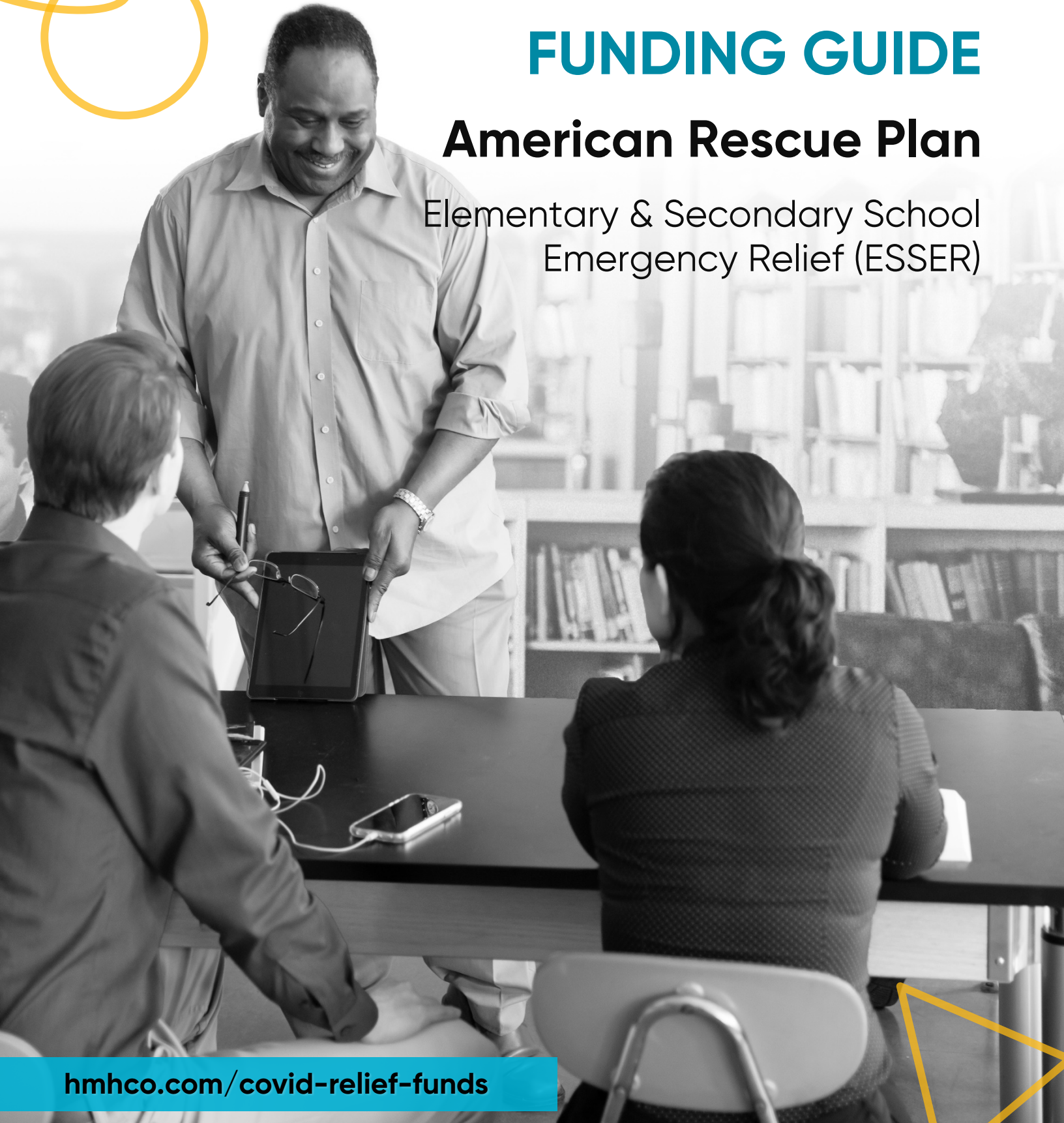
HMH

FUNDING GUIDE

American Rescue Plan

Elementary & Secondary School Emergency Relief (ESSER)



hmhco.com/covid-relief-funds

Extend Your ESSER Funds to Boost Achievement for *Every Learner*

With the passage of the American Rescue Plan (ARP), districts and schools will have access to unprecedented resources to address the academic, social, emotional, and mental health needs of students affected by the pandemic.

The **top priorities** among all state ARP ESSER applications include:

- Accelerate Learning
- Educator Retention & Recruitment
- Social-Emotional Learning (SEL) & Mental Health Support
- Student Engagement

While each state may have unique educational needs, ***all states*** **have witnessed significant consequences on students' learning** since the global pandemic began. Additionally, the need to **empower educators** through comprehensive, research-based professional learning across technology, pedagogy, content, and social and emotional learning has grown immensely due to the shifting education climate.

Trust HMH® to help you recover from the most challenging year in education

HMH is committed to helping you reimagine learning, offset the learning gap, build educator capacity, and improve all students' chances for long-term success.

- Help your students **gain up to 2 years of growth in just 1 year*** with our leading intervention solutions
- **Engage every learner** with content that supports your core instruction
- Partner with us to **refresh and recharge your teachers and leaders**



*Based on HMH-conducted and independent studies

HMH Solutions Align to ARP ESSER Priorities

- ✓ Implementing **evidence-based interventions**
- ✓ Providing information and assistance to **parents and families**
- ✓ Tracking student attendance and **engagement**
- ✓ Meeting the needs of **special populations**, including:
  - low-income students
  - children with disabilities
  - multilingual learners
  - racial and ethnic minorities
  - students experiencing homelessness
  - foster care youth
- ✓ Purchasing **educational technology**
- ✓ Delivering **professional learning** for teachers and leaders
- ✓ Acquiring resources for **summer learning** and **afterschool programs**
- ✓ Offering **social-emotional learning**

ARP QUICK FACTS



ARP ESSER funds are based on **Title I allocations**



Districts must spend a **minimum of 20%** on **evidence-based interventions**



Funds will be available through **September 30, 2024**



Find your **state's ARP funding plan** here

Table of Contents

Click below to learn how HMH solutions match your ESSER priorities:

- Literacy
- Math
- English Language Development
- Professional Learning

Accelerate the Path to Proficiency

LITERACY

If You Are Interested in	Explore This HMH Solution	Student Populations Served	Flexible Learning Environment
Oral Reading Fluency Assessment **Dyslexia Screener** **1:1 Reading Tutoring**	***Amira Learning*® (Grades K–5)** automates oral reading fluency, dyslexia risk screening, and running records to save teachers 90+ hours each year. An entire class can be screened in fewer than nine minutes in a 1:1 classroom and tutoring with *Amira* can happen anywhere with an internet connection. Teachers can rely on *Amira's* automated differentiation to place students into powerful 1:1 reading tutoring powered by dozens of precise micro-interventions rooted in the science of reading. ESSA Rating: Strong	• Emergent readers • Low-income students • Students with disabilities • Multilingual learners • Homeless or foster care students	• Online • Summer • Afterschool • Extended day/year • Push-in to core instruction
Intensive, Foundational Reading Intervention	***System 44*® (Grades 3–12)** is a research-based, intensive foundational reading program designed to raise reading achievement for the most challenged reader. Through adaptive technology, individualized instruction, and high-interest materials, *System 44* provides the differentiated instruction necessary to effectively accelerate and support striving readers in all subgroup populations. ESSA Rating: Strong	• Striving readers • Low-income students • Students with disabilities • Multilingual learners • Homeless or foster care students	• Online • Summer • Afterschool • Extended day/year • Push-in to core instruction
Personalized, Targeted Literacy Intervention	***Read 180*® (Grades 4–12)** is a comprehensive, research-proven reading intervention program that delivers personalized instruction tailored to each student's needs and interests. Smart technology assesses student knowledge and skills, responds to individual student differences, differentiates and scaffolds instruction, provides corrective feedback, monitors student progress, and offers teachers data to guide students to become proficient readers. ESSA Rating: Strong	• Striving readers • Low-income students • Students with disabilities • Multilingual learners • Homeless or foster care students	• Online • Summer • Afterschool • Extended day/year • Push-in to core instruction
Grade-level Literacy Practice	***Waggle*® (Grades K–8)** for English language arts and math is a digital learning solution that provides personalized practice and instruction. With skills-based practice that assesses knowledge in real-time, teachers can support the needs of all learners. *Waggle* fits into any core curricula and is ideal for targeted student practice after ELA or math core instruction. Students and teachers thrive with the innovative ELD supports, social-emotional learning framework, and embedded gaming. ESSA Rating: Demonstrates a Rationale	• Striving readers • Low-income students • Students with disabilities • Multilingual learners • Homeless or foster care students	• Online • Summer • Afterschool • Extended day/year • Regular classroom
Supplemental Writing Practice	***Writable*® (Grades 3–12)** is a digital writing platform that helps teachers scaffold and motivate students to become purposeful, proficient writers. With over 1,000 easily customizable assignments, including essays, short responses, student models, state-level benchmark assessments, *Writable* helps schools assess and monitor writing growth. ESSA Rating: Demonstrates a Rationale	• Striving readers • Low-income students • Students with disabilities • Multilingual learners • Homeless or foster care students	• Online • Summer • Afterschool • Extended day/year • Regular classroom

