



# Meets ESSA "STRONG" 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

*System 44*®, a blended learning foundational reading program for Grades 3–12+, is intended for older striving readers who have not mastered basic phonics and decoding skills. *System 44* is designed to improve students' word reading accuracy, fluency, and comprehension.

**STRONG**  
ESSA EVIDENCE  
RATING



DISTRICT: Saginaw Public Schools, Michigan  
STUDY YEAR: 2011–2012  
STUDY CONDUCTED BY: RMC Research

## EVIDENCE CRITERIA

Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)

## STUDY EVIDENCE & HIGHLIGHTS

An experimental RCT study, where intervention teachers implemented *System 44* for one school year. Results were analyzed using matched pretest and posttest scores.

Students in the *System 44* classrooms were expected to receive approximately 20 to 25 minutes of computer-delivered instruction, complete 25 to 30 minutes of small-group and individual work, and receive 5 to 10 minutes of whole-class instruction daily. Control group students received various district interventions.

Large & multi-site sample

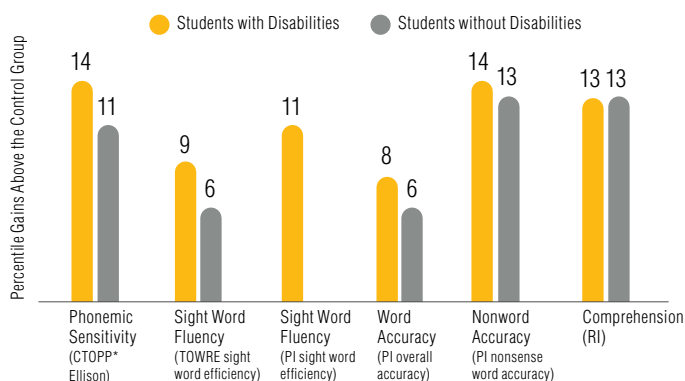
*System 44* was studied in two large and diverse school districts. This *System 44* RCT study, conducted in Saginaw Public Schools, MI, in combination with the *System 44* RCT study conducted in Murrieta Valley USD, CA, represents a large and multi-site sample.

### ANALYTIC SAMPLE:

- Large and diverse urban school district
- 16 schools
- Grades 4–8
- 317 participating students
- 79% African American; 10% Hispanic; 10% White
- 5% English Learners
- 54% Students with Disabilities
- 96% Free/reduced-price meals

Shows statistically significant & positive effects

*System 44* students with and without disabilities in Grades 4–8 demonstrated statistically significant and positive percentile gains above the control group.



\*CTOPP: Comprehensive Test of Phonological Processing; TOWRE: Test of Word Reading Efficiency; PI: *Phonics Inventory*; RI: *Reading Inventory*

**EVIDENCE CRITERIA**

**STUDY EVIDENCE & HIGHLIGHTS**

Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)

An experimental RCT study, where intervention teachers implemented *System 44* for one school year. Results were analyzed using matched pretest and posttest scores.

Students enrolled into *System 44* classrooms were expected to receive 60 minutes of instruction daily. The implementation guidelines included specified time for whole-group instruction (5–10 minutes), *System 44* instructional software (20–25 minutes), and small-group/independent work (20–25 minutes). Students enrolled in control group classrooms were expected to receive the district’s regularly implemented instruction using a variety of grade-appropriate reading intervention programs.

Large & multi-site sample

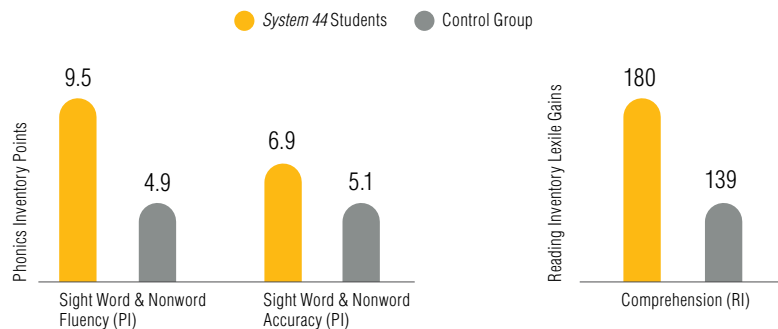
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**ANALYTIC SAMPLE:**

- Large and diverse urban school district
- 11 schools
- Grades 4–8
- 344 participating students
- 63% White; 10% African American; 16% Hispanic; 5% Asian; 5% Filipino
- 13% English Learners
- 30% Students with Disabilities
- 42% Free/reduced-price meals

Shows statistically significant and positive effects

*System 44* students made significant improvements on multiple measures of word reading accuracy, decoding, fluency, and comprehension. Specifically, *System 44* students significantly outperformed students receiving other district interventions on *Phonics Inventory*<sup>®</sup> and *Reading Inventory*<sup>®</sup>. Dosage analyses revealed that student software usage was significantly related to reading outcomes, with greater topic completion resulting in stronger end-of-year gains.



To learn more about the research behind *System 44*, visit [hnhco.com/system44](http://hnhco.com/system44)

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