percent Female	2.01	0.28	4	7.29	0.000
	Size	0.004	0.002	4	2.41	0.070
Student	Grade 7	3.79	0.80	4533	4.73	0.000
	Grade 8	9.90	0.83	4533	11.90	0.000
	Gender	3.88	0.66	4533	5.92	0.000
	African American	-8.06	2.20	4533	-3.66	0.000
	FRL	-2.63	1.01	4533	-2.60	0.010
	ELL	-12.08	2.77	4533	-4.36	0.000
	TCAP Reading 06	0.60	0.01	4533	57.82	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	19.10	0.020			
Student	Level 1	951.36				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J5</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Mathematics Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	521.20	1.88	6	276.50	0.000
	<b>MCLA</b>	<b>-6.11</b>	<b>2.67</b>	<b>6</b>	<b>-2.29</b>	<b>0.061</b>
Student	Grade 7	3.97	0.91	4529	4.36	0.000
	Grade 8	7.25	0.95	4529	7.67	0.000
	Gender	4.97	0.74	4529	6.73	0.000
	Hispanic	7.27	2.72	4529	2.68	0.008
	ELL	-7.41	3.26	4529	-2.27	0.023
	TCAP Math 06	0.67	0.01	4529	60.18	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	47.73	0.038			
Student	Level 1	1222.86				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J6</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Science Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	193.14	.74	5	260.10	0.000
	<b>MCLA</b>	<b>-1.13</b>	<b>1.11</b>	<b>5</b>	<b>-1.02</b>	<b>0.355</b>
	Percent ELL	-0.26	0.17	5	-1.52	0.189
Student	Grade 7	-1.53	0.55	4426	-2.77	0.006
	Grade 8	1.83	0.57	4426	3.25	0.002
	African American	-5.08	1.62	4426	-3.14	0.002
	ELL	-9.63	2.38	4426	-4.04	0.000
	TCAP Science 06	0.44	0.01	4426	34.19	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	2.99	0.010			
Student	Level 1	283.40				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J7</b>
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<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Social Studies Scores – All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	193.21	1.32	6	146.57	.000
	<b>MCLA</b>	<b>-1.95</b>	<b>1.86</b>	<b>6</b>	<b>-1.05</b>	<b>.337</b>
Student	Grade 8	1.46	0.43	4409	3.40	.001
	Gender	1.40	0.40	4409	3.49	.001
	African American	-5.22	1.46	4409	-3.58	.001
	FRL	-1.04	0.63	4409	-1.67	.095
	ELL	-7.26	2.14	4409	-3.40	.001
	TCAP Social Studies 06	0.41	0.01	4409	33.10	.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	9.21	0.039			
Student	Level 1	229.79				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J8**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Impact in Year 1 on 2007 ITBS Total Reading Scores –**  
**Struggling Readers in All Grades**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	191.05	0.77	3	249.55	0.000
	<b>MCLA</b>	<b>2.33</b>	<b>1.18</b>	<b>3</b>	<b>1.97</b>	<b>0.137</b>
	Percent African American	1.14	0.51	3	2.23	0.102
	Percent ELL	1.99	0.77	3	2.60	0.073
	Percent FRL	-0.54	0.21	3	-2.61	0.072
Student	Grade 7	5.52	0.95	1208	5.85	0.000
	Grade 8	12.31	1.07	1208	11.47	0.000
	ELL	-3.31	1.66	1208	-1.99	0.047
	ITBS Total Reading 06	0.44	0.03	1208	16.06	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.02	0.003			
Student	Level 1	185.48				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J9**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Impact in Year 1 on 2007 ITBS Comprehension Scores –**  
**Struggling Readers in All Grades**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	185.30	0.96	3	192.54	0.000
	<b>MCLA</b>	<b>3.47</b>	<b>1.49</b>	<b>3</b>	<b>2.33</b>	<b>0.092</b>
	Percent African American	1.73	0.64	3	2.69	0.069
	Percent ELL	2.71	0.96	3	2.83	0.067
	Percent FRL	-1.06	0.26	3	-4.08	0.050
Student	Grade 7	6.98	1.16	1218	6.03	0.000
	Grade 8	11.10	1.28	1218	8.69	0.000
	Gender	3.66	0.99	1218	3.71	0.000
	Hispanic	5.64	3.81	1218	1.48	0.139
	ELL	-7.74	3.86	1218	-2.00	0.045
	ITBS Comprehension 06	0.37	0.03	1218	12.94	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.04	0.008			
Student	Level 1	293.91				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J10**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Impact in Year 1 on 2007 ITBS Vocabulary Scores –**  
**Struggling Readers in All Grades**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	197.46	0.85	5	232.99	0.000
	<b>MCLA</b>	<b>-0.002</b>	<b>1.24</b>	<b>5</b>	<b>-0.002</b>	<b>0.999</b>
	Percent ELL	0.40	0.19	5	2.15	0.083
Student	Grade 7	5.17	1.22	1231	4.24	0.000
	Grade 8	16.01	1.36	1231	11.76	0.000
	Gender	-2.08	1.01	1231	-2.05	0.040
	Hispanic	-4.32	2.10	1231	-2.06	0.040
	ITBS Vocabulary 06	0.35	0.03	1231	12.98	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 2	0.02	0.001			
Student	Level 1	310.96				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J11**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Impact in Year 1 on 2007 TCAP Reading/LA Scores –**  
**Struggling Readers in All Grades**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	498.49	1.16	3	428.68	0.000
	<b>MCLA</b>	<b>-3.23</b>	<b>1.78</b>	<b>3</b>	<b>-1.81</b>	<b>0.163</b>
	Percent African American	2.12	0.84	3	2.52	0.077
	Percent Female	3.12	0.58	3	5.38	0.003
	ELL	3.49	1.26	3	2.78	0.068
Student	Grade 7	9.08	1.58	1506	5.76	0.000
	Grade 8	12.97	1.70	1506	7.61	0.000
	Gender	4.21	1.34	1506	3.14	0.002
	Hispanic	8.48	4.97	1506	1.70	0.088
	FRL	-5.46	2.10	1506	-2.60	0.010
	ELL	-15.15	5.12	1506	-2.96	0.004
	TCAP Reading 06	0.35	0.03	1506	12.81	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.01	0.016			
Student	Level 1	668.27				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J12</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Mathematics Scores – Struggling Readers in All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	503.26	1.91	6	263.22	0.000
	<b>MCLA</b>	<b>-4.71</b>	<b>2.72</b>	<b>6</b>	<b>-1.73</b>	<b>0.133</b>
Student	Grade 7	2.55	1.64	1505	1.55	0.121
	Grade 8	8.13	1.74	1505	4.67	0.000
	Gender	4.85	1.39	1505	3.50	0.001
	African American	67.93	18.99	1505	3.58	0.001
	Hispanic	78.84	19.64	1505	4.02	0.000
	ELL	-8.53	5.30	1505	-1.61	0.107
	TCAP Math 06	0.51	0.02	1505	24.13	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	10.59	0.027			
Student	Level 1	714.90				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J13</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Science Scores – Struggling Readers in All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	186.31	0.75	4	248.39	0.000
	<b>MCLA</b>	<b>-1.80</b>	<b>1.08</b>	<b>4</b>	<b>-1.67</b>	<b>0.169</b>
	Percent SPED	-0.30	0.18	4	-1.66	0.172
	Percent ELL	-0.61	-0.17	4	-3.64	0.034
Student	Grade 7	-2.59	0.89	1436	-2.92	0.004
	ELL	-4.60	2.51	1436	-1.83	0.066
	TCAP Science 06	0.23	0.02	1436	9.26	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	0.02	0.010			
Student	Level 1	258.57				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J14</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Social Studies Scores – Struggling Readers in All Grades</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	186.17	1.90	6	98.22	0.000
	<b>MCLA</b>	<b>-1.15</b>	<b>2.68</b>	<b>6</b>	<b>-0.43</b>	<b>0.682</b>
Student	TCAP Social Studies 06	0.22	0.02	1434	9.27	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 2	12.92	0.044			
Student	Level 1	239.40				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J15</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Total Reading Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	194.82	.71	3	274.73	0.000
	<b>MCLA</b>	<b>3.46</b>	<b>1.09</b>	<b>3</b>	<b>3.18</b>	<b>0.069</b>
	Percent African American	1.62	0.52	3	3.12	0.069
	Percent SPED	-0.32	0.18	3	-1.76	0.172
	Percent ELL	2.59	0.74	3	3.52	0.071
Student	Gender	2.36	0.76	1157	3.10	0.002
	FRL	-2.43	1.26	1157	-1.93	0.054
	ELL	-8.58	2.26	1157	-3.80	0.000
	ITBS Total Reading 06	0.80	0.02	1157	40.95	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	12.93	0.030			
Student	Level 1	412.95				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J16</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Comprehension Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	191.65	.98	3	196.19	0.000
	<b>MCLA</b>	<b>5.84</b>	<b>1.50</b>	<b>3</b>	<b>3.89</b>	<b>0.060</b>
	Percent African American	1.49	0.72	3	2.05	0.124
	Percent SPED	-0.56	0.25	3	-2.22	0.102
	Percent ELL	2.33	1.03	3	2.27	0.098
Student	Gender	5.42	1.02	1159	5.29	0.000
	African American	-7.71	4.32	1159	-1.79	0.074
	FRL	-4.38	1.69	1159	-2.59	0.010
	ELL	-15.41	5.02	1159	-3.07	0.003
	ITBS Comprehension 06	0.74	0.02	1159	33.17	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	20.35	0.032			
Student	Level 1	609.29				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J17</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Vocabulary Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	198.03	.83	4	238.96	0.000
	<b>MCLA</b>	<b>1.02</b>	<b>1.25</b>	<b>4</b>	<b>0.81</b>	<b>0.462</b>
	Percent African American	1.84	0.57	4	3.22	0.041
	Percent ELL	3.16	0.85	4	3.71	0.033
Student	ELL	-11.91	2.70	1168	-4.41	0.000
	ITBS Vocabulary 06	0.62	0.02	1168	27.66	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	13.74	0.031			
Student	Level 1	423.19				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J18</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Reading/LA Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	509.18	1.22	3	416.06	0.000
	<b>MCLA</b>	<b>-2.62</b>	<b>1.90</b>	<b>3</b>	<b>-1.38</b>	<b>0.262</b>
	Percent African American	1.88	0.92	3	2.06	0.124
	Percent Female	2.54	0.63	3	4.03	0.053
	Percent ELL	2.72	1.39	3	1.96	0.139
Student	Gender	4.28	1.24	1358	3.46	0.001
	African American	-15.83	4.55	1358	-3.48	0.001
	FRL	-4.04	2.10	1358	-1.92	0.054
	ELL	-16.77	5.69	1358	-2.95	0.004
	TCAP Reading 06	0.65	0.02	1358	31.38	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	34.59	0.036			
Student	Level 1	926.72				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J19</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Mathematics Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	507.10	3.32	6	152.55	0.000
	<b>MCLA</b>	<b>2.82</b>	<b>4.71</b>	<b>6</b>	<b>0.60</b>	<b>0.571</b>
Student	Gender	3.71	1.17	1360	3.18	0.002
	African American	-9.35	4.34	1360	-2.16	0.031
	ELL	-8.29	5.38	1360	-1.54	0.123
	TCAP Math 06	0.65	0.02	1360	34.82	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	43.94	0.046			
Student	Level 1	902.57				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J20</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Science Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	194.04	1.20	6	161.55	0.000
	<b>MCLA</b>	<b>-0.54</b>	<b>1.71</b>	<b>6</b>	<b>-0.32</b>	<b>0.761</b>
Student	Gender	-1.41	0.76	1328	-1.86	0.063
	African American	-3.33	2.45	1328	-1.36	0.174
	TCAP Science 06	0.51	0.02	1328	21.30	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	3.45	0.014			
Student	Level 1	250.43				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J21</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Social Studies Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	195.60	1.62	3	120.71	0.000
	<b>MCLA</b>	<b>-4.06</b>	<b>2.51</b>	<b>3</b>	<b>-1.62</b>	<b>0.202</b>
	Percent African American	-2.39	1.42	3	-1.69	0.188
	Percent SPED	0.87	0.43	3	2.00	0.133
	Percent ELL	-3.62	2.03	3	-1.79	0.168
Student	Gender	1.26	0.82	1322	1.55	0.122
	Hispanic	7.62	3.36	1322	2.27	0.024
	ELL	-9.70	5.34	1322	-1.81	0.069
	TCAP Social Studies 06	0.51	0.03	1322	17.99	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	16.81	0.056			
Student	Level 1	281.36				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J22</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Total Reading Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	208.79	1.21	4	172.00	0.000
	<b>MCLA</b>	<b>-5.56</b>	<b>1.98</b>	<b>4</b>	<b>-2.81</b>	<b>0.049</b>
	Percent ELL	-1.11	0.39	4	-2.87	0.047
	Size	0.02	0.01	4	3.25	0.041
Student	Gender	1.57	0.84	1339	1.88	0.060
	African American	-5.87	2.96	1339	-1.98	0.047
	FRL	-1.92	1.28	1339	-1.50	0.134
	ELL	-5.42	3.35	1339	-1.62	0.105
	ITBS Total Reading 06	0.75	0.02	1339	38.46	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	22.76	0.043			
Student	Level 1	506.38				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J23</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Comprehension Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	202.53	1.48	5	137.22	0.000
	<b>MCLA</b>	<b>2.12</b>	<b>2.23</b>	<b>5</b>	<b>0.95</b>	<b>0.386</b>
	Percent FRL	-1.63	47.58	5	-3.43	0.024
Student	Gender	2.74	1.09	1359	2.51	0.012
	ITBS Comprehension 06	0.70	0.02	1359	33.87	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	29.83	0.039			
Student	Level 1	739.96				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J24</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Vocabulary Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	210.39	1.36	4	154.66	0.000
	<b>MCLA</b>	<b>-4.54</b>	<b>2.22</b>	<b>4</b>	<b>-2.04</b>	<b>0.107</b>
	Percent ELL	-0.71	0.43	4	-1.64	0.176
	Size	0.02	0.01	4	2.68	0.054
Student	African American	-18.59	7.72	1355	-2.41	0.016
	Hispanic	-12.80	8.67	1355	-1.48	0.140
	FRL	-2.89	1.56	1355	-1.85	0.064
	ELL	-7.94	4.27	1355	-1.86	0.063
	ITBS Vocabulary 06	0.56	0.02	1355	24.91	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	17.03	0.031			
Student	Level 1	531.02				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J25</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Reading/LA Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	513.46	.74	4	690.86	0.000
	<b>MCLA</b>	<b>2.01</b>	<b>1.12</b>	<b>4</b>	<b>1.79</b>	<b>0.146</b>
	Percent FRL	-1.43	0.24	4	-5.87	0.000
	Size	0.01	0.00	4	2.42	0.069
Student	Gender	1.47	.96	1658	1.53	0.126
	FRL	-2.60	1.53	1658	-1.69	0.090
	ELL	-7.47	2.69	1658	-2.78	0.006
	TCAP Reading 06	0.55	0.01	1658	37.84	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	21.26	0.027			
Student	Level 1	760.04				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J26</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Mathematics Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	528.64	5.02	4	105.25	0.000
	<b>MCLA</b>	<b>-21.17</b>	<b>8.15</b>	<b>4</b>	<b>-2.60</b>	<b>0.058</b>
	Percent ELL	-2.61	1.65	4	-1.59	0.187
	Size	0.04	0.02	4	1.70	0.162
Student	Gender	5.46	1.16	1656	4.69	0.000