Click the solution name in the chart above to learn more

MATH

If You Are Interested in	Explore This HMH Solution	Student Populations Served	Flexible Learning Environment
Personalized, Targeted Math Intervention	***Math 180***® **(Grades 5–12)** is an intervention program designed to empower striving students to gain understanding of the essential skills and concepts necessary to unlock algebra and advanced mathematics. With personalized instruction and adaptive practice, each student moves at their own pace. The learning experience is a uniquely motivating and fun way to accelerate to grade-level ability. ESSA Rating: Moderate	• Striving students • Low-income students • Students with disabilities • Multilingual learners • Homeless or foster care students	• Online • Summer • Afterschool • Extended day/year • Push-in to core instruction
Grade-level Math Practice	***Waggle***® **(Grades K–8)** for math and English language arts is a digital learning solution that provides personalized practice and instruction. With skills-based practice that assesses knowledge in real-time, teachers can support the needs of all learners. *Waggle* fits into any core curricula and is ideal for targeted student practice after math or ELA core instruction. Students and teachers thrive with *Waggle's* innovative ELD supports, social-emotional learning framework, and embedded gaming. ESSA Rating: Demonstrates a Rationale	• Striving readers • Low-income students • Students with disabilities • Multilingual learners • Homeless or foster care students	• Online • Summer • Afterschool • Extended day/year • Regular classroom

ENGLISH LANGUAGE DEVELOPMENT

If You Are Interested in	Explore This HMH Solution	Student Populations Served	Flexible Learning Environment
Building Academic Language for Success for Multilingual Learners	***English 3D***® **(Grades 4–12)** is an evidence-based English language development program for multilingual learners. Designed by nationally recognized ELD author, researcher, and teacher educator, Dr. Kate Kinsella, *English 3D* provides daily practice opportunities that enable students to become confident and competent participants in content-area classes, college, and beyond. ESSA Rating: Moderate	• Newcomers • Emergent, Intermediate, Proficient, and Long-term English learners • Migrant students	• English language development classes • Online • Summer • Afterschool • Extended day/year

Click the solution name in the charts above to learn more

Need help with your grant application?

Download our Grant Writing Tips or contact your HMH Account Executive who can provide sample descriptive language for HMH programs and services that can be used to prepare your district funding applications and school-level plans.

Build and Expand Educator Capacity

HMH Professional Learning partners with teachers and school leaders to inspire innovation and improve outcomes through accessible, actionable, and relevant professional learning.



Guided Implementation Support

Our programs include personalized implementation support with guided learning pathways to ensure teacher success within the first 30 days, as well as on-demand resources in Teacher's Corner™ all year.



Coaching Memberships and Courses

Our Coaching Membership and Live Online Courses providing ongoing professional learning that deepens your knowledge on topics ranging from SEL to writing to differentiation in the math classroom.



Leadership Advisory

Leaders, get the targeted support to drive innovation and navigate challenges within your district. Our leader-to-leader learning pairs you with experts who have walked in your shoes.

Nationally recognized professional development supports teachers and leaders—and drives results.

PLPG CERTIFIED PROVIDER

To learn more, visit
hmhco.com/ProfessionalServices

Teacher's Corner™

Teacher's Corner* puts real-world classroom videos and best practices at your fingertips, on your schedule.

- On-demand, solution-specific teaching resources
- Live events with your colleagues
- Printable parent and caregiver letters in English and Spanish to help with at-home support!

*Included with HMH connected curriculum solutions



HMH Program Summaries & ESSA Evidence Overviews

On the following pages, you will find Program Summaries and ESSA Evidence Overviews that showcase HMH's proven solutions designed to deliver great outcomes for your students, teachers, and learning communities.



Amira

Accelerate Reading Mastery for All Students—in English and Spanish

Amira Learning® automates oral reading fluency, dyslexia risk screening, and running records to save teachers 90+ hours each year. An entire class can be screened in fewer than nine minutes in a 1:1 classroom and tutoring with *Amira* can happen anywhere with an internet connection. Teachers can rely on *Amira's* automated differentiation to place students into powerful 1:1 reading tutoring powered by dozens of precise micro-interventions rooted in the science of reading.

STRONG EVIDENCE-BASED RESEARCH

Amira's approach to reading success is built on decades of research and continues to be studied and enhanced upon. The program meets the **strong evidence level** as defined by the Every Student Succeeds Act (ESSA). To review the research studies, visit www.hmhco.com/research/library.

DELIVER EFFECTIVE 1:1 READING TUTORING

Amira is the first program of its kind to support all five pillars of reading. *Amira* listens while a student reads out loud to assess and report on students' skills across the key pillars of reading and enables oral reading practice. The program delivers micro-interventions in phonological awareness; decoding; sight recognition; logic, literacy knowledge, and language structures; and knowledge building.

Each micro-intervention is a "scaffold" that supports the early reader in mastering foundational reading skills. These micro-interventions are aligned to the reading rope. The reading rope illustrates that reading is a multi-faceted skill, gradually acquired over years and years of practice.

DYSLEXIA RISK SCREENER

In less than nine minutes, *Amira's* dyslexia screener delivers a reliable and valid assessment of students' dyslexia risk. *Amira's* dyslexia screener utilizes rapid automatized naming (RAN). Backed by more than a decade of research for the TPRI® Early Reading Assessment, *Amira* has shown consistent reliability and predictive validity.

SPANISH ASSESSMENT & TUTORING

Amira provides equitable oral reading fluency assessment and tutoring for Spanish-speaking students and is included with all *Amira* subscriptions. The program supports:

- Bilingual instruction for students whose goal is full English language mastery
- English-only instruction for students who speak English as their primary language
- English-only instruction for students who speak Spanish as their primary language

ACTIONABLE TEACHER AND LEADER INSIGHTS

Amira Learning provides the first assessment that offers teachers two universal screeners in one place: a dyslexia risk screener and an oral reading fluency assessment. Teachers are supported with benchmarking against national, state, and local norms within a few clicks. School and District Leaders are provided with real-time data across schools, grades, and classes. Leaders can monitor reading fluency growth over time and correlate it with *Amira* program usage to measure efficacy.

GRADES
K–5
1:1 Tutor, Dyslexia Screener,
Oral Reading Fluency Assessment

PROGRAM COMPONENTS

Amira Learning is available in a number of licensing options for students and teachers.

The program requires only an internet connection and a compatible browser. It is optimized for use with iPad® and Chromebook™ devices, laptops, and tablets.

EVIDENCE LEVEL*

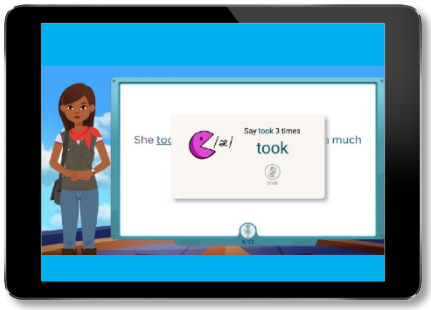
Strong

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

***Amira* is available on *Ed*®, HMH's Learning Platform!**

Subscription benefits include:

- ✓ **Single Sign-On**
- ✓ **On-Demand Professional Learning**
- ✓ **Video Chat** from Your Teacher Dashboard



HMH | Amira

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

Powered by artificial intelligence (AI) and evidence-based best practices, *Amira* (Grades K–5) is a reliable classroom assistant that assesses oral reading fluency (ORF), screens for dyslexia, and provides individualized reading practice. Developed in conjunction with leading psychometricians, neuroscientists, reading scientists, and AI researchers, *Amira* generates actionable instructional recommendations with every interaction, maximizing the time teachers spend with students.

Amira originated from 20 years of rigorous research conducted at Carnegie Mellon University. Led by Dr. Jack Mostow, dozens of data scientists, AI engineers, and computer scientists worked to create an Intelligent Reading Tutor capable of helping kids learn to read. After more than 100 published studies and many field trials at Carnegie Mellon's Project LISTEN, Amira emerged.

Per US DOE guidelines, multiple studies can cumulatively meet the large sample requirement and the multi-site sample requirement, as long as each study meets the other requirements corresponding with the specific level of evidence.

STRONG
ESSA EVIDENCE RATING

DISTRICT: Two Blue Ribbon Schools of Excellence (PA)
STUDY YEAR: 2000-2001
STUDY CONDUCTED BY: Mostow, J., Burkhead, P., Corbette, A., Cuneo, A., Rossbach, S., & Tobin, B.

