



Meets ESSA "PROMISING" 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

ACCESS Newcomers is an innovative standards- and content-based program for recent immigrants (newcomers) that begins to build oral language fluency, academic vocabulary, and learning skills in all subject areas—English, mathematics, American history, and science. *ACCESS Newcomers* is ideal for one-on-one, small-group, and whole-class instruction, and it allows teachers to differentiate instruction for students depending on their specific needs and level of English language proficiency.

PROMISING
ESSA EVIDENCE
RATING



DISTRICT: Orange County Public Schools, Orlando, Florida
STUDY YEAR: 2006–2007
STUDY CONDUCTED BY: RMC Research

EVIDENCE CRITERIA

Correlational study with statistical controls for selection bias

Shows statistically significant & positive effects

STUDY EVIDENCE & HIGHLIGHTS

An experimental RCT study in Orange County Public Schools, Orlando, Florida, where English-language middle school teachers were randomly assigned to either use *ACCESS* (treatment group) or continue "business as usual" instruction (control group).

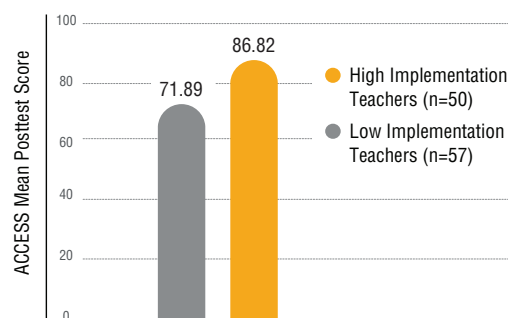
ANALYTIC SAMPLE:

- 11 middle schools
- Grades 6–8
- 20 English-language teachers
- 254 participating students

- Home Language: 73% Spanish, 19% Haitian Creole, 8% Other
- 4% Students with disabilities
- 63% Free/reduced-price lunch

Both groups used the district's adopted curriculum series. Treatment teachers agreed to use *ACCESS Newcomers* during the additional 45–60 minute reading period for newcomers called Developmental Language Arts class. *ACCESS* teachers attended an initial half-day training and a full-day follow-up professional learning day.

Results indicate that the degree of implementation was associated with student gains on the *ACCESS* posttest. Students of high implementing teachers (40 minutes or more of *ACCESS* instruction per day) performed significantly better than students of low implementing teachers at posttest after pretest differences had been controlled for, $F(1, 106) = 21.94, p < .000$. Results were analyzed using matched pretest/posttest scores. To control for the pretest difference in the two groups, an analysis of covariance was conducted.



To learn more about the research behind *ACCESS*, visit hmhco.com/access

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