	African American	-9.71	3.91	1656	-2.49	0.013
	ELL	-8.29	4.59	1656	-1.81	0.070
	TCAP Math 06	0.72	0.02	1656	38.02	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	161.24	0.123			
Student	Level 1	1150.96				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J27</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Science Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	189.48	1.11	4	171.10	0.000
	<b>MCLA</b>	<b>0.86</b>	<b>1.68</b>	<b>4</b>	<b>0.51</b>	<b>0.635</b>
	Percent FRL	-1.06	0.36	4	-2.93	0.046
	Size	0.01	0.00	4	1.56	0.192
Student	African American	-4.74	2.89	1622	-1.64	0.101
	ELL	-14.08	3.72	1622	-3.78	0.000
	TCAP Science 06	0.42	0.02	1622	18.32	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	13.04	0.038			
Student	Level 1	327.55				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J28</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Social Studies Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	191.44	1.71	5	11.81	0.000
	<b>MCLA</b>	<b>-0.52</b>	<b>2.59</b>	<b>5</b>	<b>-0.20</b>	<b>0.850</b>
	Percent FRL	-1.27	0.55	5	-2.32	0.067
Student	African American	-5.93	2.19	1612	-2.71	0.007
	ELL	-7.04	2.80	1612	-2.51	0.012
	TCAP Social Studies 06	0.31	0.02	1612	18.84	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	19.95	0.096			
Student	Level 1	188.83				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J29</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Total Reading Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	220.84	0.95	2	232.05	0.000
	<b>MCLA</b>	<b>-1.70</b>	<b>1.59</b>	<b>2</b>	<b>-1.07</b>	<b>0.397</b>
	Percent African American	2.21	0.64	2	3.46	0.187
	Percent Female	1.96	0.43	2	4.59	0.074
	Percent ELL	3.46	0.94	2	3.68	0.193
	Size	0.01	0.00	2	2.62	0.085
Student	Gender	2.46	0.99	1233	2.50	0.013
	ELL	-6.54	3.56	1233	-1.84	0.066
	ITBS Reading Total 06	0.78	0.02	1233	37.31	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	25.18	0.039			
Student	Level 1	639.52				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J30</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Comprehension Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	213.04	1.38	3	154.92	0.000
	<b>MCLA</b>	<b>6.17</b>	<b>2.09</b>	<b>3</b>	<b>2.95</b>	<b>0.067</b>
	Percent African American	3.82	0.92	3	4.18	0.045
	Percent ELL	6.27	1.37	3	4.58	0.024
	Percent FRL	-1.28	0.35	3	-3.61	0.069
Student	Gender	6.90	1.36	1243	5.08	0.000
	Hispanic	6.49	4.50	1243	1.44	0.150
	ELL	-16.15	5.98	1243	-2.70	0.007
	ITBS Comprehension 06	0.76	0.02	1243	31.98	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	34.30	0.031			
Student	Level 1	1054.95				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J31</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 ITBS Vocabulary Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	227.59	1.38	3	165.37	0.000
	<b>MCLA</b>	<b>-7.63</b>	<b>2.44</b>	<b>3</b>	<b>-3.13</b>	<b>0.069</b>
	Percent Female	3.27	0.70	3	4.67	0.019
	Percent FRL	0.84	0.42	3	2.01	0.131
	Size	0.01	0.00	3	4.14	0.047
Student	African American	-11.91	6.54	1245	-1.82	0.068
	Hispanic	-14.78	7.08	1245	-2.09	0.037
	FRL	-2.15	1.51	1245	-1.42	0.155
	ITBS Vocabulary 06	0.57	0.02	1245	24.83	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	19.37	0.033			
Student	Level 1	572.38				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J32</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Reading/LA Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	533.85	2.04	4	261.79	0.000
	<b>MCLA</b>	<b>-13.91</b>	<b>3.39</b>	<b>4</b>	<b>-4.12</b>	<b>0.022</b>
	Percent Female	3.22	0.97	4	3.33	0.039
	Percent FRL	1.06	0.58	4	1.83	0.139
Student	Gender	5.86	1.20	1502	4.89	0.000
	African American	-9.83	3.83	1502	-2.57	0.011
	ELL	-13.66	5.21	1502	-2.62	0.009
	TCAP Reading 06	0.65	0.02	1502	32.77	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	43.11	0.042			
Student	Level 1	984.84				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J33</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Mathematics Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	535.27	3.01	3	177.75	0.000
	<b>MCLA</b>	<b>-15.56</b>	<b>5.04</b>	<b>3</b>	<b>-3.09</b>	<b>0.068</b>
	Percent African American	-0.83	0.42	3	-2.00	0.132
	Percent Female	3.96	1.64	3	2.41	0.084
	Percent FRL	1.84	0.89	3	2.06	0.123
Student	Gender	4.32	1.39	1498	3.11	0.002
	African American	19.24	9.56	1498	2.01	0.044
	Hispanic	20.51	10.12	1498	2.06	0.043
	TCAP Math 06	0.64	0.02	1498	34.73	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	87.51	0.062			
Student	Level 1	1335.06				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J34</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Science Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	194.49	0.78	4	248.50	0.000
	<b>MCLA</b>	<b>-0.20</b>	<b>1.18</b>	<b>4</b>	<b>-0.17</b>	<b>0.871</b>
	Percent FRL	0.75	0.25	4	3.01	0.044
	Size	-0.01	0.00	4	-4.80	0.006
Student	African American	-10.51	4.68	1465	-2.25	0.025
	Hispanic	-8.03	5.05	1465	-1.59	0.112
	TCAP Science 06	0.43	0.02	1465	22.67	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	14.13	0.055			
Student	Level 1	240.73				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J35</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Impact in Year 1 on 2007 TCAP Social Studies Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	193.07	1.75	6	110.19	0.000
	<b>MCLA</b>	<b>-1.53</b>	<b>2.47</b>	<b>6</b>	<b>-0.62</b>	<b>0.559</b>
Student	Gender	2.09	0.64	1462	3.25	0.0002
	Hispanic	4.12	2.46	1462	1.67	0.094
	ELL	-8.66	3.94	1462	-2.20	0.028
	TCAP Social Studies 06	0.51	0.02	1462	23.26	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.02	0.035			
Student	Level 1	0.42				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J36</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Immediate Impact in Year 2 on 2008 ITBS Total Reading Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	194.42	0.82	4	238.35	0.000
	<b>MCLA</b>	<b>0.69</b>	<b>1.24</b>	<b>4</b>	<b>0.56</b>	<b>0.608</b>
	Percent African American	-0.47	0.12	4	-3.79	0.031
	Percent Female	0.79	0.38	4	2.07	0.105
Student	Gender	2.17	0.79	1018	2.76	0.006
	FRL	-2.96	1.58	1018	-1.88	0.060
	ITBS Reading Total 07	0.77	0.02	1018	37.00	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.41	0.034			
Student	Level 1	156.83				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J37</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining Year 2 MCLA Immediate Impact in Year 2 on 2008 ITBS Comprehension Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	192.79	1.01	5	190.46	0.000
	<b>MCLA</b>	<b>1.76</b>	<b>1.45</b>	<b>5</b>	<b>1.21</b>	<b>0.280</b>
	Percent African American	-0.41	0.15	5	-2.78	0.039
Student	Gender	4.00	1.13	1025	3.56	0.001
	Hispanic	4.69	2.57	1025	1.82	0.068
	FRL	-5.88	2.23	1025	-2.64	0.009
	ITBS Comprehension 07	0.72	0.02	1025	29.54	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.04	0.023			
Student	Level 1	322.52				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J38</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining Year 2 MCLA Immediate Impact in Year 2 on 2008 ITBS Vocabulary Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	195.76	1.03	5	190.88	0.000
	<b>MCLA</b>	<b>0.69</b>	<b>1.52</b>	<b>5</b>	<b>0.46</b>	<b>0.668</b>
	Percent SPED	-0.71	0.24	5	-2.96	0.034
Student	African American	-9.01	4.97	1042	-1.81	0.069
	Hispanic	-8.08	5.70	1042	-1.42	0.157
	ELL	-6.07	3.86	1042	-1.57	0.116
	ITBS Vocabulary 07	0.59	0.02	1042	24.02	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	1.41	0.033			
Student	Level 1	235.99				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J39</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining Year 2 MCLA Immediate Impact in Year 2 on 2008 TCAP Reading/LA Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	510.31	2.01	3	253.39	0.000
	<b>MCLA</b>	<b>4.43</b>	<b>3.12</b>	<b>3</b>	<b>1.42</b>	<b>0.250</b>
	Percent African American	-1.07	0.45	3	-2.37	0.087
	Percent SPED	2.35	0.94	3	2.51	0.077
	Percent FRL	-1.84	1.08	3	-1.70	0.184
Student	Gender	5.40	1.31	1303	4.12	0.000
	FRL	-3.72	2.57	1303	-1.44	0.149
	Hispanic	5.18	3.19	1303	1.62	0.104
	TCAP Reading 07	0.74	0.02	1303	30.61	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	7.24	0.014			
Student	Level 1	547.94				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J40</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining Year 2 MCLA Immediate Impact in Year 2 on 2008 TCAP Mathematics Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	513.37	4.03	5	127.50	0.000
	<b>MCLA</b>	<b>-4.59</b>	<b>5.98</b>	<b>5</b>	<b>-0.77</b>	<b>0.478</b>
	Percent SPED	1.82	0.92	5	1.97	0.105
Student	Gender	2.77	1.25	1307	2.22	0.026
	African American	-7.89	4.38	1307	-1.80	0.072
	FRL	-4.34	2.47	1307	-1.76	0.079
	ELL	-6.67	5.05	1307	-1.32	0.187
	TCAP Math 07	0.78	0.02	1307	35.38	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	53.90	0.043			
Student	Level 1	504.14				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J41</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining Year 2 MCLA Immediate Impact in Year 2 on 2008 TCAP Science Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	195.25	0.80	2	243.49	0.000
	<b>MCLA</b>	<b>-3.37</b>	<b>1.22</b>	<b>2</b>	<b>-2.77</b>	<b>0.094</b>
	Percent African American	-2.09	0.54	2	-3.89	0.179
	Percent SPED	1.36	0.35	2	3.90	0.178
	Percent ELL	-2.41	0.77	2	-3.14	0.147
	Percent FRL	-0.94	0.38	2	-2.46	0.087
Student	Gender	-1.06	0.77	1287	-1.37	0.171
	FRL	-2.06	1.54	1287	-1.34	0.180
	African American	-2.67	1.94	1287	-1.38	0.169
	TCAP Science 07	0.50	0.02	1287	22.40	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.05	0.019			
Student	Level 1	191.87				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J42</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining Year 2 MCLA Immediate Impact in Year 2 on 2008 TCAP Social Studies Scores – Grade 6</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	191.92	2.86	4	67.21	0.000
	<b>MCLA</b>	<b>-1.12</b>	<b>4.34</b>	<b>4</b>	<b>-0.26</b>	<b>0.810</b>
	Percent African American	-3.91	2.43	4	-1.61	0.181
	Percent ELL	-5.55	3.60	4	-1.54	0.198
Student	Gender	-1.28	0.87	1279	-1.48	0.138
	FRL	-4.67	1.72	1279	-2.71	0.007
	ELL	-5.29	3.76	1279	-1.41	0.160
	African American	-8.18	3.05	1279	-2.68	0.008
	TCAP Social Studies 07	0.61	0.03	1279	20.74	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	25.49	0.073			
Student	Level 1	236.12				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J43</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b>MCLA Long-Term Impact in Year 2 on 2008 ITBS Total Reading Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	213.35	0.98	4	216.78	0.000
	<b>MCLA</b>	<b>-2.00</b>	<b>1.52</b>	<b>4</b>	<b>-1.31</b>	<b>0.260</b>
	Percent African American	-0.40	0.16	4	-2.60	0.058
	Percent Female	2.21	0.52	4	4.26	0.018
Student	Grade8 in Year 2	1.39	0.90	1746	1.54	0.124
	Gender	1.97	0.87	1746	2.26	0.024
	Hispanic	8.01	3.57	1746	2.24	0.025
	FRL	-3.82	1.34	1746	-2.85	0.005
	ELL	-7.24	4.02	1746	-1.80	0.071
	ITBS Reading Total 06	0.77	0.02	1746	36.76	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	1.29	0.019			
Student	Level 1	333.62				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J44</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b>MCLA Long-Term Impact in Year 2 on 2008 ITBS Comprehension Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	209.72	1.28	2	164.28	0.000
	<b>MCLA</b>	<b>-0.78</b>	<b>2.09</b>	<b>2</b>	<b>-0.38</b>	<b>0.743</b>
	Percent African American	-1.06	0.23	2	-4.63	0.068
	Percent Female	2.38	0.62	2	3.86	0.183
	Percent SPED	1.30	0.50	2	2.59	0.084
	Percent FRL	-1.51	0.66	2	-2.28	0.104
Student	Grade 8 in Year 2	2.39	1.15	1755	2.08	0.037
	Gender	2.98	1.13	1755	2.63	0.009
	African American	-7.92	4.37	1755	-1.81	0.070
	FRL	-5.07	1.72	1755	-2.94	0.004
	ELL	-11.64	5.04	1755	-2.31	0.021
	ITBS Comprehension 06	0.70	0.02	1755	30.46	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.07	0.027			
Student	Level 1	556.93				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J45**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Long-Term Impact in Year 2 on 2008 ITBS Vocabulary Scores – Grades 7 and 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	215.95	0.88	3	245.29	0.000
	<b>MCLA</b>	<b>-2.29</b>	<b>1.37</b>	<b>3</b>	<b>-1.67</b>	<b>0.191</b>
	Percent African American	-1.67	0.65	3	-2.57	0.074
	Percent Female	1.54	0.46	3	3.38	0.071
	Percent ELL	-2.08	0.98	3	-2.13	0.114
Student	Grade 8 in Year 2	3.10	1.06	1777	2.92	0.004
	Hispanic	9.84	4.07	1777	2.42	0.016
	FRL	-2.76	1.56	1777	-1.78	0.076
	ELL	-8.92	4.49	1777	-1.99	0.047
	ITBS Vocabulary 06	0.60	0.02	1777	25.96	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.03	0.010			
Student	Level 1	459.66				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J46</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 TCAP Reading/LA Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	528.72	2.22	4	238.09	0.000
	<b>MCLA</b>	<b>-10.20</b>	<b>3.50</b>	<b>4</b>	<b>-2.91</b>	<b>0.046</b>
	Percent Female	4.07	1.22	4	3.33	0.039
	Enrollment	0.01	0.007	4	1.91	0.126
Student	Grade 8 in Year 2	13.12	0.93	2177	14.05	0.000
	Gender	2.92	0.93	2177	3.15	0.002
	African American	-8.99	3.33	2177	-2.70	0.007
	ELL	-12.45	3.88	2177	-3.21	0.002
	TCAP Reading 06	0.51	0.01	2177	35.22	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	13.45	0.039			
Student	Level 1	459.33				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J47</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 TCAP Mathematics Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	534.46	2.63	5	203.18	0.000
	<b>MCLA</b>	<b>-12.78</b>	<b>4.07</b>	<b>5</b>	<b>-3.14</b>	<b>0.029</b>
	Percent Female	2.02	1.37	5	1.48	0.198
Student	Gender	4.17	1.08	2178	3.85	0.000
	FRL	-2.30	1.73	2178	-1.33	0.183
	TCAP Math 06	0.69	0.02	2178	39.76	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	19.76	0.055			
Student	Level 1	636.11				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J48</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 TCAP Science Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	192.27	0.53	4	365.14	0.000