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Well-designed &well-implemented experimental study or Randomized Control Trial (RCT)	An experimental RCT study conducted for a seven-month period where students within classrooms were randomly assigned to the treatment group using the Project LISTEN's Intelligent Reading Tutor or to the comparison group who performed Sustained Silent Reading (SSR). All students completed their reading tasks for 20 minutes a day.
Large & multi-site sample	The efficacy of the Intelligent Reading Tutor has been examined in multiple diverse school districts. The combination of the studies highlighted in this document represents large, multi-site samples. ANALYTIC SAMPLE: • Two Blue Ribbon Schools of Excellence Schools in a large, urban district • Grades 1-4 • 178 participating students • 90 students in treatment group • 88 students in comparison group
Shows statistically significant & positive effects	Researchers conducted an analysis of variance that took treatment and gender as fixed effects, class as a random effect, and significant pretests as covariates. Results showed that students in the treatment group significantly outgained their statistically matched SSR classmates in word identification, word comprehension, passage comprehension, fluency, phonemic awareness, rapid letter naming, and spelling as measured by the Woodcock Reading Mastery Test. The Intelligent Reading Tutor made the greatest difference in Grade 1, where effect sizes for these skills ranged from .20 to .72.

Source: Mostow, J., Aist, G., Burkhead, P., Corbett, A., Cuneo, A., Rossbach, S., & Tobin, B. (2002). *Independent versus computer-assisted reading: Equal-time comparison of sustained silent reading to an automated reading tutor that listens*. Paper presented at the 9th Annual Meeting of the Society for the Scientific Study of Reading, Chicago, IL.



DISTRICT: Urban Elementary School in a small city near Pittsburgh, PA
STUDY YEAR: 1999-2000
STUDY CONDUCTED BY: Mostow, J., Aist, G., Burkhead, P., Corbett, A., Cuneo, A., Eitelman, S., Huang, C., Junker, B., Sklar, M. B., & Tobin, B.

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Well-designed &well-implemented experimental study or Randomized Control Trial (RCT)	An experimental RCT study conducted over one academic year with students randomly assigned to one of three conditions: treatment group (Project LISTEN's Intelligent Reading Tutor, a computer program that uses automated speech recognition to listen to a child read aloud and gives spoken and graphical assistance); comparison group (where students were pulled out daily for one-on-one tutoring by certified teachers); and control group receiving regular instruction without any tutoring. Students in all three conditions received daily 20-minute instruction in their respective conditions. To control for materials, the human tutors used the same set of stories as the Automated Reading Tutor.
Large & multi-site sample	The efficacy of the Intelligent Reading Tutor has been examined in multiple diverse school districts. The combination of the studies highlighted in this document represents large, multi-site samples. ANALYTIC SAMPLE: • Diverse urban school district • Grades 2-3 • 65% White • 35% African American • 75% Free/reduced-price meals • 131 participating students • 58 treatment students • 34 comparison students • 39 control students
Shows statistically significant and positive effects	Researchers used an analysis of variance of gains by treatment and grade, with an interaction term for grade and treatment, and pretest scores as covariates. Results showed that third graders in both the computer- and human-tutored treatment and comparison conditions outperformed the control group significantly in word comprehension (p<.02, respective effect sizes .56 and .72) and approaching significance in passage comprehension (p=.14, respective effect sizes .48 and .34) as measured by the Woodcock Reading Mastery Test.

Source: Mostow, J., Aist, G., Burkhead, P., Corbett, A., Cuneo, A., Eitelman, S., Huang, C., Junker, B., Sklar, M.B., & Tobin, B. (2003). Evaluation of an automated Reading Tutor that listens: Comparison to human tutoring and classroom instruction. *Journal of Educational Computing Research, 29*(1), 61-117.



DISTRICT: Fort Pitt Elementary School, Pittsburg, PA
STUDY YEAR: Spring 1998
STUDY CONDUCTED BY: Mostow, J., Aist, G., Huang, C., Junker, B., Kennedy, R., Lan, H., Latimar, D., O'Connor, R., Tassone, R., Tobin, B. and Wierman, A.

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Well-designed &well-implemented experimental study or Randomized Control Trial (RCT)	An experimental RCT study conducted over a four-month period where students were randomly assigned into one of three conditions: treatment group using the Intelligent Reading Tutor, a comparison group using a commercial reading software, or a control group using other reading activities. All students received reading instruction through their respective conditions for 20 minutes a day.
Large & multi-site sample	The efficacy of the Intelligent Reading Tutor has been examined in multiple diverse school districts. The combination of the studies highlighted in this document represents large, multi-site samples. ANALYTIC SAMPLE: • Small urban school • Grades 2, 4, 5 • 72 participating students
Shows statistically significant and positive effects	Although the study lasted only four months and actual usage was a fraction of the planned daily 20 minutes, students in the treatment group who used the Intelligent Reading Tutor significantly outgained their matched classmates in the control group in passage comprehension (effect size .60, p = .002) as measured by the Woodcock Reading Mastery Test. Furthermore, results showed students in the treatment group progressed faster than their national cohort.

Source: Mostow, J., Aist, G., Huang, C., Junker, B., Kennedy, R., Lan, H., Latimar, D., O'Connor, R., Tassone, R., Tobin, B. and Wierman, A. (2003b). *Four-Month Evaluation of a Learner-controlled Reading Tutor that Listens.* In Speech Technology for Language Learning, V.M. Holland and F.N. Fisher, Eds. Swets & Zeitlinger Publishers, Lisse, The Netherlands.

To learn more about the research, visit https://www.amiralearning.com/research

Increase Achievement for Your Most Challenged Readers with A Proven Foundational Reading Program

System 44® is an intensive, foundational reading program for the most challenged reader. The program ensures that struggling students master the system of 44 sounds and 26 letters of the English language by integrating multiple assessments, multiple entry points, adaptive software, and targeted instruction. *System 44* has been proven to raise reading achievement for all student subgroups, including students with special needs and multilingual learners.

STRONG EVIDENCE-BASED RESEARCH

Endorsed by the Council of Administrators of Special Education (CASE) as an effective reading intervention program, *System 44* has a myriad of studies proving it effective for students with foundational reading deficiencies. The Compendium of Research is a comprehensive collection of evidence-based results of *System 44* for struggling readers across the country, including special education students and English learners. To download the compendium and research papers, visit www.hmhco.com/system44.

ACCELERATED INSTRUCTION

A brief initial assessment quickly identifies students who need help mastering the foundations of literacy. Accelerated instruction is achieved by accurate placement in the software followed by adaptive pacing that enables students to skip content for which they already show mastery and focus more closely on their specific areas of need.

ASSESSMENT AND PROGRESS MONITORING

System 44 provides six types of assessment data that can be used to monitor progress, diagnose strengths and weaknesses, and inform instruction. Assessments include screening/placement, diagnostic, progress monitoring, differentiated placement, informal assessment, and summative assessment.

FLEXIBLE IMPLEMENTATION

The *System 44* model for blended learning combines adaptive technology with teacher-led instruction to help students become proficient readers, writers, speakers, and critical thinkers. As a stand-alone program, S*ystem 44* is designed to be implemented daily as a single class period, and it can be used in resource rooms or in extended day settings. Students use the software daily and alternate between small group differentiated instruction and independent reading.

GRADES
3–12
Intensive Foundational Reading Acceleration

PROGRAM COMPONENTS

There are two *System 44* programs–Upper Elementary and Secondary. Each includes the following components:

Student Materials

- *System 44* Student Application
- HMH *Reading Inventory*®
- HMH *Phonics Inventory*®
- *44Book*
- Decodable Digest
- Paperbacks (56 titles, 5 copies each)
- Audiobooks (56 titles)
- eBooks (56 titles)

Teacher Materials

- *44Book* Teacher's Edition
- HMH Teacher Central™
- Teacher Dashboard
- Anchor Videos
- Classroom Posters
- Word-Building Kit
- Teaching Resources for Modeled and Independent Reading
- Resources for Differentiated Instruction
- Screening, Assessment, & Reporting Guide
- Sound and Articulation DVD

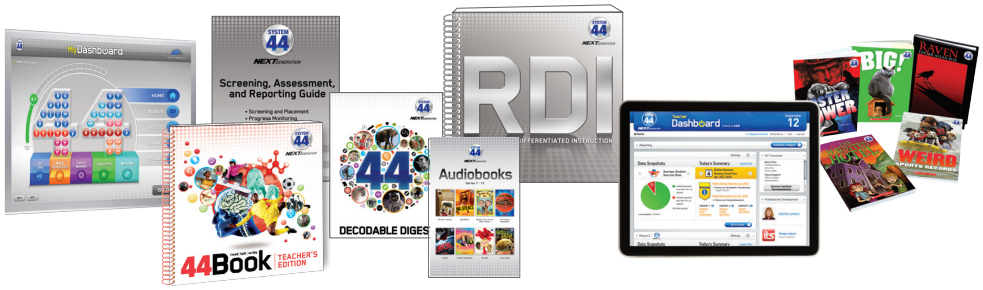
Online Professional Learning
Courses, Coaching & On-Demand Options

Program components are subject to change. Contact your HMH Account Executive for the most current list of available components.

