

Escalate English

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

Escalate English © 2017 is a language development program for Grades 4–8 designed to help students realize their potential by rapidly increasing their language proficiency and mastery of academic English. Created specifically for students who are—or are at risk of becoming—long-term English learners, *Escalate English*® provides language-rich, intellectually challenging experiences to motivate students and accelerate their growth.

**DEMONSTRATES
A RATIONALE**
ESSA EVIDENCE
RATING



STUDY LOCATION: Seven middle schools in Colorado, South Carolina, and Texas
STUDY YEAR: 2016–2017
STUDY CONDUCTED BY: Educational Research Institute of America (ERIA)

EVIDENCE CRITERIA

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

STUDY EVIDENCE & HIGHLIGHTS

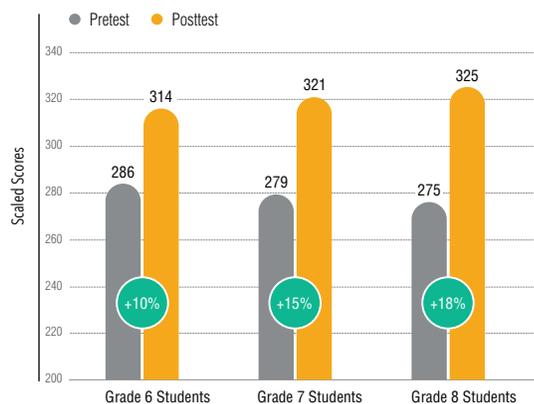
Escalate English was designed to accelerate the development of students’ proficiencies across the language processes—listening, speaking, reading, writing, and viewing—that are necessary for academic success. The program was built on rigorous language development standards to ensure that students are equipped with the language necessary to achieve grade-level success. To meet long-term English learners’ needs and to support students in various districts and unique settings, the program is flexible, providing up to 60 minutes of instruction that can be incorporated into several different instructional models.

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

Third-party research firm ERIA performed a full-year pretest/posttest study of *Escalate English*. Students in *Escalate English* classrooms used the program as the core English language development program over the course of the entire school year. On average, teachers used the program for three sessions a week with each session lasting about 35 minutes.

Students were administered a test created by ERIA to assess the skills expected to be covered in the *Escalate English* program over the course of the year. Only students who completed both the pretest and posttest were included in the analyses, resulting in a final analytic sample of nine teachers and 184 students at Grades 6, 7, and 8.

Statistical analyses indicated that *Escalate English* students made significant ($p < .05$) progress from pretest to posttest over the duration of the study. ERIA concluded that these findings suggest that exposure to the program was associated with student improvement in English language achievement.



To learn more about the research behind *Escalate English*, visit hmhco.com/escalateenglish

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