	<b>MCLA</b>	<b>-0.94</b>	<b>0.80</b>	<b>4</b>	<b>-1.17</b>	<b>0.307</b>
	Percent Female	1.62	0.27	4	6.02	0.000
	Percent ELL	0.29	0.12	4	2.29	0.081
Student	Grade 8 in Year 2	-0.82	0.62	2139	-1.32	0.187
	Hispanic	6.04	2.47	2139	2.45	0.015
	ELL	-6.19	2.92	2139	-2.12	0.034
	TCAP Science 06	0.49	0.02	2139	25.92	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.01	0.025			
Student	Level 1	201.90				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J49**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Long-Term Impact in Year 2 on 2008 TCAP Social Studies Scores – Grades 7 and 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	195.30	0.93	4	209.70	0.000
	<b>MCLA</b>	<b>-5.68</b>	<b>1.42</b>	<b>4</b>	<b>-4.00</b>	<b>0.025</b>
	Percent African American	-2.31	0.78	4	-2.95	0.045
	Percent ELL	-3.77	1.16	4	-3.25	0.041
Student	Grade 8 in Year 2	2.48	0.49	2131	5.03	0.000
	Gender	-0.63	0.48	2131	-1.31	0.192
	African American	-3.49	1.31	2131	-2.66	0.008
	TCAP Social Studies 06	0.36	0.01	2131	25.26	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	2.37	0.061			
Student	Level 1	124.01				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J50</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 ITBS Total Reading Scores – Struggling Readers in Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	196.00	1.38	3	141.87	0.000
	<b>MCLA</b>	<b>2.99</b>	<b>2.12</b>	<b>3</b>	<b>1.41</b>	<b>0.253</b>
	Percent African American	-0.60	0.31	3	-1.94	0.141
	Percent SPED	1.37	0.65	3	2.11	0.117
	Percent FRL	-2.36	0.75	3	-3.14	0.069
Student	Grade 8 in Year 2	4.41	1.31	603	3.37	0.001
	Gender	2.59	1.28	603	2.03	0.043
	ITBS Reading Total 06	0.50	0.04	603	11.44	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	1.86	0.019			
Student	Level 1	246.85				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J51**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Long-Term Impact in Year 2 on 2008 ITBS Comprehension Scores –**  
**Struggling Readers in Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	190.56	1.39	3	137.39	0.000
	<b>MCLA</b>	<b>4.74</b>	<b>2.08</b>	<b>3</b>	<b>2.28</b>	<b>0.097</b>
	Percent African American	-0.83	0.31	3	-2.65	0.071
	Percent SPED	1.90	0.66	3	2.89	0.067
	Percent FRL	-2.92	0.76	3	-3.87	0.061
Student	Grade 8 in Year 2	3.14	1.60	607	1.97	0.049
	Gender	3.43	1.58	607	2.17	0.030
	African American	-39.48	19.51	607	-2.02	0.043
	Hispanic	-39.70	19.71	607	-2.01	0.044
	ITBS Comprehension 06	0.40	0.05	607	8.74	0.000
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Intercept	0.09	0.015			
Student	Level 1	377.35				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J52**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Long-Term Impact in Year 2 on 2008 ITBS Vocabulary Scores –**  
**Struggling Readers in Grades 7 and 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	201.67	1.70	5	118.60	0.000
	<b>MCLA</b>	<b>-0.15</b>	<b>2.55</b>	<b>5</b>	<b>-0.06</b>	<b>0.957</b>
	Percent FRL	-1.25	0.55	5	-2.28	0.070
Student	Grade 8 in Year 2	7.58	1.72	619	4.41	0.000
	Hispanic	4.63	3.42	619	1.35	0.177
	ITBS Vocabulary 06	0.31	0.04	619	6.93	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	4.38	0.023			
Student	Level 1	430.32				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J53**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Long-Term Impact in Year 2 on 2008 TCAP Reading/LA Scores –**  
**Struggling Readers in Grades 7 and 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	508.09	2.09	2	242.84	0.000
	<b>MCLA</b>	<b>-4.49</b>	<b>3.36</b>	<b>2</b>	<b>-1.34</b>	<b>0.312</b>
	Percent African American	-1.15	0.37	2	-3.09	0.138
	Percent Female	3.57	1.02	2	3.49	0.189
	Percent SPED	2.14	0.82	2	2.62	0.085
	Percent FRL	-2.00	1.07	2	-1.86	0.183
Student	Grade 8 in Year 2	16.89	1.86	755	9.10	0.000
	Gender	4.36	1.85	755	2.35	0.019
	African American	-41.00	25.45	755	-1.61	0.107
	Hispanic	-35.445	26.31	755	-1.35	0.178
	FRL	4.58	2.90	755	1.58	0.114
	ELL	-13.28	6.86	755	-1.94	0.053
	TCAP Reading 06	0.25	0.03	755	7.24	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.10	0.031			
Student	Level 1	641.58				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J54</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 TCAP Mathematics Scores – Struggling Readers in Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	518.86	2.92	5	177.56	0.000
	<b>MCLA</b>	<b>-13.85</b>	<b>4.39</b>	<b>5</b>	<b>-3.15</b>	<b>0.029</b>
	Percent ELL	-1.49	0.67	5	-2.22	0.075
Student	Grade 8 in Year 2	4.68	2.05	759	2.28	0.023
	Gender	4.77	2.03	759	2.35	0.019
	Hispanic	-9.83	7.61	759	-1.29	0.197
	ELL	11.03	7.57	759	1.46	0.146
	TCAP Math 06	0.56	0.04	759	15.62	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	20.04	0.060			
Student	Level 1	771.81				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J55</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 TCAP Science Scores – Struggling Readers in Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	184.94	0.96	5	192.50	0.000
	<b>MCLA</b>	<b>-1.66</b>	<b>1.49</b>	<b>5</b>	<b>-1.12</b>	<b>0.314</b>
	Percent Female	1.59	0.45	5	3.51	0.023
Student	Grade 8 in Year 2	-3.58	1.17	738	-3.05	0.003
	TCAP Science 06	0.31	0.04	738	8.81	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.14	0.029			
Student	Level 1	251.01				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J56</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 TCAP Social Studies Scores – Struggling Readers in Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	188.95	0.75	4	250.32	0.000
	<b>MCLA</b>	<b>-6.42</b>	<b>1.15</b>	<b>4</b>	<b>-5.58</b>	<b>0.001</b>
	Percent African American	-1.86	0.58	4	-3.20	0.041
	Percent ELL	-3.37	0.85	4	-3.98	0.026
Student	African American	-5.50	2.04	730	-2.69	0.008
	TCAP Social Studies 06	0.14	0.02	730	5.83	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.05	0.052			
Student	Level 1	150.65				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J57</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 ITBS Total Reading Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	211.63	0.91	5	232.51	0.000
	<b>MCLA</b>	<b>-6.55</b>	<b>1.47</b>	<b>5</b>	<b>-4.46</b>	<b>0.007</b>
	Percent Female	2.39	0.44	5	5.46	0.001
Student	Gender	4.25	1.16	813	3.67	0.000
	ITBS Reading Total 06	0.84	0.03	813	27.60	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.07	0.038			
Student	Level 1	273.24				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J58**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Long-Term Impact in Year 2 on 2008 ITBS Comprehension Scores – Grade 7**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	212.39	1.47	3	144.74	0.000
	<b>MCLA</b>	<b>-12.09</b>	<b>2.66</b>	<b>3</b>	<b>-4.55</b>	<b>0.025</b>
	Percent Female	3.48	0.70	3	4.99	0.009
	Percent SPED	0.97	0.36	3	2.72	0.069
	Enrollment	0.01	0.005	3	2.29	0.095
Student	Gender	5.90	1.49	812	3.97	0.000
	African American	-15.47	6.00	812	-2.58	0.010
	FRL	-3.10	2.34	812	-1.33	0.185
	ELL	-14.39	7.48	812	-1.92	0.054
	ITBS Comprehension 06	0.76	0.03	812	22.84	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.06	0.037			
Student	Level 1	449.20				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J59</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 ITBS Vocabulary Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	213.09	1.60	5	132.96	0.000
	<b>MCLA</b>	<b>-6.70</b>	<b>2.52</b>	<b>5</b>	<b>-2.66</b>	<b>0.044</b>
	Percent Female	2.13	0.80	5	2.66	0.045
Student	Gender	1.97	1.39	824	1.42	0.155
	Hispanic	8.35	5.86	824	1.42	0.155
	ELL	-20.67	7.10	824	-2.91	0.004
	ITBS Vocabulary 06	0.64	0.03	824	18.93	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	4.27	0.032			
Student	Level 1	394.73				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J60**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Long-Term Impact in Year 2 on 2008 TCAP Reading/LA Scores – Grade 7**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	517.02	1.81	2	284.87	0.000
	<b>MCLA</b>	<b>-3.78</b>	<b>2.95</b>	<b>2</b>	<b>-1.28</b>	<b>0.328</b>
	Percent Female	2.93	0.90	2	3.27	0.166
	Percent SPED	2.24	0.68	2	3.29	0.169
	Percent ELL	1.67	0.48	2	3.48	0.188
	Percent FRL	-2.04	0.93	2	-2.19	0.119
Student	Gender	5.05	1.47	990	3.43	0.001
	African American	-10.92	5.87	990	-1.86	0.063
	ELL	-19.75	6.95	990	-2.84	0.005
	TCAP Reading 06	0.52	0.02	990	21.68	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.94	0.050			
Student	Level 1	527.29				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J61</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 TCAP Mathematics Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	5333.82	4.16	5	128.47	0.000
	<b>MCLA</b>	<b>-19.56</b>	<b>6.26</b>	<b>5</b>	<b>-3.12</b>	<b>0.030</b>
	Percent ELL	-2.31	0.96	5	-2.42	0.059
Student	Gender	4.24	1.60	992	2.65	0.009
	African American	-8.38	6.45	992	-1.30	0.195
	ELL	-2.31	0.96	992	-2.42	0.059
	TCAP Math 06	0.68	0.03	992	25.75	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	53.59	0.113			
Student	Level 1	632.49				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J62**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Long-Term Impact in Year 2 on 2008 TCAP Science Scores – Grade 7**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	195.77	1.86	5	105.30	0.000
	<b>MCLA</b>	<b>-4.60</b>	<b>2.89</b>	<b>5</b>	<b>-1.59</b>	<b>0.172</b>
	Percent Female	1.80	0.96	5	1.87	0.119
Student	Gender	-1.17	0.87	974	-1.35	0.179
	African American	-6.86	3.70	974	-1.85	0.064
	ELL	-5.98	4.59	974	-1.30	0.194
	TCAP Science 06	0.50	0.03	974	17.01	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	9.57	0.055			
Student	Level 1	182.56				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Table J63**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining**  
**MCLA Long-Term Impact in Year 2 on 2008 TCAP Social Studies Scores – Grade 7**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	197.28	0.75	2	263.11	0.000
	<b>MCLA</b>	<b>-9.32</b>	<b>1.17</b>	<b>2</b>	<b>-7.97</b>	<b>0.000</b>
	Percent African American	-2.01	0.55	2	-3.68	0.193
	Percent SPED	-0.89	0.33	2	-2.68	0.087
	Percent ELL	-4.39	0.78	2	-5.62	0.004
	Percent FRL	0.93	0.39	2	2.40	0.091
Student	Gender	-0.99	0.68	972	-1.45	0.148
	Hispanic	5.88	2.11	972	2.79	0.006
	TCAP Social Studies 06	0.41	0.02	972	17.91	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.32	0.098			
Student	Level 1	111.63				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J64</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 ITBS Total Reading Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	215.07	1.68	4	128.12	0.000
	<b>MCLA</b>	<b>1.72</b>	<b>2.59</b>	<b>4</b>	<b>0.66</b>	<b>0.543</b>
	Percent African American	-0.85	0.27	4	-3.18	0.041
	Percent Female	2.29	0.91	4	2.51	0.063
Student	FRL	-5.77	1.90	932	-3.03	0.003
	ITBS Reading Total 06	0.75	0.03	932	26.90	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	5.14	0.030			
Student	Level 1	374.14				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J65</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 ITBS Comprehension Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	212.26	1.77	4	119.90	0.000
	<b>MCLA</b>	<b>-0.09</b>	<b>2.72</b>	<b>4</b>	<b>-0.03</b>	<b>0.976</b>
	Percent African American	-1.21	0.28	4	-4.27	0.018
	Percent Female	3.46	0.94	4	3.67	0.034
Student	FRL	-6.30	2.47	938	-2.54	0.011
	ELL	-9.40	4.61	938	-2.04	0.041
	ITBS Comprehension 06	0.68	0.03	938	21.79	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	3.64	0.035			
Student	Level 1	633.55				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J66</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 ITBS Vocabulary Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	215.70	1.51	4	143.20	0.000
	<b>MCLA</b>	<b>6.78</b>	<b>2.34</b>	<b>4</b>	<b>2.90</b>	<b>0.047</b>
	Percent African American	-0.40	0.21	4	-1.89	0.129
	Percent FRL	-0.95	0.44	4	-2.15	0.095
Student	Hispanic	9.95	3.77	949	2.64	0.009
	FRL	-5.32	2.18	949	-2.43	0.015
	ITBS Vocabulary 06	0.58	0.03	949	18.69	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	1.87	0.017			
Student	Level 1	501.78				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J67</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b>MCLA Long-Term Impact in Year 2 on 2008 TCAP Reading/LA Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	532.83	1.33	2	400.602	0.000
	<b>MCLA</b>	<b>-3.03</b>	<b>2.19</b>	<b>2</b>	<b>-1.38</b>	<b>0.300</b>
	Percent African American	-1.54	0.23	2	-6.72	0.000
	Percent Female	3.37	0.65	2	5.16	0.019
	Percent SPED	2.62	0.52	2	5.00	0.029
	Percent FRL	-2.89	0.68	2	-4.22	0.132
Student	African American	-9.32	3.93	1177	-2.38	0.018
	ELL	-9.47	4.54	1177	-2.08	0.037
	TCAP Reading 06	0.51	0.02	1177	28.98	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	0.10	0.66			
Student	Level 1	400.55				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J68</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 TCAP Mathematics Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	.48	1.96	4	274.09	0.000
	<b>MCLA</b>	<b>-8.76</b>	<b>3.01</b>	<b>4</b>	<b>-2.91</b>	<b>0.046</b>
	Percent African American	-1.26	0.32	4	-3.98	0.026
	Percent Female	3.36	1.08	4	3.12	0.042
Student	Gender	4.71	1.41	1179	3.35	0.001
	TCAP Math 06	0.69	0.02	1179	30.71	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	7.44	0.060			
Student	Level 1	584.27				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J69</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact in Year 2 on 2008 TCAP Science Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	189.53	1.13	4	167.37	0.000
	<b>MCLA</b>	<b>1.89</b>	<b>1.74</b>	<b>4</b>	<b>1.09</b>	<b>0.339</b>
	Percent Female	2.06	0.63	4	3.26	0.040
	Percent ELL	0.86	0.28	4	3.11	0.043
Student	Hispanic	5.40	3.19	1159	1.69	0.090
	ELL	-7.07	3.70	1159	-1.91	0.056
	TCAP Science 06	0.48	0.02	1159	19.77	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	2.33	0.044			
Student	Level 1	209.17				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