EVIDENCE LEVEL**

Strong

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



The **Council of Administrators of Special Education** endorses *System 44* for use with special education students.

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.

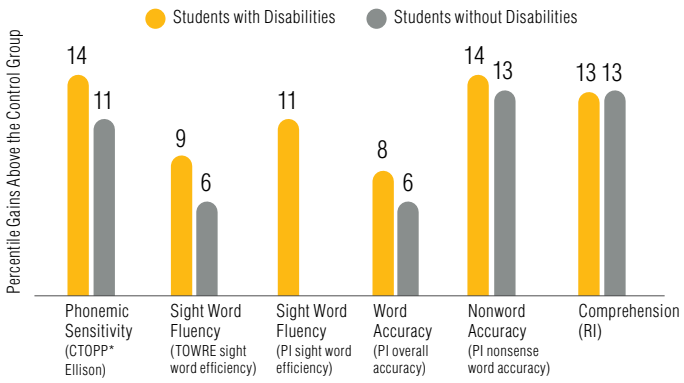
PROGRAM OVERVIEW

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

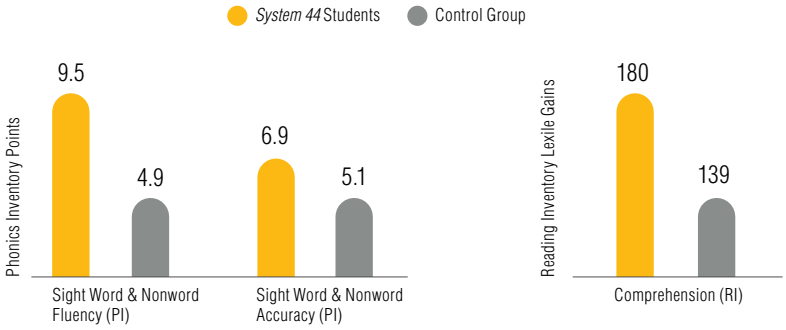
EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)	An experimental RCT study, where intervention teachers implemented *System 44* for one school year. Results were analyzed using matched pretest and posttest scores. Students 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*

STRONG
ESSA EVIDENCE RATING

DISTRICT: Murrieta Valley USD, California
STUDY YEAR: 2010–2011
STUDY CONDUCTED BY: RMC Research

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	*System 44* was studied in two large and diverse school districts. This *System 44* RCT study, conducted in Murrieta Valley USD, CA, in combination with the *System 44* RCT study conducted in Saginaw Public Schools, MI, represents a large and multi-site sample. 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*® and *Reading Inventory*®. 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 hmhco.com/system44

READ180®

Turn the Lives Around of Striving Readers with the Leading Blended Learning Solution for Grades 4 & Up

Read 180® is the leading blended learning solution that accelerates learning for striving readers by merging the latest in brain science, adaptive technology, professional development, and knowledge for school and life. With over 20 years of proven success, *Read 180* remains committed to accelerating striving students, elevating teachers, and transforming partner schools.

Designed for students reading two or more years below grade level, *Read 180* leverages adaptive technology to personalize instruction for students and provides powerful data for differentiation to teachers. Respectful of students of all ages, *Read 180* is available in three stages, each with unique, age-appropriate content: Stage A (Grades 4–6), Stage B (Grades 6–8), and Stage C (Grades 9–12).

STRONG EVIDENCE-BASED RESEARCH

Groundbreaking innovation and efficacy studies ensure that year after year, *Read 180* is the undisputed leader in reading intervention, engineered to unlock the science behind reading success. *Read 180* Universal incorporates the latest research on and principles of how the brain learns to read. With cognitive science, interactive content, and a reengineered teaching system, *Read 180* Universal provides unparalleled support to accelerate student achievement. Download the research compendium and impact studies at www.hmhco.com/read180.

ASSESSMENT AND PROGRESS MONITORING

Dynamic assessments provide ongoing, real-time, and actionable data to support effective learning. Assessments support a variety of goals, such as evaluating overall reading growth or identifying particular focus skills for small-group learning. Screening and placement, curriculum-embedded, progress monitoring, summative and formative assessments are included in the assessment suite. When used in tandem, these assessments provide a comprehensive picture of a student's skill mastery to provide feedback and inform instruction.

FLEXIBLE IMPLEMENTATION

The flexible rotation model helps teachers address students at all levels of intervention. The program can be implemented in a single, extended, or double period with up to 27 students per class.

- **Whole-Group Learning:** Teachers begin and end each class by facilitating instruction in reading, academic vocabulary, writing, and discussions with the whole class.
- **Student Application:** Students work independently on the Student App, where adaptive technology is utilized to personalize and accelerate their learning.
- **Small-Group Learning:** Students receive differentiated, data-driven instruction while building meaningful relationships with their teachers.
- **Independent Reading:** Students engage with content-rich literature and informational texts, applying newly acquired vocabulary and skills.

GRADES
4–12
Reading Intervention

PROGRAM COMPONENTS

Each Stage includes the following:

Student Materials

- *Read 180* Universal Student Application
- HMH *Reading Inventory*®
- HMH *Phonics Inventory*®
- Student *ReaL Books*
- Paperback Collection–120 books (30 titles, 4 copies each)
- Audiobook Collection–20 audiobooks (5 titles, 4 copies each)
- eBooks–46 titles

Teacher Materials

- HMH Teacher Central™
- Assessment & Analytics Guide
- Professional Learning Guide
- Blended Learning Handbook
- Classroom Posters
- Student Application Overview

Professional Learning

Courses, Coaching, & On-Demand Options

Program components are subject to change. Contact your HMH Account Executive for the most current list of available components.

EVIDENCE LEVEL**

Strong

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



The **Council of Administrators of Special Education** endorses *Read 180* for use with special education students.

In an October 2015 report commissioned by the Institute of Education Sciences, *Read 180* was the ONLY reading intervention program out of 10 investigated to demonstrate evidence of positive effects on reading achievement.

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.

STRONG
ESSA EVIDENCE RATING

PROGRAM OVERVIEW

As the leading blended learning solution, *READ 180*® helps students who are two or more years behind become active, accomplished readers. Built on 20 years of research and development, it is one of the most well-researched literacy intervention programs on the market. On the Evidence for ESSA site, researchers from the Center for Research and Reform in Education (CRRE) at the Johns Hopkins University School of Education have categorized *READ 180* as a program demonstrating strong evidence—the highest ESSA rating.

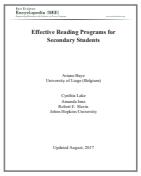
INDEPENDENT REPORTS



What Works Clearinghouse (WWC) Intervention Report: Adolescent Literacy (2016)
The What Works Clearinghouse (WWC) examined nine *READ 180* studies, and *READ 180* was found to have positive effects on comprehension and general literacy achievement and potentially positive effects on reading fluency for adolescent readers.



Summary of 20 Years of Research on Adolescent Literacy Programs and Practices (2016)
Researchers from the Florida Center for Reading Research at Florida State University examined 33 studies of adolescent literacy programs and practices published over the last 20 years, and *READ 180* was found to have potentially positive effects on students' reading outcomes, one of the highest ratings measuring the effectiveness of research studies (Herrera, Truckenmiller, & Foorman, 2016).



Best Evidence Encyclopedia (BEE): Effective Reading Programs for Secondary Students (2016)
Researchers from Johns Hopkins University and the U.K. examined the evidence base for reading programs designed to improve the reading skills of middle and high school students and found that two studies about *READ 180* demonstrated significant positive effects (Baye, Lake, Inns, & Slavin, 2016).



Striving Readers Report (2015)
Results from 17 rigorous Randomized Controlled Trial studies that evaluated 10 separate interventions for struggling adolescent readers in Grades 6 through 10 as part of the Striving Readers program showed that *READ 180* was the only reading intervention of 10 evaluated programs to provide evidence of positive effects on reading achievement (Boulay, Goodson, Frye, Blocklin, & Price, 2015).

Randomized Controlled Trial Studies

STUDY 1
Brockton PS, MA
- **1,203 Students in Grades 4–6**
- **Conducted by MPR® Associates**

RESULTS: Urban students improved their attendance and significantly increased their scores on vocabulary, comprehension, and total reading measures on the SAT-10™ after using *READ 180* in an after-school program during the 2006–2007 school year (Kim, Capotosto, Hartry, & Fitzgerald, 2011; Herrara et al., 2016; WWC, 2016). ***See Figure 1 on next page.***

STUDY 2
Milwaukee PS, WI
- **619 Students in Grades 6–9**
- **Conducted by American Institutes for Research®**

RESULTS: On the NWEA® MAP® Reading assessment, there was a statistically significant impact on the reading achievement of *READ 180* students in Grades 6–9 during the 2010–2011 school year (Boulay et al., 2015; WWC, 2016).

