Into Literature

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

HMH Into Literature® is a comprehensive English language arts program that offers rich content, actionable insights, personalized learning, and standards-based instruction—all within one seamless experience. High-interest, relevant materials engage students, and Reader's Choice and self-serve resources support student agency, choice, and growth mindset. For teachers, *Into Literature* provides a flexible design, including expanded access to rich and varied digital resources for each literacy strand and differentiation tools for multilingual, striving, and advanced learners. The program provides the instructional tools, rich pedagogy, and professional services to ensure that teachers and students not only reach but also exceed their instructional goals.

MODERATE
ESSA EVIDENCE
RATING

DISTRICT: 807 Texas Middle Schools
STUDY YEAR: 2018–2022
STUDY CONDUCTED BY: JEM & R, LLC

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)	The quasi-experimental study examined the effectiveness of *Into Literature* through a retrospective analysis to determine the relationship between *Into Literature* and student English Language Arts (ELA) performance in Grades 6–8. Using Texas state assessment data (STAAR) from Spring 2021 and 2022, the analyses compared performance of schools using *Into Literature* relative to matched schools that did not use the program. Given shifts in performance trends, especially before and after the pandemic, examination was focused on student performance during Spring 2021 and Spring 2022. All analyses (ANCOVA) controlled for 2019 ELA proficiency rates to ensure equivalency across groups and increase the sensitivity of analyses.

Large & multi-site sample

Closely matched schools using *Into Literature* were compared to control schools. Two cohorts are included in the analysis: Cohort A (began use in 2019–20 SY) and Cohort B (began use in 2020–21 SY). The sample consisted of 807 schools (252 treatment and 555 control).
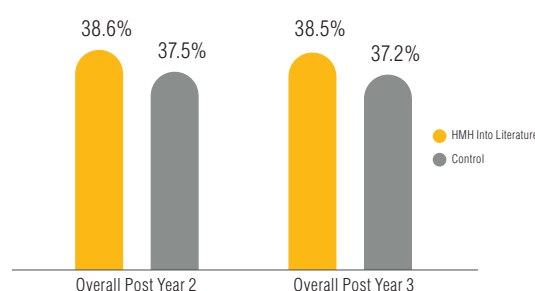
ANALYTIC SAMPLE:
- 1306 total grade level units: 1198 Cohort A; 108 Cohort B
- Grades 6–8
- 1306 participating students
- 21% English learners
- 9% students with disabilities
- 65% economically disadvantaged

- 15% African American
- 2% Asian/Pacific Islander
- 52% Hispanic
- 27% White
- 2% Multi-Race/Other

Shows statistically significant & positive effects

Results showed two statistically significant main effects with *Into Literature* schools demonstrating greater proficiency rates than non-users two (Post Year 2) and three years (Post Year 3) after initial usage. Additionally, *Into Literature* students outperformed their non-*Into Literature* counterparts across all subgroups analyzed. Statistically significant differences were observed for White, Black, and Hispanic students, as well as economically disadvantaged individuals, students with disabilities, and English learners.

Grade 6–8 Students Scoring Proficient or Higher on STAAR

- Overall Post Year 2: HMH Into Literature 38.6%, Control 37.5%
- Overall Post Year 3: HMH Into Literature 38.5%, Control 37.2%

* $p < .05$ statistically significant difference in performance at Post Year 2 and Post Year 3. Differences not significant at Post Year 1.

To learn more about the research behind *HMH Into Literature*, visit hmhco.com/intoliterature

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