<b>Table J70</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining</b>						
<b>MCLA Long-Term Impact in Year 2 on 2008 TCAP Social Studies Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	195.19	0.89	3	220.55	0.000
	<b>MCLA</b>	<b>-5.12</b>	<b>1.37</b>	<b>3</b>	<b>-3.74</b>	<b>0.066</b>
	Percent African American	-2.24	0.70	3	-3.20	0.070
	Percent Female	1.27	0.50	3	2.55	0.075
	Percent ELL	-2.98	1.05	3	-2.83	0.067
Student	African American	-4.63	2.35	1150	-1.97	0.049
	ELL	-4.74	2.79	1150	-1.70	0.089
	TCAP Social Studies 06	0.34	0.02	1150	18.48	0.000
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Intercept	1.37	0.054			
Student	Level 1	129.95				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated using a model with no covariates. The variance components are based on the final model results displayed in the table.

**Appendix K**  
**Specification of the Multi-Level (Longitudinal) Regression Model Employed to**  
**Test the Long-Term Impact of the MCLA Intervention on Growth**  
**in Years 1 and 2**

A 3-level model was used to express the achievement of students in grades 7 and 8 in Year 2 as a function of the year in which their achievement was measured: 2006, 2007, or 2008; student-level covariates; whether or not their school was randomly assigned to MCLA; and other school-level covariates. This model is illustrated below for the analysis of growth in test scores over the first two years of the study. Level 1 contains two dummy variables, one coded to represent the growth in a student’s test score between baseline and the first year of participation and the other to represent the growth between the first and second year of participation.