STUDY 3
Newark PS, NJ
- **5,098 Students in Grades 6–8**
- **Conducted by Westat®**

RESULTS: In a study spanning the 2006–2011 school years, students who received two years of *READ 180* instruction performed significantly better on the Reading Comprehension subtest of the SAT-10 than control group students (WWC, 2016; Baye et al., 2016).

STUDY 4
Ohio Dept. of Youth Services
- **1,245 Students in Grades 7–12**
- **Conducted by Ohio State University**

RESULTS: Results revealed a significant overall impact on Lexile® measures and on reading outcomes on the ReadCAT Grade Equivalent scores for *READ 180* students during the 2006–2011 school years (Boulay et al., 2015).

STUDY 5
Seminole County PS, FL
- **1,483 Students in Grades 9–10**
- **Conducted by Florida Center for Reading Research at Florida State University**

RESULTS: The FCAT® Developmental Scale Score gains evidenced by *READ 180* students significantly exceeded both the state average and the state's benchmark for expected growth during the 2005–2007 school years (Baye et al., 2016). ***See Figure 2 on next page.***

STUDY 6
Springfield PS & Chicopee PS, MA
- **679 Students in Grade 9**
- **Conducted by Education Alliance**

RESULTS: *READ 180* students demonstrated statistically greater gains than control group students on the SDRT-4 throughout the 2006–2011 school years (Boulay et al., 2015; WWC, 2016). ***See Figure 3 on next page.***

FIGURE 1 Brockton Public Schools *READ 180* Students and Control Group Students, Grades 4–6 (N=296): Performance on SAT-10, 2006 to 2007

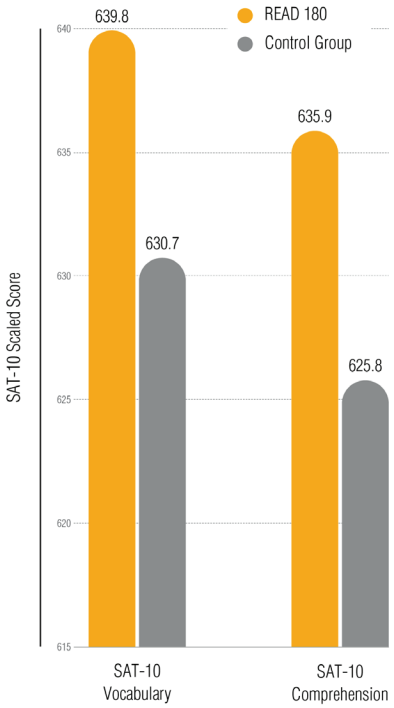


FIGURE 2 Seminole County Public Schools Students, Grades 9–10 (N=147): FCAT Reading DSS Gains by Treatment Group, 2006 to 2007

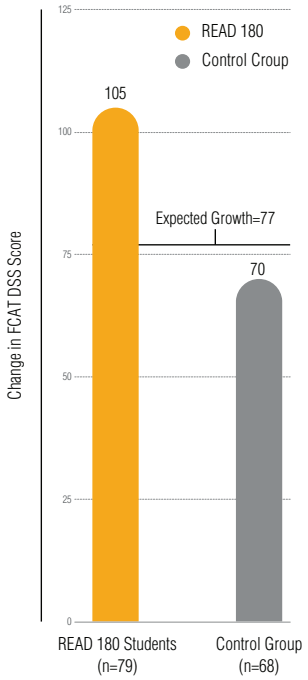
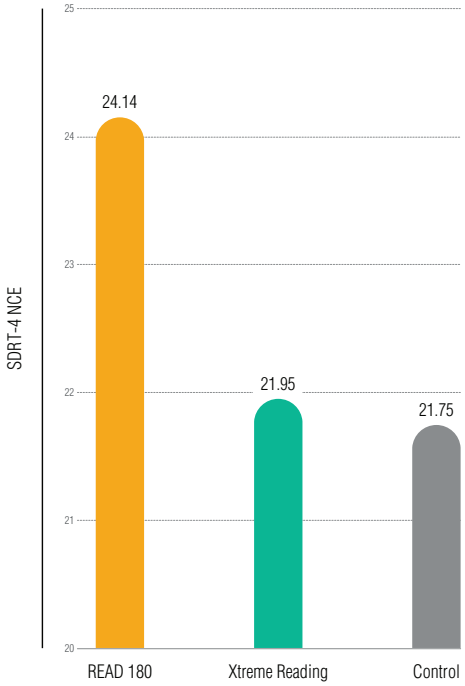


FIGURE 3 Springfield-Chicopee Intervention and Control Group Students, Grade 9 (N=679): Impact of Intervention on Reading Achievement (SDRT-4 NCE), 2006–2011



REFERENCES

Baye, A., Lake, C., Inns, A., & Slavin, R. (2016). Effective reading programs for secondary students. Baltimore, MD: Johns Hopkins University School of Education's Center for Data-Driven Reform in Education.

Boulay, B., Goodson, B., Frye, M., Blocklin, M., & Price, C. (2015). Summary of research generated by Striving Readers on the effectiveness of interventions for struggling adolescent readers. NCEE 2016-4001. National Center for Education Evaluation and Regional Assistance.

Herrera, S., Truckenmiller, A. J., & Foorman, B. R. (2016). Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices (REL 2016–178). Washington, DC: US Department of Education, Institute of Education Sciences. National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ied.ed.gov/ncee/edlabs

Kim, J. S., Capotosto, L., Hartry, A., & Fitzgerald, R. (2011). Can a mixed-method literacy intervention improve the reading achievement of low-performing elementary school students in an after-school program? Results from a randomized controlled trial of READ 180 enterprise. *Educational Evaluation and Policy Analysis*, *33*(2), 183-201.

What Works Clearinghouse. (2016). WWC Intervention Report: *READ 180*. Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

To learn more about the research behind *READ 180*, visit hmhco.com/read180

HMH | Waggle®

Flexible Personalized Learning. Compelling Student Motivation. Supplements all Curricula.

Waggle® is a digital learning solution that goes beyond adaptive learning to provide personalized practice and instruction to support skills-diversity in the classroom. With skills-based practice that assesses knowledge in real-time, teachers can support the needs of all learners.

Waggle fits into any core curricula and is ideal for intervention enrichment, small-group instruction, summer school, and more. It provides personalized support and ongoing dynamic assessment during time traditionally used for worksheets, stations, or homework.

- **Reimagined lessons for students in K–2** provide the necessary guidance, feedback, and narrative excitement to keep young students engaged, learning, and eager to apply new skills.
- *Waggle* provides learning activities and transadapted text in instructional activities allowing **Spanish speaking students** to apply their current knowledge and increase academic skill acquisition for grades 3-8.
- Teachers and students thrive with *Waggle's* innovative **ELD supports**, **SEL framework**, and embedded gaming that **rewards both positive learning behaviors and proficiency**.

TRUE PERSONALIZATION

Waggle helps teachers of all experience levels to differentiate instruction in a meaningful way. Personalization is embedded into every element of *Waggle* and keeps students in their Zones of Proximal Development. The program dynamically assesses both growth and proficiency by analyzing 13 data points for each item a student encounters and knows exactly when a student is progressing or even when they may need a break.

RETAIN INSIGHTS WITHOUT SACRIFICING TIME

Waggle supports all teaching styles and teachers are always one click away from discovering personalized skills gaps for each student. *Waggle* measures students' understanding *during* practice—eliminating the need for repeated testing. The intelligent adaptive engine analyzes multiple data points, including behavioral, to maximize students' practice time and teachers' instruction time!

POWERFUL PRACTICE AND INSTRUCTION FOR ALL STUDENTS

Waggle provides powerful practice and instruction for all students, including those below, at, and above grade-level proficiency. The program pinpoints precise skill gaps with embedded ongoing assessment and intelligently adapts the practice level to meet students' needs. Teachers can immediately view the health of the class and see which students could benefit from skills-specific support. They can then manually assign content or have *Waggle* auto-assign content.

GRADES
K–8
Personalized Practice and Instruction for Math & ELA

PROGRAM COMPONENTS

Waggle for English Language Arts and Math is available in a number of licensing options for students and teachers.

Waggle requires only an internet connection and a compatible browser. It is optimized for use with and iPad®, Chromebook™, laptop, tablet, and more.

EVIDENCE LEVEL*

Demonstrates a Rationale

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

Waggle is available on _Ed_, HMH's Learning Platform!

