Into Reading

Meets ESSA Promising 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

HMH Into Reading® is a research-based and evidence-informed program that helps teachers deliver innovative learning experiences built on the foundations of best teaching practices and educational research. *Into Reading* for Grades K–6 addresses all areas of early literacy with an evidence-based scope and sequence to develop fluent, automatic readers. This comprehensive program gives educators access to rich content and standards-based instruction, assessments with actionable data insights, differentiated instruction, and professional learning—all connected on the *HMH Ed*™ learning platform.

PROMISING
ESSA EVIDENCE
RATING

DISTRICT: 316 Texas Elementary Schools (140 Treatment & 176 Control)
STUDY YEAR: 2020–2022
STUDY CONDUCTED BY: Cobblestone Applied Research & Evaluation, Inc.

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Correlational study with statistical controls for selection bias	Cobblestone Applied Research & Evaluation, Inc. (Cobblestone) launched a quasi-experimental design (QED) study to determine the potential impact of the *Into Reading* program on student reading outcomes. Using a well-implemented and well-designed QED study, the research team used propensity score matching that included appropriate statistical measures to match treatment (*Into Reading* users) and control (non-*Into Reading* users) school sites across the state of Texas. The research team used variables from a range of relevant data sources. Utilizing statistically controls for selection bias, three main outcome analyses were conducted to assess potential differences between treatment and control conditions on the school-level 2021–22 STAAR reading data. The first set of analyses examined (1) the differences between Grade 3 pretest scaled reading scores at the school level for 2020–21, and their Grade 4 posttest scores for 2021–22; and (2) the differences between Grade 4 pretest scaled reading scores at the school level for 2020–21 and their Grade 5 posttest scores for 2021–22. The second outcome analyses examined potential differences between the four STAAR reading proficiency levels for each grade level. Finally, the pass/fail rates of students who were proficient (i.e., proficiency levels 2, 3, and 4) and not proficient (i.e., proficiency level 1) were examined across conditions for each grade level.
Shows statistically significant & positive effects	An examination of 2021–22 (i.e., posttest, Grade 4) STAAR school-level scaled reading scores across conditions, while controlling for 2020–21 (i.e., pretest, Grade 3) scores, indicated that treatment schools had *statistically significant* higher average scaled scores at posttest (p = .03). Such that students in the *Into Reading* schools had higher average scaled reading scores at posttest compared to students in the control schools. These findings suggest that the *Into Reading* program significantly improved Texas students' reading skills in comparison to other programs. In addition, the comparisons of student's proficiency levels and pass/fail rates revealed marginally significant differences between *Into Reading* and control schools in Grade 4 (p = .09) for the Not Met proficiency level, and *marginally significant* differences in Grade 4 (p = .09) for the pass/fall rate, such that the percentage of *Into Reading* Grade 4 students who did not meet the proficiency standard (e.g., Not Met; Fail) was notably lower than the percentage of control students who did not meet the proficiency standard.

To learn more about the research behind *Into Reading*, visit **hmhco.com/programs/into-reading**

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