$$Y_{ij} = \pi_{0ij} + \pi_{1ij}A_{1ij} + \pi_{2ij}A_{2ij} + e_{tij}, \quad [4-1]$$

where

$Y_{ij}$  is the test score (ITBS/TCAP) in Year  $t$  of participation in the study ( $t = 0$  for baseline test scores) for student  $i$  in school  $j$ ;

$A_{1ij}$  is an uncentered dummy variable coded 0 for baseline test scores (Fall/Spring 2006 for these students) and 1 for test scores after one and two years participation (Spring 2007 and 2008 for these students) for student  $i$  in school  $j$ ;

$A_{2ij}$  is an uncentered dummy variable coded 0 for baseline and first year test scores and 1 for second year test scores for student  $i$  in school  $j$ ;

$\pi_{0ij}$  is the baseline test score of student  $i$  in school  $j$ ;

$\pi_{1ij}$  is the growth in the test score from baseline to the first year for student  $i$  in school  $j$ ;

$\pi_{2ij}$  is the growth in the test score from the first to the second year for student  $i$  in school  $j$ ;  
and

$e_{tij}$  is the unique effect for year  $t$  for student  $i$  in school  $j$  and is  $\sim N(0, \sigma^2)$ .

The baseline test score of student  $i$  in school  $j$  is modeled as a function of the mean baseline test score of students in school  $j$ , the grade level of the student in Year 2, and other student-level covariates. The yearly growth in the test score of student  $i$  in school  $j$  is modeled as a function of the mean test score growth of students in school  $j$ :

$$\pi_{0ij} = \beta_{00j} + \sum_{m=1}^M \beta_{0m}X_{mij} + r_{0ij},$$

$$\pi_{1ij} = \beta_{10j} + r_{1ij},$$

$$\pi_{2ij} = \beta_{20j} + r_{2ij},$$

where

$X_{mij}$  are the  $m^{\text{th}}$  of  $M$  additional student-level covariates, that may be included in the model depending on whether they satisfy criteria for inclusion, including a dummy variable representing whether or not a student is in grade 8 during Year 2;

$\beta_{00j}$  is the adjusted mean baseline test score for students in school  $j$ ;  
 $\beta_{0m}$  is the coefficient for the  $m^{\text{th}}$  of  $M$  student-level covariates, including grade level, that may be included in the model depending on whether they satisfy criteria for inclusion;  
 $\beta_{10j}$  is the adjusted mean first year growth in test scores for students in school  $j$ ;  
 $\beta_{20j}$  is the adjusted mean second year growth in test scores for students in school  $j$ ; and  
 $r_{0ij}$ ,  $r_{1ij}$ , and  $r_{2ij}$  are the unique effects of student  $i$  in school  $j$  on baseline test scores and growth in the first and second years, respectively, and have a multivariate normal distribution with a mean of 0 and a covariance structure,  $\mathbf{T}_\pi$ .

Only the coefficients for the student-level covariates are assumed constant across schools. The adjusted mean baseline test score,  $\beta_{00j}$ , and the first and second year growth coefficients,  $\beta_{10j}$  and  $\beta_{20j}$ , in school  $j$  are modeled as a function of whether or not the school received MCLA, and  $\beta_{00j}$  is also modeled by other school-level covariates:

$$\begin{aligned}
 \beta_{00j} &= \gamma_{000} + \gamma_{001}W_{1j} + \sum_{p=1}^P \gamma_{00(p+1)}W_{(p+1)j} + u_{0j}, \\
 \beta_{10j} &= \gamma_{100} + \gamma_{101}W_{1j} + u_{10j}, \\
 \beta_{20j} &= \gamma_{200} + \gamma_{201}W_{1j} + u_{20j},
 \end{aligned}$$

where

$W_{1j}$  is an uncentered dummy variable coded 0 for MCLA control schools and 1 for MCLA treatment schools;  
 $W_{(p+1)j}$  is the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion;

$\gamma_{000}$  is the adjusted mean baseline test score for students in MCLA schools;  
 $\gamma_{001}$  is the adjusted mean difference in Spring test scores for students in MCLA and control schools;  
 $\gamma_{00(p+1)}$  is the coefficient for the  $p^{\text{th}}$  of  $P$  school-level covariates that may be included in the model depending on whether they satisfy criteria for inclusion;  
 $\gamma_{100}$  is the adjusted mean first year growth for students in MCLA schools;  
 $\gamma_{101}$  is the adjusted mean difference in first year growth for students in MCLA and control schools;  
 $\gamma_{200}$  is the adjusted mean second year growth for students in MCLA schools;  
 $\gamma_{201}$  is the adjusted mean difference in second year growth for students in MCLA and control schools; and

$u_{00j}$ ,  $u_{10j}$ , and  $u_{20j}$  are the unique effects of student  $i$  in school  $j$  on baseline test scores and growth in the first and second years, respectively, and have a multivariate normal distribution with a mean of 0 and a covariance structure,  $\mathbf{T}_\beta$ .

The null hypotheses of no MCLA treatment impact on yearly growth in test scores are  $H_0: \beta_{11} = 0$  and  $H_0: \beta_{21} = 0$  and are tested with a  $t$ -statistic.