Subscription benefits include:

- ✓ **Single Sign-On**
- ✓ **On-Demand Professional Learning**
- ✓ **Video Chat** from Your Teacher Dashboard
- ✓ **Family Resources**



HMH | Waggle®

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

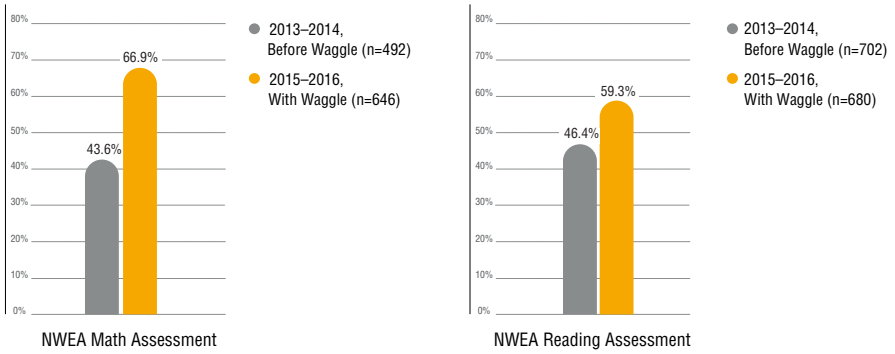
Waggle® is a supplemental, adaptive practice solution for math and ELA (Grades K–8) that personalizes learning, unifies resources, and empowers teachers. Its real-time data enables teachers to differentiate instruction at the individual, small-group, and class levels in and out of the classroom. *Waggle*'s structure aligns with all curricula, making it easy to unify multiple core and supplemental resources.

DEMONSTRATES A RATIONALE
ESSA EVIDENCE RATING

DISTRICT: Anderson School District 1 (Palmetto Middle School), South Carolina
STUDY YEAR: 2015–2016
STUDY CONDUCTED BY: Interactive Educational Systems Design, Inc. (IESD)

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Provides a well-specified logic model informed by research or evaluation	*Waggle*'s supplemental, adaptive practice centers on ongoing formative assessment. Its adaptive technology dynamically assesses knowledge to personalize each student's learning path. The intelligent adaptive engine analyzes multiple data points, both academic and behavioral, to provide students with the appropriate practice opportunities at the right times. *Waggle* rewards both proficiency and resilience to foster a growth mindset.
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	IESD evaluated the efficacy of *Waggle* for Grades 6, 7, and 8 at Palmetto Middle School using a pretest-posttest design. In the 2015–2016 school year, the first full year of schoolwide *Waggle* implementation, there was a 23.4% increase in students meeting or exceeding projected growth on the NWEA® MAP® math assessment compared to 2013–2014, the year before *Waggle* was introduced. In the same time period, reading results improved 12.9% on the NWEA MAP reading assessment.

Percentage of Students Meeting or Exceeding Projected Growth on NWEA MAP



To learn more about the research behind *Waggle*, visit hmhco.com/waggle

Writable

Grow Great Writers

Writable® is a digital writing platform that helps teachers scaffold and motivate students to become purposeful, proficient writers. With over 1,000 customizable assignments, including essays, short responses, grammar skills practice, student models, state-level benchmark assessments, *Writable* helps schools assess and monitor writing growth. With hundreds of assignment templates, customizable rubrics, and shareable district-level assignments and state assessment practice, *Writable* helps teachers strengthen their writing instruction while saving time on prep and feedback.

From student self-review to anonymous peer review and teacher feedback, as well as AI feedback tools like RevisionAid and Turnitin®, *Writable* uses scaffolded, authentic feedback to drive purposeful revision and writing growth.

DEMONSTRATES A RATIONALE EVIDENCE

Writable was developed to scaffold writing practice that connects instruction to feedback—meaningful, timely feedback that drives revision and reflective revisions that drive growth. Dr. Troy Hicks developed the program's foundational research, which he documents in this White Paper.

ASSESSMENT AND PROGRESS MONITORING

Writable helps teachers administer pre- and post- writing assessments to quickly gauge students' growth in each genre of writing by category, skill or standard. Schools can organize and monitor their writing goals, while teachers group students for instruction and adjust their lessons based on individual needs.

FLEXIBLE IMPLEMENTATION

Writable adapts to fit core literacy curriculum, district-adapted rubrics, or state-specific writing priorities. Assignments and rubrics can be shared across a district—and across subject areas—for a more unified writing program tied to core skills.

- Teachers model specific skills with a guided activity to discuss during whole-group instruction or start the class with a quick five-minute writing prompt.
- Teachers demonstrate key skills, strategies, and techniques for students using mentor texts, including modeled student writing, scaffolded prompts, and self-curated model texts they upload themselves.
- Students work independently, writing and reviewing short, genre-based submissions related to classroom instruction or writing in response to texts or media on topics of personal interest.

GRADES
3–12
Writing Practice

PROGRAM COMPONENTS

Writable is available in a variety of licensing options for students and teachers, including customized versions that integrate with:

- *Collections*
- *HMH Into Reading*™
- *HMH Into Literature*™
- *HMH Social Studies*
- *English 3D*®

Writable's platform enables seamless integration with your LMS, including Schoology, Canvas, and Google Classroom, as well as Google Docs.

EVIDENCE LEVEL*

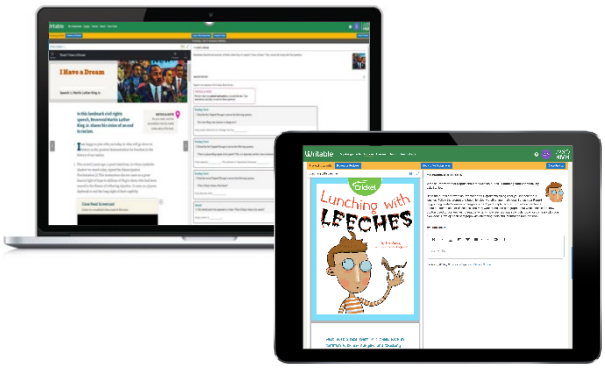
Demonstrates a Rationale

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

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Subscription benefit include:

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- ✓ **On-Demand Professional Learning**
- ✓ **Video Chat** from Your Teacher Dashboard



hmhco.com/Writable

Writable

Meets ESSA "DEMONSTRATES A RATIONALE" Evidence Criteria

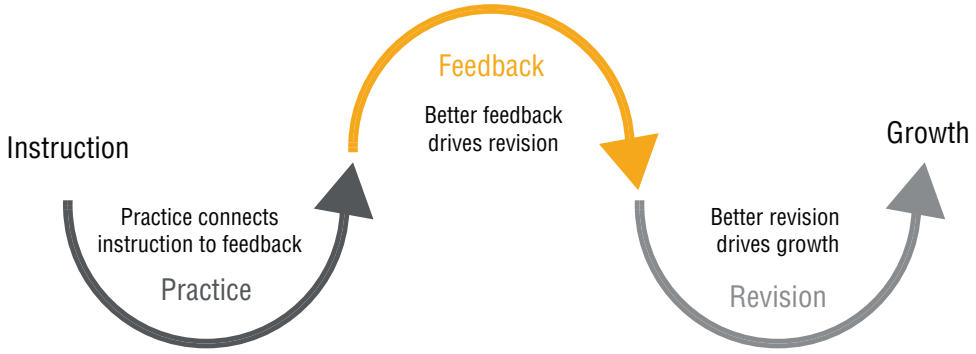
The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA 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

Writable® is a digital writing platform for students in Grades 3–12 that helps teachers scaffold and motivates students to become purposeful, proficient writers. *Writable* was developed to scaffold writing practice that connects instruction to feedback—meaningful, timely feedback that drives revision and reflective revisions that drive growth.

DEMONSTRATES A RATIONALE
ESSA EVIDENCE RATING

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Provides a well-specified logic model informed by research or evaluation	The *Writable* Research Foundations paper establishes the evidence base for the program's instructional approach. With an instructional design derived from numerous research reports, academic articles, and professional books—as well as the empirical evidence based on pilot studies conducted over the 2016-2017 school year—*Writable* is built on three interwoven principles: **1.** Practice connects instruction to feedback **2.** Better feedback drives revisions, and **3.** Better revision drives growth.
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	**1.** Writing practice is important to ELA and content area proficiency and is most effective when it extends directly from instruction. Writing growth happens when students get ongoing support that is personalized to their needs—and prepares them to develop their voices as writers, both inside and outside of the classroom. **2.** Feedback should be targeted and aimed at meeting students where they are as writers, with the end goal of driving substantive revision. Feedback is most effective when it's connected to instruction and put into context for students in a way that combines teacher-, peer-, and self-review. **3.** Revision should be tied to both self-assessment and targeted feedback received from others. Revision is most effective when it's viewed as holistic and incorporated into the earliest stages.



