

Meets ESSA "MODERATE" 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

On Our Way to English® (OWE) Grades K–5 is a comprehensive English language development solution that brings domain-based instruction to every language learner through best practices and instruction that is driven by the latest English language development standards. *On Our Way to English* is designed to increase student achievement, improve instruction, support standard requirements, and increase student engagement.

MODERATE
ESSA EVIDENCE
RATING



STUDY LOCATION: California and Texas

STUDY YEAR: 2003–2004

STUDY CONDUCTED BY: Emperical Education, Inc.

EVIDENCE CRITERIA

Well-designed & well-implemented quasi-experimental design study (QED)

STUDY EVIDENCE & HIGHLIGHTS

An experimental RCT study, where teachers were randomly assigned to use either *On Our Way to English* (treatment group) or continue with their "business as usual" instruction (control group) over the course of one academic year.

Grades 2 and 4 treatment teachers implemented *On Our Way to English* for one school year, and teachers received a one-day in-service professional development training session at the beginning of the school year.

Large & multi-site sample

The study was conducted in two large and diverse urban school districts, one in California and one in Texas.

CALIFORNIA ANALYTIC SAMPLE:

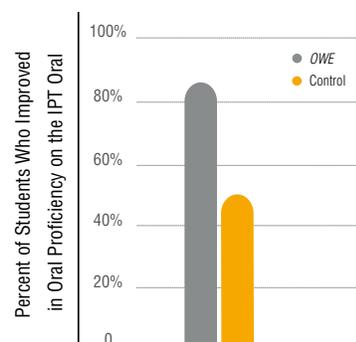
- 384 students
- 29 teachers
- 6 bilingual classes and 21 immersion classes
- 30% English learners
- 54% Hispanic; 11% African American; 18% White; 16% Asian
- 76% Free/reduced-price meals

TEXAS ANALYTIC SAMPLE:

- 169 students
- 20 teachers
- 7 bilingual classes and 13 immersion classes
- 9% English learners
- 21% Hispanic; 9% African American; 67% White; 2% Asian
- 21% Free/reduced-price meals

Shows statistically significant & positive effects

The results indicate that students randomly assigned to *On Our Way to English* outperformed the control group students in developing oral proficiency. On average, students in the California treatment group increased 16 points on the CELDT compared to the control group, which made no progress. In addition, more than 80% of the students in the Texas treatment group made notable progress on the Idea Proficiency Test (IPT) Oral, whereas less than 50% in the comparison group made any progress from the beginning to the end of the year.



To learn more about the research behind *On Our Way to English*, visit hmhco.com/OnOurWayToEnglish

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