iRead®

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. 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

iRead® was developed to provide students with instruction in the foundational literacy skills that lead to lifelong learning. Following a blended learning model, *iRead* utilizes adaptive technology to provide instruction in foundational literacy skills that is individualized for each child's unique learning needs and interests.

MODERATE
ESSA EVIDENCE
RATING

DISTRICT: One large urban district and one medium suburban district
STUDY YEAR: 2013–2015
STUDY CONDUCTED BY: Westat

EVIDENCE CRITERIA

STUDY EVIDENCE & HIGHLIGHTS

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

A quasi-experimental design (QED) study where intervention teachers implemented *iRead* for one school year. All participating intervention and comparison students were assessed by Westat evaluators on the GRADE® reading test in the fall (pretest) and the spring (posttest).

Intervention schools implemented *iRead* as a supplement to their regular English language arts curriculum. Comparison schools continued to provide business-as-usual core and supplemental foundational literacy instruction to students. To support program implementation, each intervention district received ongoing *iRead* professional development throughout the study year.
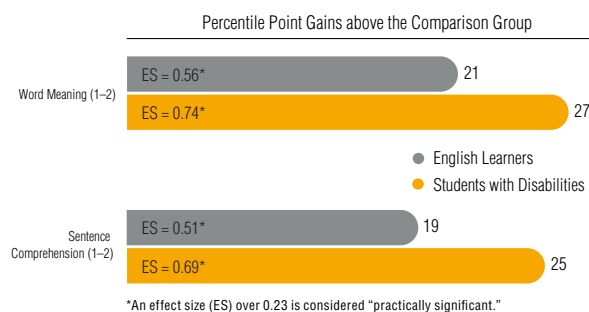
Large & multi-site sample, overlapping with populations or settings proposed to receive the intervention

iRead was studied in one large and diverse urban school district and one medium suburban school district, located in two different regions of the U.S.

ANALYTIC SAMPLE:
• 16 schools
• Grades K–2
• 804 participating students
• 20% English learners
• 11% Students with disabilities

• 21% African American;
  16% Asian/Pacific Islander;
  45% White; 11% Hispanic;
  7% Multi-Race/Other

Shows statistically significant & positive effects

iRead students outperformed comparison group students on all five GRADE subtests. Most notably, *iRead* Grades 1 and 2 English learners (EL) and students with disabilities (SWD) demonstrated statisistically signficant differences in effect size (ES) gains above the matched comparison groups. On Word Meaning and Sentence Comprehension subtests, EL student gains translate to 12 and 7.2 months of learning above the comparison group (respectively), and gains for SWD translate to 9.6 and 18.3 months of learning above the comparison group (respectively).

Percentile Point Gains above the Comparison Group

Word Meaning (1–2)
ES = 0.56* — 21
ES = 0.74* — 27

● English Learners
● Students with Disabilities

Sentence Comprehension (1–2)
ES = 0.51* — 19
ES = 0.69* — 25

*An effect size (ES) over 0.23 is considered "practically significant."

To learn more about the research behind *iRead*, visit **hmhco.com/iread**

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