To learn more about the research behind *Writable*, visit hmhco.com/writable

Math 180®

Rebuild Key Progressions That Striving Math Students Need for Success with Algebra and Beyond

Math 180® is a blended-learning intervention program that builds students' confidence and competence in mathematics while providing teachers with comprehensive support. Through a combination of personalized software and teacher-facilitated instruction, students accelerate swiftly and successfully toward grade-level curriculum.

Math 180 is organized around six block series of instruction and content. Designed for students who lack numerical understanding and reasoning skills, early blocks focus on key foundational concepts that enable students to make connections while learning to think algebraically. As students progress through the block series *Math 180* transitions students to algebra with an emphasis on building proportional reasoning with rates, ratios, linear relationships, and functions.

MODERATE EVIDENCE-BASED RESEARCH

Math 180 is informed by an extensive body of literature about best practices for serving older struggling math students. The program's Research Foundation Paper provides relevant information from the research bases, and expert opinion is presented alongside descriptions of how these research foundations have been translated into the program design and curriculum. To learn more, visit www.hmhco.com/math180.

ASSESSMENT AND PROGRESS MONITORING

Math 180 includes a comprehensive, robust suite of assessment tools and reports for monitoring progress and differentiating instruction. Once students are enrolled in *Math 180*, a variety of formative assessment tools identify their most urgent needs, allowing the program and teachers to adjust instruction accordingly. Multi-dimensional assessments include screening and placement recommendation, curriculum-embedded, performance tasks, and ongoing diagnostic and formative assessments. A Mindset Scan, developedby *Mindset Works*®, is also included to monitor shifts in students' attitudes about mathematics and their own abilities over the course of the program.

INDIVIDUALIZED, ADAPTIVE INSTRUCTION

Personalized learning in *Math 180* helps students manage their acquisition of new information and then carefully synthesize this information as long-term memory in the brain. As students work independently on the computer, the software is automatically and continuously collecting student performance data, which feeds multiple reports that teachers use to inform small-group instruction.

FLEXIBLE IMPLEMENTATION AND INSTRUCTIONAL DESIGN

Math 180's blended learning model maximizes instructional time with a clear organization for whole-class, group, and individualized learning. This simple, yet powerful, design allows both the teacher and technology to deliver efficient, effective instruction based on their respective strengths. The program can be implemented successfully using various models to accommodate scheduling or instructional concerns.

GRADES
5–12
Math Intervention

PROGRAM COMPONENTS

Each of the six Block Series Modules includes the following materials:

Student Materials
- Student Software
- *mSpace* Student Books
- *Growth Measure Assessment*

Teacher Materials
- Teaching Guides
- Annotated *mSpace* Books
- Resources for Differentiated Instruction
- Interactive Whiteboard Technology
- Getting Started Guide
- Professional Learning Resources
- Classroom Posters
- Classroom Games Box
- Digital *Ed*® Experience

Professional Learning
Courses, Coaching, & On-Demand Options

Program components are subject to change. Contact your HMH Account Executive for the most current list of available components.

EVIDENCE LEVEL**

Moderate

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



HMH | Math 180®

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.

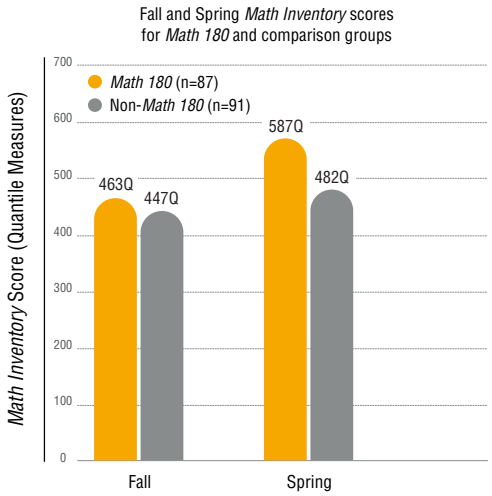
PROGRAM OVERVIEW

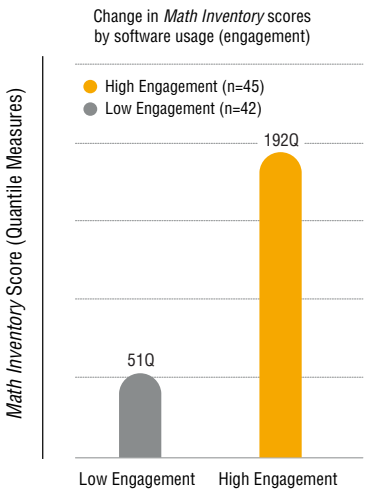
Math 180® is a blended learning program designed to address the needs of struggling students in Grades 5 and up, and their teachers, equally—building students' confidence with Mathematics and accelerating their progress to algebra.

MODERATE
ESSA EVIDENCE RATING

DISTRICT: Clark County School District, Nevada
STUDY YEAR: 2013–2014
STUDY CONDUCTED BY: HMH Research

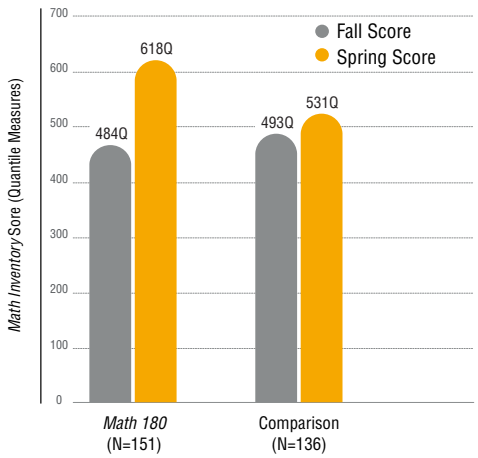
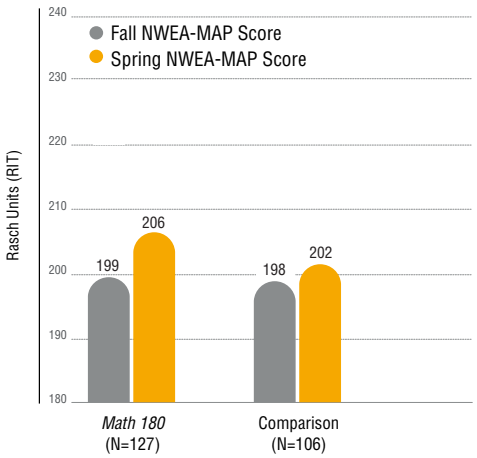
EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Well-designed & well-implemented quasi-experimental design study (QED)	The QED study took place in four representative middle schools in the district. Two were chosen as *Math 180* implementation and two were chosen as comparisons. The *Math 180* and comparison group students were compared at baseline and determined to be statistically equivalent with respect to their level of Math achievement. Results were analyzed using matched pretest/post-test scores. Students in the *Math 180* classrooms were provided print materials and access to the software. *Math 180* teachers were also provided start-up training and periodic coaching visits to ensure on-model program implementation. Students in the comparison group received their school's usual supplemental Math instruction.
Large & multi-site sample, overlapping with populations or settings proposed to receive the intervention	*Math 180* was studied in Clark County School District, a large regional district in Nevada. This *Math 180* study, in combination with the *Math 180* QED study conducted in Hillsborough County Public Schools, Florida, represents a multi-site sample. ANALYTIC SAMPLE: • Large and diverse school district • 4 schools • Grades 6–8 • 187 participating students • 18% African American; 39% Hispanic; 28% Caucasian; 12% Multi-Racial; 4% Other
Shows statistically significant & positive effects	Students in the *Math 180* treatment classrooms demonstrated significantly greater gains in Math achievement than students in the comparison classrooms. This differential growth was demonstrated using the *Math Inventory*® assessment with increasing levels of growth being associated with number of topics completevd in the program.