**Appendix L**  
**Complete Results of Multi-Level Analyses of MCLA Long-Term Impact**  
**on Student Achievement Growth in Years 1 and 2**

<b>Table L1</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Total Reading Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	200.09	0.95	3	210.94	0.000
	<b>MCLA</b>	<b>-0.01</b>	<b>1.51</b>	<b>3</b>	<b>-0.92</b>	<b>0.426</b>
	Percent Female	1.17	0.44	3	2.67	0.070
	Percent ELL	0.72	0.16	3	4.33	0.036
	Percent FRL	-0.59	0.26	3	-2.29	0.095
Student	Grade 8 in Year 2	9.58	0.82	2350	11.52	0.000
	Gender	2.97	0.82	2350	3.60	0.001
	FRL	-3.36	1.31	2350	-2.55	0.011
	ELL	-16.90	2.21	2350	-7.63	0.000
Time	Growth – Baseline to Year 1	2.05	0.51	6178	4.00	0.000
	<b>MCLA</b>	<b>-0.12</b>	<b>0.76</b>	<b>6178</b>	<b>-0.16</b>	<b>0.877</b>
	Growth – Year 1 to Year 2	9.74	0.53	6178	18.52	0.000
	<b>MCLA</b>	<b>0.63</b>	<b>0.79</b>	<b>6178</b>	<b>0.80</b>	<b>0.424</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.00	0.009			
Student	Level 2	337.48				
Time	Level 1	147.13				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

<b>Table L2</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Comprehension Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	198.10	1.14	3	174.44	0.000
	<b>MCLA</b>	<b>-0.14</b>	<b>1.81</b>	<b>3</b>	<b>-0.08</b>	<b>0.942</b>
	Percent African American	1.39	52.12	3	2.69	0.070
	Percent ELL	0.83	19.89	3	4.18	0.045
	Percent FRL	-0.78	30.97	3	-2.53	0.076
Student	Grade 8 in Year 2	8.17	0.97	2349	8.41	0.000
	Gender	6.80	0.96	2349	7.06	0.000
	African American	-7.41	3.44	2349	-2.15	0.031
	FRL	-2.60	1.53	2349	-1.70	0.090
	ELL	-26.54	3.90	2349	-6.80	0.000
Time	Growth – Baseline to Year 1	0.69	0.68	6197	1.01	0.312
	<b>MCLA</b>	<b>0.59</b>	<b>1.01</b>	<b>6197</b>	<b>0.59</b>	<b>0.558</b>
	Growth – Year 1 to Year 2	10.01	0.70	6197	14.39	0.000
	<b>MCLA</b>	<b>-0.87</b>	<b>1.04</b>	<b>6197</b>	<b>-0.84</b>	<b>0.404</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.06	0.011			
Student	Level 2	437.41				
Time	Level 1	259.84				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L3**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Vocabulary Scores – Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	202.37	0.84	3	240.07	0.000
	<b>MCLA</b>	<b>-3.11</b>	<b>1.30</b>	<b>3</b>	<b>-2.39</b>	<b>0.086</b>
	Percent Female	1.03	0.38	3	2.70	0.069
	Percent SPED	-0.34	0.18	3	-1.85	0.157
	Percent ELL	0.40	0.19	3	2.08	0.120
Student	Grade 8 in Year 2	10.88	0.81	2351	13.33	0.000
	FRL	-4.19	1.29	2351	-3.26	0.002
	ELL	-13.60	2.18	2351	-6.24	0.000
Time	Growth – Baseline to Year 1	3.48	0.64	6225	5.41	0.000
	<b>MCLA</b>	<b>-0.85</b>	<b>0.96</b>	<b>6225</b>	<b>0.88</b>	<b>0.375</b>
	Growth – Year 1 to Year 2	9.15	0.66	6225	13.92	0.000
	<b>MCLA</b>	<b>2.02</b>	<b>0.98</b>	<b>6225</b>	<b>2.06</b>	<b>0.039</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.00	0.007			
Student	Level 2	289.45				
Time	Level 1	234.36				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L4**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Reading/LA Scores – Grades 7 and 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	501.56	1.37	4	366.02	0.000
	<b>MCLA</b>	<b>-5.01</b>	<b>2.12</b>	<b>4</b>	<b>-2.37</b>	<b>0.073</b>
	Percent Female	3.30	0.71	4	4.66	0.009
	Percent ELL	0.99	0.31	4	3.18	0.041
Student	Grade 8 in Year 2	10.94	1.06	2351	10.26	0.000
	Gender	7.52	1.05	2351	7.12	0.000
	ELL	-37.80	2.84	2351	-13.32	0.000
Time	Growth – Baseline to Year 1	12.08	0.73	6871	16.59	0.000
	<b>MCLA</b>	<b>1.10</b>	<b>1.08</b>	<b>6871</b>	<b>1.02</b>	<b>0.307</b>
	Growth – Year 1 to Year 2	11.83	0.72	6871	16.49	0.000
	<b>MCLA</b>	<b>-1.23</b>	<b>1.07</b>	<b>6871</b>	<b>-1.15</b>	<b>0.249</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	2.69	0.014			
Student	Level 2	542.44				
Time	Level 1	325.42				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L5**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Mathematics Scores – Grades 7 and 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	503.96	2.71	5	185.70	0.000
	<b>MCLA</b>	<b>-5.36</b>	<b>4.19</b>	<b>5</b>	<b>-1.28</b>	<b>0.257</b>
	Percent Female	2.27	1.38	5	1.64	0.162
Student	Grade 8 in Year 2	10.30	1.17	2350	8.81	0.000
	Gender	3.41	1.16	2350	2.93	0.004
	African American	-11.84	4.05	2350	-2.92	0.004
	ELL	-34.39	4.64	2350	-7.42	0.000
Time	Growth – Baseline to Year 1	16.63	0.75	6872	22.22	0.000
	<b>MCLA</b>	<b>-5.29</b>	<b>1.11</b>	<b>6872</b>	<b>-4.78</b>	<b>0.000</b>
	Growth – Year 1 to Year 2	13.50	0.74	6872	18.34	0.000
	<b>MCLA</b>	<b>-2.44</b>	<b>1.09</b>	<b>6872</b>	<b>-2.22</b>	<b>0.026</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	20.12	0.030			
Student	Level 2	669.77				
Time	Level 1	342.94				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L6**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Science Scores – Grades 7 and 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	190.11	0.61	5	310.20	0.000
	<b>MCLA</b>	<b>0.37</b>	<b>0.94</b>	<b>5</b>	<b>0.40</b>	<b>0.708</b>
	Percent Female	0.36	0.26	5	3.43	0.024
Student	Grade 8 in Year 2	-2.95	0.56	2349	-5.27	0.000
	Gender	-1.08	0.57	2349	-1.94	0.052
	Hispanic	5.31	2.11	2349	2.53	0.012
	FRL	-1.52	0.89	2349	-1.70	0.089
	ELL	-16.28	2.39	2349	-6.80	0.000
Time	Growth – Baseline to Year 1	3.25	0.50	6790	6.54	0.000
	<b>MCLA</b>	<b>-2.12</b>	<b>0.73</b>	<b>6790</b>	<b>-2.911</b>	<b>0.004</b>
	Growth – Year 1 to Year 2	-1.81	0.49	6790	-3.71	0.000
	<b>MCLA</b>	<b>2.16</b>	<b>0.72</b>	<b>6790</b>	<b>2.99</b>	<b>0.003</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.28	0.009			
Student	Level 2	130.27				
Time	Level 1	146.67				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

<b>Table L7</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Social Studies Scores – Grades 7 and 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	194.55	1.22	6	158.91	0.000
	<b>MCLA</b>	<b>-0.90</b>	<b>1.74</b>	<b>6</b>	<b>-0.52</b>	<b>0.621</b>
Student	Grade 8 in Year 2	-1.80	0.50	2349	-3.58	0.001
	Gender	1.04	0.50	2349	2.09	0.037
	African American	-6.73	1.79	2349	-3.76	0.000
	FRL	-1.19	0.79	2349	-1.50	0.133
	ELL	-17.13	2.07	2349	-8.29	0.000
Time	Growth – Baseline to Year 1	-0.80	0.46	6776	-1.74	0.082
	<b>MCLA</b>	<b>-1.18</b>	<b>0.68</b>	<b>6776</b>	<b>-1.75</b>	<b>0.079</b>
	Growth – Year 1 to Year 2	0.13	0.45	6776	0.29	0.774
	<b>MCLA</b>	<b>-1.35</b>	<b>0.67</b>	<b>6776</b>	<b>2.02</b>	<b>0.043</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	5.20	0.028			
Student	Level 2	99.98				
Time	Level 1	125.73				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L8**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Total Reading Scores – Struggling Readers**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	186.79	0.92	4	203.14	0.000
	<b>MCLA</b>	<b>-0.87</b>	<b>1.38</b>	<b>4</b>	<b>-0.63</b>	<b>0.561</b>
	Percent ELL	0.27	0.16	4	1.68	0.167
	Percent FRL	-0.56	0.22	4	-2.55	0.061
Student	Grade 8 in Year 2	8.11	0.89	779	9.15	0.000
	African American	-5.84	3.27	779	-1.78	0.074
	ELL	-9.18	3.26	799	-2.82	0.005
Time	Growth – Baseline to Year 1	0.99	0.83	2071	1.20	0.232
	<b>MCLA</b>	<b>1.42</b>	<b>1.21</b>	<b>2071</b>	<b>1.76</b>	<b>0.241</b>
	Growth – Year 1 to Year 2	9.54	0.87	2071	10.99	0.000
	<b>MCLA</b>	<b>-0.20</b>	<b>1.27</b>	<b>2071</b>	<b>-0.16</b>	<b>0.876</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.00	0.000			
Student	Level 2	100.04				
Time	Level 1	128.69				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

<b>Table L9</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Comprehension Scores – Struggling Readers</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	182.39	1.10	3	165.59	0.000
	<b>MCLA</b>	<b>1.60</b>	<b>1.66</b>	<b>3</b>	<b>0.97</b>	<b>0.405</b>
	Percent SPED	0.78	.40	3	1.93	0.143
	Percent ELL	0.68	.28	3	2.41	0.084
	Percent FRL	-1.33	.48	3	-2.74	0.068
Student	Grade 8 in Year 2	6.23	1.01	778	6.16	0.000
	Gender	2.79	1.01	778	2.77	0.006
	African American	-7.55	3.76	778	-2.01	0.044
	ELL	-11.96	3.73	778	-3.20	0.002
Time	Growth – Baseline to Year 1	-0.15	1.06	2079	-0.14	0.890
	<b>MCLA</b>	<b>1.39</b>	<b>1.56</b>	<b>2079</b>	<b>0.89</b>	<b>0.373</b>
	Growth – Year 1 to Year 2	9.32	1.11	2079	8.38	0.000
	<b>MCLA</b>	<b>-0.06</b>	<b>1.63</b>	<b>2079</b>	<b>-0.04</b>	<b>0.969</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.00	0.000			
Student	Level 2	112.26				
Time	Level 1	214.14				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L10**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Vocabulary Scores – Struggling Readers**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	189.63	1.34	3	141.83	0.000
	<b>MCLA</b>	<b>-0.16</b>	<b>2.30</b>	<b>3</b>	<b>-0.07</b>	<b>0.950</b>
	Percent ELL	-0.76	0.35	3	2.12	0.115
	Percent FRL	-0.85	0.30	3	-2.80	0.067
	Enrollment	-0.01	0.00	3	-1.65	0.195
Student	Grade 8 in Year 2	10.02	1.04	778	9.62	0.000
	Gender	-1.50	1.04	778	1.44	0.149
	Hispanic	5.87	4.01	778	1.46	0.143
	ELL	-8.03	3.94	778	-2.04	0.041
Time	Growth – Baseline to Year 1	2.29	1.16	2091	1.97	0.048
	<b>MCLA</b>	<b>1.57</b>	<b>1.70</b>	<b>2091</b>	<b>0.92</b>	<b>0.355</b>
	Growth – Year 1 to Year 2	9.28	1.21	2091	7.65	0.000
	<b>MCLA</b>	<b>-0.67</b>	<b>1.77</b>	<b>2091</b>	<b>-0.38</b>	<b>0.707</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.01	0.007			
Student	Level 2	109.59				
Time	Level 1	257.47				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L11**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Reading/LA Scores – Struggling Readers**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	475.07	1.41	5	336.96	0.000
	<b>MCLA</b>	<b>-6.30</b>	<b>2.16</b>	<b>5</b>	<b>-2.92</b>	<b>0.035</b>
	Percent Female	2.61	52.47	5	4.98	0.002
Student	Grade 8 in Year 2	10.20	1.39	777	7.34	0.000
	Gender	4.37	1.39	777	3.14	0.002
	African American	-37.20	19.30	777	-1.93	0.054
	Hispanic	-32.19	19.96	777	-1.61	0.107
	ELL	-21.25	5.18	777	-4.10	0.000
Time	Growth – Baseline to Year 1	19.71	1.50	2315	13.09	0.000
	<b>MCLA</b>	<b>3.73</b>	<b>2.21</b>	<b>2315</b>	<b>1.69</b>	<b>0.091</b>
	Growth – Year 1 to Year 2	14.30	1.52	2315	9.43	0.000
	<b>MCLA</b>	<b>-3.50</b>	<b>2.23</b>	<b>2315</b>	<b>-1.57</b>	<b>0.116</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.02	0.014			
Student	Level 2	211.61				
Time	Level 1	474.25				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

