



# Meets ESSA “DEMONSTRATES A RATIONALE” Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

## PROGRAM OVERVIEW

HMH Into Reading® is a K–6 comprehensive literacy curriculum designed to improve literacy through student self-actualized learning. With a focus on supporting all learners, the curriculum is differentiated by design and aims to foster a culture of learning in the classroom and growth mindset in students so they can become independent learners.

HMH Into Reading includes whole-group and small-group instruction, as well as individual and collaborative print and digital learning activities. Integrated assessments and reports allow teachers to constantly be aware of student ability and progress so they can respond appropriately. Teachers are provided additional instructional materials to support English learners and students with disabilities.



DISTRICT: One school district in the western U.S.  
STUDY YEAR: 2019–2020  
STUDY CONDUCTED BY: Cobblestone Applied Research & Evaluation, Inc.

## EVIDENCE CRITERIA

Provides a well-specified logic model informed by research or evaluation

## STUDY EVIDENCE & HIGHLIGHTS

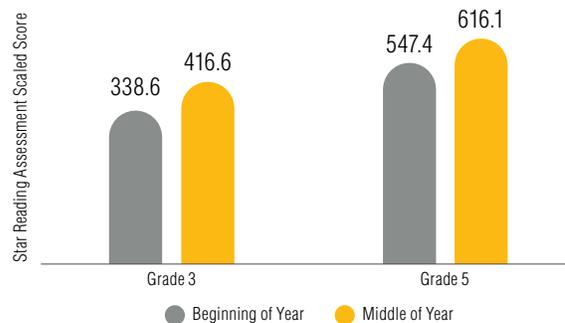
This early outcomes implementation research study provides initial evidence of the effectiveness of *HMH Into Reading*. Participants included 387 students and 20 teachers in Grades 3 and 5.

Even though the study was terminated in the middle of March 2020 due to the global pandemic, this early outcomes research provides initial evidence of the effectiveness of *HMH Into Reading*. Over the next several years, HMH will examine the efficacy of *HMH Into Reading* in various settings and with various student populations with a focus on conducting research that moves from promising to strong ESSA evidence.

Relevant research or an evaluation that suggests that the intervention is likely to improve student outcomes or other relevant outcomes; an effort to study the effects is underway at the higher evidence levels

Statistical analyses indicated that students made significant growth from the beginning of the year to the middle of the year as measured by the Renaissance® Star Reading Assessment. Student achievement gains occurred across all participating grades and subgroups, regardless of gender, ethnicity, special education status, English language status, or gifted/talented status

Star Reading Assessment Performance from Beginning of Year to Middle of Year by Grade Level



Note: Grade 3 (n=180) and Grade 5 (n=207) students' Star Reading Assessment scaled scores increased significantly from the beginning of the year to the middle of the year.

To learn more about the research behind *HMH Into Reading*, visit [hmhco.com/intoreading](http://hmhco.com/intoreading)

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