

# collections

## 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. HMH's evidence ratings are based on the U.S. Department of Education's nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

### PROGRAM OVERVIEW

HMH *Collections* for Grades 6 through 12 is a comprehensive English language arts (ELA) program, anchored on a set of rich, engaging, and complex literary and informational texts. Developed around rigorous state standards, the program challenges and supports all students to become critical and close readers. The program develops students' writing across varied genres with models of effective texts and ample opportunities for writing.



**STUDY LOCATION:** Five middle and high schools from districts in Montana, Washington, and Wisconsin  
**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

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

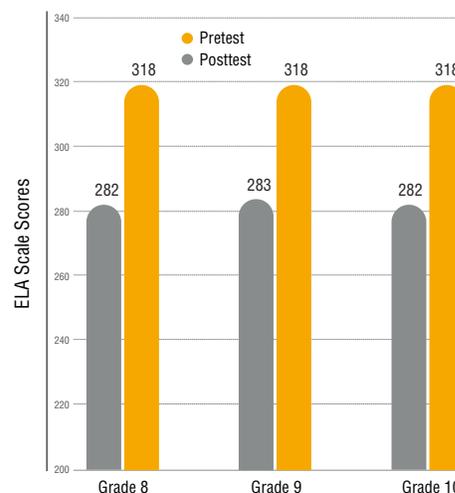
### STUDY EVIDENCE & HIGHLIGHTS

HMH *Collections* is built around the most conclusive research on effective ELA instruction for Grades 6 through 12—including how to support students in reading complex texts and writing effectively across genres—and around best practices for meeting the needs of all learners through differentiation, ongoing assessment, and 21<sup>st</sup>-century technological tools.

HMH contracted with ERIA to conduct a full school-year study to test the effectiveness of the program in Grades 8, 9, and 10. The teachers reported using HMH *Collections* as their primary instructional program an average of 3 days per week for an average of about 35 minutes per day over the entire academic year. The teachers were using the program for the first time and received no special instruction in using the program.

The program's efficacy was evaluated using a pretest/posttest design. Pretest and posttest assessments, which were modeled on the assessments developed for the *Collections* program, focused on having students read, analyze, compare, and communicate their understanding of various literary texts.

Student test score increases were statistically significant at all grades, and the effect sizes were substantively important and classified as medium at all grades.



To learn more about the research behind *Collections*, visit [hmhco.com/collections](http://hmhco.com/collections)