<b>Table L12</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Mathematics Scores – Struggling Readers</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	486.45	1.69	4	287.71	0.000
	<b>MCLA</b>	<b>-2.66</b>	<b>2.50</b>	<b>4</b>	<b>-1.06</b>	<b>0.348</b>
	Percent African American	1.01	24.84	4	4.08	0.023
	Percent SPED	-0.89	38.55	4	-2.33	0.076
Student	Grade 8 in Year 2	9.37	1.75	778	5.35	0.000
	African American	-68.38	24.35	778	-2.81	0.006
	Hispanic	-50.66	25.17	778	-2.01	0.044
	ELL	-24.13	6.52	778	-3.70	0.000
Time	Growth – Baseline to Year 1	15.92	1.47	2314	10.84	0.000
	<b>MCLA</b>	<b>-3.72</b>	<b>2.16</b>	<b>2314</b>	<b>-1.72</b>	<b>0.085</b>
	Growth – Year 1 to Year 2	14.55	1.47	2314	9.85	0.000
	<b>MCLA</b>	<b>-4.20</b>	<b>2.17</b>	<b>2314</b>	<b>-1.94</b>	<b>0.053</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.24	0.020			
Student	Level 2	439.36				
Time	Level 1	450.29				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L13**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Science Scores – Struggling Readers**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	180.75	0.90	5	201.26	0.000
	<b>MCLA</b>	<b>0.19</b>	<b>1.35</b>	<b>5</b>	<b>0.15</b>	<b>0.891</b>
	Percent Female	0.82	0.32	5	2.56	0.050
Student	Grade 8 in Year 2	-3.57	0.86	779	-4.17	0.000
	Gender	-2.27	0.86	779	-2.65	0.009
	ELL	-6.36	1.74	779	-3.67	0.000
Time	Growth – Baseline to Year 1	6.05	1.01	2266	5.99	0.000
	<b>MCLA</b>	<b>-2.00</b>	<b>1.46</b>	<b>2266</b>	<b>-1.37</b>	<b>0.172</b>
	Growth – Year 1 to Year 2	-3.04	1.01	2266	-3.02	0.003
	<b>MCLA</b>	<b>2.04</b>	<b>1.46</b>	<b>2266</b>	<b>1.39</b>	<b>0.164</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.01	0.007			
Student	Level 2	72.00				
Time	Level 1	200.32				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L14**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Social Studies Scores – Struggling Readers**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	187.15	0.86	4	216.85	0.000
	<b>MCLA</b>	<b>-2.76</b>	<b>1.29</b>	<b>4</b>	<b>-2.14</b>	<b>0.095</b>
	Percent African American	-0.99	0.49	4	-2.02	0.111
	Percent ELL	-2.16	0.71	4	-3.02	0.044
Student	Grade 8 in Year 2	-2.38	0.79	779	-3.02	0.003
	African American	-10.51	2.99	779	-3.51	0.001
	ELL	-12.07	3.02	779	-4.00	0.000
Time	Growth – Baseline to Year 1	1.14	1.00	2257	1.14	0.257
	<b>MCLA</b>	<b>-1.20</b>	<b>1.45</b>	<b>2257</b>	<b>-0.83</b>	<b>0.409</b>
	Growth – Year 1 to Year 2	0.56	1.00	2257	0.56	0.574
	<b>MCLA</b>	<b>-2.53</b>	<b>1.46</b>	<b>2257</b>	<b>-1.73</b>	<b>0.083</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.01	0.020			
Student	Level 2	50.26				
Time	Level 1	198.28				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L15**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Total Reading Scores – Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	195.56	1.19	4	164.81	0.000
	<b>MCLA</b>	<b>-1.66</b>	<b>1.84</b>	<b>4</b>	<b>-0.90</b>	<b>0.418</b>
	Percent Female	1.56	56.16	4	2.79	0.050
	Percent ELL	0.87	26.21	4	3.33	0.039
Student	Gender	1.96	1.14	1078	1.72	0.085
	FRL	-4.24	1.90	1078	-2.23	0.026
	ELL	-17.43	3.24	1078	-5.38	0.000
Time	Growth – Baseline to Year 1	1.07	0.68	2865	1.59	0.113
	<b>MCLA</b>	<b>1.42</b>	<b>1.02</b>	<b>2865</b>	<b>1.40</b>	<b>0.163</b>
	Growth – Year 1 to Year 2	12.19	0.69	2865	17.61	0.000
	<b>MCLA</b>	<b>-3.08</b>	<b>1.05</b>	<b>2865</b>	<b>-2.92</b>	<b>0.004</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.83	0.016			
Student	Level 2	300.16				
Time	Level 1	122.20				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L16**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Comprehension Scores – Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	195.13	1.35	4	143.94	0.000
	<b>MCLA</b>	<b>-0.87</b>	<b>2.10</b>	<b>4</b>	<b>-0.42</b>	<b>0.699</b>
	Percent Female	1.88	0.61	4	3.05	0.043
	Percent ELL	0.98	0.29	4	3.36	0.039
Student	Gender	6.26	1.34	1078	4.69	0.000
	FRL	-4.81	2.22	1078	-2.17	0.030
	ELL	-18.74	3.81	1078	-4.93	0.000
Time	Growth – Baseline to Year 1	-2.25	0.88	2871	-2.54	0.011
	<b>MCLA</b>	<b>3.89</b>	<b>1.33</b>	<b>2871</b>	<b>2.93</b>	<b>0.004</b>
	Growth – Year 1 to Year 2	14.09	0.90	2871	15.61	0.000
	<b>MCLA</b>	<b>-6.00</b>	<b>1.38</b>	<b>2871</b>	<b>-4.37</b>	<b>0.000</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.69	0.016			
Student	Level 2	395.34				
Time	Level 1	209.17				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L17**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Vocabulary Scores – Grade 7**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	197.41	1.33	3	148.65	0.000
	<b>MCLA</b>	<b>-4.92</b>	<b>2.11</b>	<b>3</b>	<b>-2.33</b>	<b>0.091</b>
	Percent Female	2.01	0.61	3	3.30	0.071
	Percent ELL	0.85	0.21	3	3.66	0.068
	Percent FRL	0.81	0.31	3	2.173	0.109
Student	Gender	-2.37	1.13	1078	-2.10	0.036
	FRL	-3.82	1.88	1078	-2.04	0.042
	ELL	-15.72	3.22	1078	-4.88	0.000
Time	Growth – Baseline to Year 1	4.51	0.86	2880	5.23	0.000
	<b>MCLA</b>	<b>-1.25</b>	<b>1.30</b>	<b>2880</b>	<b>-0.96</b>	<b>0.336</b>
	Growth – Year 1 to Year 2	10.04	0.88	2880	11.41	0.000
	<b>MCLA</b>	<b>-0.16</b>	<b>1.34</b>	<b>2880</b>	<b>-0.12</b>	<b>0.907</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.05	0.016			
Student	Level 2	263.62				
Time	Level 1	200.69				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

<b>Table L18</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Reading/LA Scores – Grade 7</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	499.14	1.80	2	277.84	0.000
	<b>MCLA</b>	<b>-6.36</b>	<b>2.89</b>	<b>2</b>	<b>-2.20</b>	<b>0.117</b>
	Percent African American	2.83	0.98	2	2.87	0.105
	Percent Female	4.51	0.82	2	5.50	0.007
	Percent ELL	5.36	1.48	2	3.60	0.193
	Percent FRL	1.01	0.50	2	2.00	0.154
Student	Gender	7.57	1.53	1078	4.97	0.000
	FRL	-3.52	2.56	1078	-1.38	0.170
	ELL	-38.75	4.30	1078	-9.01	0.000
Time	Growth – Baseline to Year 1	11.46	1.05	3137	10.94	0.000
	<b>MCLA</b>	<b>2.37</b>	<b>1.58</b>	<b>3137</b>	<b>1.50</b>	<b>0.133</b>
	Growth – Year 1 to Year 2	7.65	1.03	3137	7.45	0.000
	<b>MCLA</b>	<b>-2.38</b>	<b>1.56</b>	<b>3137</b>	<b>-1.53</b>	<b>0.126</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.02	0.026			
Student	Level 2	517.11				
Time	Level 1	315.37				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with  $p < 0.2$ .