MODERATE
ESSA EVIDENCE RATING

DISTRICT: Hillsborough County Public Schools, Florida
STUDY YEAR: 2013–2014
STUDY CONDUCTED BY: RMC Research

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Well-designed & well-implemented quasi-experimental design study (QED)	The QED study took place in six representative middle schools in the district. Three were chosen as *Math 180* implementation and three were chosen as comparisons. The *Math 180* and comparison group students were compared at baseline and determined to be statistically equivalent with respect to their level of Math achievement. Results were analyzed using matched pretest/post-test scores. Students in the *Math 180* classrooms were provided print materials and access to the software. *Math 180* teachers were also provided start-up training and periodic coaching visits to ensure on-model program implementation. Students in the comparison group received their school's usual supplemental Math instruction.
Large & multi-site sample, overlapping with populations or settings proposed to receive the intervention	*Math 180* was studied in Hillsborough County Public Schools, Florida. This *Math 180* study, in combination with the *Math 180* QED study conducted in Clark County Public Schools, Nevada, represents a multi-site sample. ANALYTIC SAMPLE: • Large and diverse school district • 6 schools • Grades 6–8 • 287 participating students • 22% African American; 58% Hispanic; 17% Caucasian • 41% English learners • 35% Students with disabilities • 79% Free/reduced-priced meals
Shows statistically significant & positive effects	Students in the *Math 180* treatment classrooms demonstrated significantly greater gains in Math achievement than students in the comparison classrooms. This differential growth was demonstrated using the *Math Inventory* and NWEA® MAP® assessments. *Math Inventory* Growth from Fall 2013 to Spring 2014  NWEA-MAP Score Growth from Fall 2013 to Spring 2014 

To learn more about the research behind *Math 180*, visit hmhco.com/Math180

HMH | English 3D®

Explicit Routines That Build Academic Language

English 3D® is an evidence-based English language development program for multilingual learners designed by nationally recognized ELD author, researcher, and teacher educator, Dr. Kate Kinsella. The program places all students on an accelerated path by providing the teacher with:

- **High-leverage, portable academic language**, including vocabulary, syntax, and grammar content
- **Speaking and listening skill routines** and daily opportunities for accountable class discussions, peer collaboration, and group presentations
- **Academic writing tools** to teach how to write summaries, opinions/arguments, informative texts, narratives, and research papers
- **Rigorous, increasingly complex informational and literary texts** that are relevant to students' lives
- **Regular connections** between coursework and the demands of secondary school, college, and the workplace

MODERATE EVIDENCE-BASED RESEARCH

Dr. Kate Kinsella based the pedagogy of *English 3D* on her over 25-year career focused on teaching youth from diverse backgrounds and evidence-based principles for language development. Research studies for *English 3D* meet the **moderate evidence level** as defined by the Every Student Succeeds Act (ESSA). To download the research studies, visit www.hmhco.com/English3D.

ASSESSMENT AND PROGRESS MONITORING

The program offers tools to place students, assess learning, inform instruction, and assign grades.

- *HMH Growth Measure* provides an objective measure of student's **reading and language arts skills** using the HMH Grade Level Equivalent.
- The Daily Do Now is a brief **formative assessment** task for students to show their understanding of high-utility academic words and domain-specific vocabulary.
- Issue Tests and Unit Tests are **curriculum-embedded assessments aligned with state ELP task types** that assess vocabulary, speaking, listening, reading and writing.
- **Performance-based assessments** for writing and speeches feature rubrics for students to score their work and guide revisions, and rubrics for teachers to offer feedback and inform grades.

IMPLEMENTATION

English 3D effectively supports students at all English proficiency levels, including newcomers and long-term English learners. The program is designed to be used daily (45–60 minutes) during strategic English support classes, advanced ELL/ELD classes, English language arts blocks, or elective periods. Student and teacher content is available on *Ed®*, the HMH Learning Platform.

GRADES
4–12
English Language Development

PROGRAM COMPONENTS

Language Launch (Grades 4–12)
Course A (Grades 4–5)
Course B (Grades 6–8)
Course C (Grades 9–12)

Each Course includes the following:

Student Materials

- *Issues* texts (print and digital)
- *Language & Writing Portfolio* (print and digital)
- For Newcomers: *Language Launch Vol. 1* (digital)
- For Early Proficiency Levels: *Language Launch Vol. 2* (print and digital)
- *Issue* Tests (digital with printable option)
- *Writable®* for *English 3D*

Teacher Materials

- *Teaching Guide* (print and digital)
- For Newcomers: *Language Launch Vol. 1 Teaching Guide* (digital)
- For Early Proficiency Levels: *Language Launch Vol. 2 Teaching Guide* (print and digital)
- *Ed®* Online Resources
- Professional Learning Videos

Classroom Materials (Courses A & B)

- Independent Reading Library, 80 books (20 titles per Course, 4 copies each)
- Classroom Posters

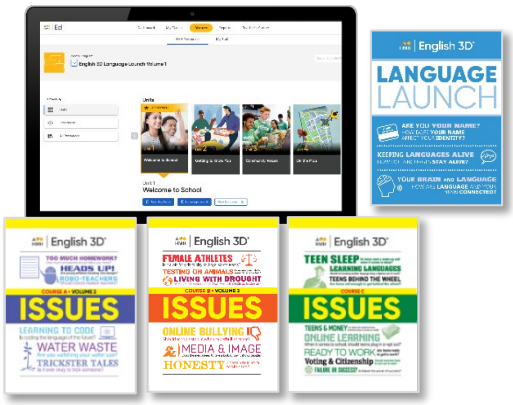
Professional Learning
Courses, Coaching, & On-Demand Options

Program components are subject to change. Contact your HMH Account Executive for the most current list of available components.

EVIDENCE LEVEL**

Moderate

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



HMH | English 3D®

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

English 3D is an evidence-based English language development (ELD) program for multilingual learners in Grades 4–12 designed by nationally recognized ELD author, researcher, and teacher educator, Dr. Kate Kinsella. The program effectively accelerates academic language through high-interest content, consistent instructional routines, and daily practice opportunities that enable students to become confident and competent participants in content-area classes, college, and beyond.



DISTRICT: Hemet Unified School District, CA
STUDY YEAR: 2014-2019
STUDY CONDUCTED BY: FORGE RESEARCH GROUP

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Well-designed and well-implemented quasi-experimental design study (QED)	*English 3D* students were matched with non-*English 3D* English learners (EL) in the Hemet Unified School District for a matched sample comparison analysis. All students comprising the matched sample did not participate in *English 3D* instruction in any year between 2014–2019. Matched students were an exact match on EL status and on baseline scores or expected growth, and then chosen using nearest neighbor propensity score matching based on the following covariates: grade, gender, SES, ethnicity, school, and teacher.
Large and multi-site sample, overlapping with populations or settings proposed to receive the intervention	Hemet Unified School District utilized *English 3D* as a Tier 2 English language development intervention for students in Grades 4 through 12 during the 2014–2015 through 2018–2019 school years.	ANALYTIC SAMPLE: • Suburban area • 28 schools (13 elementary schools, 3 K–8 schools, 7 middle schools, and 5 high schools) • Grades 4–12 • 94%-96% Hispanic • 47%-58% Male; 43%-52% Female • 92%-99% Eligible for Free/Reduced-Priced Lunch • 16%-27% Elibible for Special Education Services

MODERATE
ESSA EVIDENCE RATING

DISTRICT: Hemet Unified School District, CA
STUDY YEAR: 2014-2019
STUDY CONDUCTED BY: FORGE RESEARCH GROUP

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Shows statistically significant and positive effects	*English 3D* students demonstrated larger statistically significant actual to expected MAP Reading RIT score gains in comparison to non-*English 3D* EL students. See Figure 1. In addition, *English 3D* students demonstrated statistically significant larger gains on the California English Language Development Test (CELDT) during the 2016–2017 school year when compared to non-*English 3D* EL students. Furthermore, a significantly larger percentage of *English 3D* students were reclassified out of the EL program compared to non-*English 3D* EL students, with reclassification of 19.2% compared to 14.3% in the 2016-2017 school year and 29.4% compared to 13.5% in the 2017-2018 school year. See Figure 2.

Figure 1

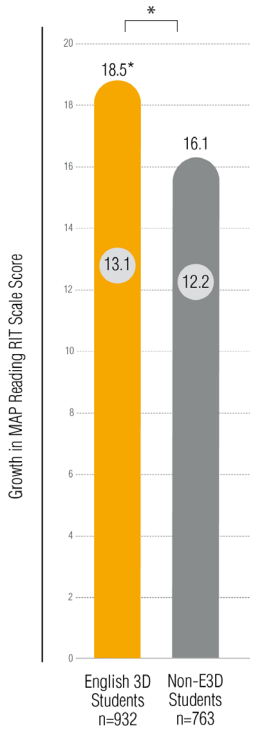
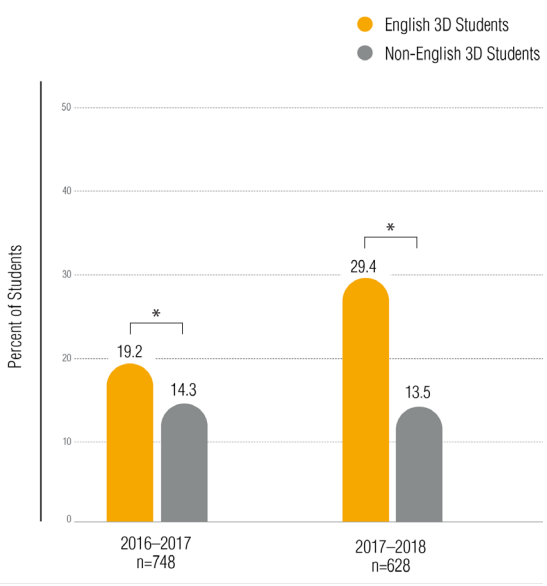


Figure 2



* statistically significant difference between the groups

To learn more about the research behind *English 3D*, visit hmhco.com/english-3d-research

FOR MORE INFORMATION

Contact Your HMH Account Executive

SCAN ME

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