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L19  
Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term  
Impact on Year 1 and 2 Growth in TCAP Mathematics Scores – Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	497.83	2.83	6	175.70	0.000
	<b>MCLA</b>	<b>-1.75</b>	<b>4.07</b>	<b>6</b>	<b>-0.43</b>	<b>0.682</b>
Student	Gender	2.58	1.66	1077	1.56	0.120
	African American	-47.21	27.12	1077	-1.74	0.082
	Hispanic	-36.33	27.93	1077	-1.30	0.194
	ELL	-35.09	7.73	1077	-4.54	0.000
Time	Growth – Baseline to Year 1	13.33	1.10	3139	12.15	0.000
	<b>MCLA</b>	<b>0.32</b>	<b>1.65</b>	<b>3139</b>	<b>0.19</b>	<b>0.847</b>
	Growth – Year 1 to Year 2	16.13	1.07	3139	15.05	0.000
	<b>MCLA</b>	<b>-8.00</b>	<b>1.63</b>	<b>3139</b>	<b>-4.92</b>	<b>0.000</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	24.93	0.027			
Student	Level 2	616.94				
Time	Level 1	345.00				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L20**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Science Scores – Grade 7**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	193.93	0.92	2	210.85	0.000
	<b>MCLA</b>	<b>-2.58</b>	<b>1.47</b>	<b>2</b>	<b>-1.75</b>	<b>0.208</b>
	Percent African American	0.99	0.49	2	2.03	0.148
	Percent Female	1.62	0.41	2	3.97	0.170
	Percent ELL	1.50	0.74	2	2.02	0.149
	Percent FRL	0.73	0.25	2	2.91	0.111
Student	Gender	-1.33	0.76	1079	1.76	0.078
	ELL	-12.33	2.25	1079	-5.49	0.000
Time	Growth – Baseline to Year 1	2.78	0.65	3100	4.26	0.000
	<b>MCLA</b>	<b>-1.57</b>	<b>0.97</b>	<b>3100</b>	<b>-1.61</b>	<b>0.107</b>
	Growth – Year 1 to Year 2	-1.36	0.64	3100	-2.13	0.033
	<b>MCLA</b>	<b>0.30</b>	<b>0.96</b>	<b>3100</b>	<b>0.31</b>	<b>0.755</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.00	0.016			
Student	Level 2	118.56				
Time	Level 1	118.98				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L21**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Social Studies Scores – Grade 7**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	199.7	1.16	4	172.36	0.000
	<b>MCLA</b>	<b>-5.27</b>	<b>1.91</b>	<b>4</b>	<b>-2.76</b>	<b>0.051</b>
	Percent Female	1.49	0.52	4	2.84	0.048
	Percent FRL	1.02	0.32	4	3.14	0.042
Student	Gender	1.09	0.70	1079	1.56	0.119
	ELL	-12.93	2.07	1079	-6.24	0.000
Time	Growth – Baseline to Year 1	-3.39	0.63	3098	-5.38	0.000
	<b>MCLA</b>	<b>1.12</b>	<b>0.94</b>	<b>3098</b>	<b>1.19</b>	<b>0.234</b>
	Growth – Year 1 to Year 2	0.11	0.62	3098	0.17	0.864
	<b>MCLA</b>	<b>-4.57</b>	<b>0.93</b>	<b>3098</b>	<b>-4.92</b>	<b>0.000</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	1.46	0.031			
Student	Level 2	91.27				
Time	Level 1	111.05				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L22**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Total Reading Scores – Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	202.57	1.12	4	180.21	0.000
	<b>MCLA</b>	<b>2.02</b>	<b>1.74</b>	<b>4</b>	<b>1.16</b>	<b>0.312</b>
	Percent African American	-0.39	0.14	4	-2.68	0.054
	Percent FRL	-1.68	0.31	4	-5.49	0.001
Student	Gender	3.33	1.18	1249	2.81	0.005
	FRL	-2.86	1.83	1249	-1.57	0.117
	ELL	-16.66	3.02	1249	-5.51	0.000
Time	Growth – Baseline to Year 1	2.97	0.76	3254	3.88	0.000
	<b>MCLA</b>	<b>-1.40</b>	<b>1.13</b>	<b>3254</b>	<b>-1.24</b>	<b>0.215</b>
	Growth – Year 1 to Year 2	7.50	0.78	3254	9.58	0.000
	<b>MCLA</b>	<b>4.03</b>	<b>1.16</b>	<b>3254</b>	<b>3.47</b>	<b>0.001</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.01	0.020			
Student	Level 2	364.16				
Time	Level 1	168.60				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

<b>Table L23</b>						
<b>Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Comprehension Scores – Grade 8</b>						
<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	199.10	1.32	3	147.34	0.000
	<b>MCLA</b>	<b>4.08</b>	<b>2.11</b>	<b>3</b>	<b>1.94</b>	<b>0.142</b>
	Percent African American	-0.83	0.26	3	-3.14	0.069
	Percent SPED	1.09	0.59	3	1.84	0.158
	Percent FRL	-2.94	0.70	3	-4.24	0.041
Student	Gender	6.62	1.39	1249	4.77	0.000
	African American	-7.53	4.56	1249	-1.65	0.099
	ELL	-27.66	5.08	1249	-5.44	0.000
Time	Growth – Baseline to Year 1	3.49	1.02	3267	3.42	0.001
	<b>MCLA</b>	<b>-2.42</b>	<b>1.51</b>	<b>3267</b>	<b>-1.61</b>	<b>0.108</b>
	Growth – Year 1 to Year 2	6.27	1.04	3267	6.02	0.000
	<b>MCLA</b>	<b>3.88</b>	<b>1.54</b>	<b>3267</b>	<b>2.52</b>	<b>0.012</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.00	0.019			
Student	Level 2	469.50				
Time	Level 1	301.80				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L24  
Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in ITBS Vocabulary Scores – Grade 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	205.91	1.14	4	180.39	0.000
	<b>MCLA</b>	<b>0.50</b>	<b>1.76</b>	<b>4</b>	<b>0.28</b>	<b>0.790</b>
	Percent African American	-0.26	0.14	4	-1.84	0.137
	Percent FRL	-1.47	0.30	4	-4.95	0.004
Student	Hispanic	5.80	4.07	1249	1.42	0.154
	FRL	-4.96	1.77	1249	-2.81	0.006
	ELL	-16.58	4.39	1249	-3.76	0.000
Time	Growth – Baseline to Year 1	2.44	0.95	3284	2.57	0.010
	<b>MCLA</b>	<b>-0.23</b>	<b>1.40</b>	<b>3284</b>	<b>-0.16</b>	<b>0.872</b>
	Growth – Year 1 to Year 2	8.36	0.97	3284	8.63	0.000
	<b>MCLA</b>	<b>3.90</b>	<b>1.43</b>	<b>3284</b>	<b>2.72</b>	<b>0.007</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.00	0.014			
Student	Level 2	303.16				
Time	Level 1	264.34				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L25  
Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term  
Impact on Year 1 and 2 Growth in TCAP Reading/LA Scores – Grade 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	503.04	1.69	3	297.55	0.000
	<b>MCLA</b>	<b>-1.00</b>	<b>2.71</b>	<b>3</b>	<b>-0.37</b>	<b>0.767</b>
	Percent African American	-0.64	19.85	3	-3.26	0.070
	Percent Female	2.48	77.17	3	3.22	0.070
	Percent FRL	-0.94	45.56	3	-2.07	0.124
Student	Gender	6.92	1.45	1250	4.76	0.000
	ELL	-38.14	3.74	1250	-10.19	0.000
Time	Growth – Baseline to Year 1	12.89	0.98	3664	13.15	0.000
	<b>MCLA</b>	<b>-0.46</b>	<b>1.44</b>	<b>3664</b>	<b>-0.32</b>	<b>0.749</b>
	Growth – Year 1 to Year 2	15.76	0.97	3664	16.28	0.000
	<b>MCLA</b>	<b>-1.06</b>	<b>1.42</b>	<b>3664</b>	<b>-0.74</b>	<b>0.456</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	0.02	0.019			
Student	Level 2	552.71				
Time	Level 1	310.42				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L26**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Mathematics Scores – Grade 8**

<b>Fixed Effects</b>						
<b>Level</b>	<b>Effect</b>	<b>Estimate</b>	<b>St Error</b>	<b>DF</b>	<b>t-value</b>	<b>Pr &gt;  t </b>
School	Intercept	505.83	2.53	4	200.19	0.000
	<b>MCLA</b>	<b>-1.05</b>	<b>3.96</b>	<b>4</b>	<b>-0.27</b>	<b>0.804</b>
	Percent Female	2.51	1.15	4	2.17	0.093
	Percent SPED	-1.44	51.47	4	-2.79	0.050
Student	Gender	3.44	1.62	1249	2.12	0.034
	Hispanic	12.76	5.64	1249	2.26	0.024
	ELL	-35.64	6.16	1249	-5.79	0.000
Time	Growth – Baseline to Year 1	19.91	1.02	3666	19.54	0.000
	<b>MCLA</b>	<b>-10.32</b>	<b>1.49</b>	<b>3666</b>	<b>-6.90</b>	<b>0.000</b>
	Growth – Year 1 to Year 2	11.02	1.01	3666	10.95	0.000
	<b>MCLA</b>	<b>2.30</b>	<b>1.48</b>	<b>3666</b>	<b>1.55</b>	<b>0.120</b>
<b>Random Effects</b>						
<b>Level</b>	<b>Variance Components</b>	<b>Variance</b>	<b>ICC <sup>b</sup></b>			
School	Level 3	10.84	0.041			
Student	Level 2	700.12				
Time	Level 1	335.42				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L27**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Science Scores – Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	187.03	0.86	4	216.61	0.000
	<b>MCLA</b>	<b>3.12</b>	<b>1.31</b>	<b>4</b>	<b>2.38</b>	<b>0.073</b>
	Percent Female	1.09	0.31	4	3.49	0.037
	Percent SPED	-0.63	0.16	4	-3.95	0.027
Student	Gender	1.03	0.80	1249	-1.29	0.196
	FRL	-1.69	1.24	1249	-1.367	0.173
	ELL	-12.13	2.13	1249	-5.70	0.000
Time	Growth – Baseline to Year 1	3.53	0.72	3622	4.87	0.000
	<b>MCLA</b>	<b>-2.60</b>	<b>1.05</b>	<b>3622</b>	<b>-2.46</b>	<b>0.014</b>
	Growth – Year 1 to Year 2	-2.20	0.71	3622	-3.08	0.003
	<b>MCLA</b>	<b>3.48</b>	<b>1.04</b>	<b>3622</b>	<b>3.33</b>	<b>0.001</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	0.00	0.020			
Student	Level 2	139.40				
Time	Level 1	164.72				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.

**Table L28**  
**Final Model <sup>a</sup> for Estimating Fixed and Random Effects for Determining MCLA Long-Term Impact on Year 1 and 2 Growth in TCAP Social Studies Scores – Grade 8**

Fixed Effects						
Level	Effect	Estimate	St Error	DF	t-value	Pr >  t
School	Intercept	193.39	1.07	4	180.28	0.000
	<b>MCLA</b>	<b>-3.17</b>	<b>1.62</b>	<b>4</b>	<b>-1.95</b>	<b>0.120</b>
	Percent African American	-2.32	0.83	4	-2.81	0.049
	Percent ELL	-3.78	1.22	4	-3.09	0.043
Student	African American	-5.84	2.27	1250	-2.57	0.011
	ELL	-15.54	2.61	1250	-5.95	0.000
Time	Growth – Baseline to Year 1	1.66	0.65	3613	2.57	0.011
	<b>MCLA</b>	<b>-3.24</b>	<b>0.94</b>	<b>3613</b>	<b>-3.44</b>	<b>0.001</b>
	Growth – Year 1 to Year 2	0.10	0.64	3613	0.15	0.878
	<b>MCLA</b>	<b>1.07</b>	<b>0.93</b>	<b>3613</b>	<b>1.15</b>	<b>0.251</b>
Random Effects						
Level	Variance Components	Variance	ICC <sup>b</sup>			
School	Level 3	2.29	0.036			
Student	Level 2	103.82				
Time	Level 1	130.39				

<sup>a</sup> Final model includes the treatment effect of MCLA and all covariates with p<0.2.

<sup>b</sup> The interclass correlation coefficient was calculated for between-school (level 3) variance only, using a model with no covariates. In this longitudinal growth model, the between-student (level 2) variance may be presumed substantial. The variance components are based on the final model results displayed in the table.