



ARIZONA DEPARTMENT OF EDUCATION

Each reading program will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the K-3 MOWR vetted reading program list. Peer Review will be noted but does not disqualify overall approval.

Study: Into Reading Arizona Study Report Date of Study: published May 2024; studied K-3 grades during SY2021-22 Grade Levels of Study: K-3 Core Program's Marketed Name: HMH Into Reading		
	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier	Y	Tier 2
Independent Researchers (Y/N)	Y	Cobblestone Applied Research & Evaluation, Inc.
Established Measure (Y/N)	Y	Acadience Reading BOY, MOY, EOY
Sample Size	Y	Treatment- 1,350 K: n=353 1 st : n=309 2 nd : n=348 3 rd : n=340 Control- 1,350 Propensity score match procedure used (Table 1, p.7 and Appendix A description)

Research Design	Y	<p>Retrospective quasi-experimental</p> <p>This study compared students from one Arizona district using <i>Into Reading</i> to a group of carefully matched students from another similar Arizona district not using the program, across grades K-3 during the 2021-22 school year.</p>
Outcome	Y	<p><i>RQ1: What is the impact of HMH Into Reading on students' literacy skills over the school year?</i></p> <p>K-2nd: Overall increase in percentage of students "At or Above Benchmark" from BOY to EOY</p> <p>K, 1st- $p < .001$ when comparing BOY to EOY scores</p> <p>2nd- $p < .05$ when comparing MOY to EOY scores</p> <p>3rdrd: (mean composite scores were provided instead of risk levels that were provided for K, 1st, and 2nd.) Significant difference in score from BOY to EOY $p < .001$</p> <p><i>Summary: Results indicate that students in all grade levels (K, 1, 2 and 3) had significant improvement on their reading performance from the beginning to the end of the year. These results are not surprising, as one would expect that students' reading would improve as a natural effect of maturation and presence in school over time, and the extent to which Into Reading was solely responsible for this increase is not likely.</i></p> <p><i>RQ2: What is the impact of HMH Into Reading on the achievement of different subgroups of students?</i></p> <p>K: EOY Acadience scores for English learners were significantly lower than those of non-English learners by 31.0 points. In addition, the Acadience EOY scores of students with a disability/special education status were significantly lower than the scores of students without this status, by 26.9 points.</p> <p>1st: No significant differences in performance within any student sub-group for Grade 1 students.</p> <p>2nd: English learners' Acadience EOY scores were significantly lower than those of non-English learners by 29.2 points. Additionally, the Acadience EOY scores of students with a disability/special education status were significantly lower than the scores of students without this status, by 33.4</p>

		<p>points.</p> <p>3rd: English learners' Acadience EOY scores were significantly lower than those of non-English learners by 42.2 points. Additionally, the Acadience EOY scores of students with a disability/special education status were significantly lower than the scores of students without this status, by 66.2 points.</p> <p><i>Summary: Results indicate that English Learners and Students with a Disability performed worse than their peers in K, 2nd, and 3rd grade. There were no differences among other subgroups: sex, SES, and ethnicity.</i></p> <p><i>RQ3: Do students in schools using HMH Into Reading perform better on reading outcomes compared with students in schools not using Into Reading?</i></p> <p>K: The effect size suggests that HMH Into Reading has a small to moderate impact on kindergarten students' literacy skills. $p < .001$</p> <p>1st: The effect size suggests that HMH Into Reading has no significant effect on the impact on first grade students' literacy skills.</p> <p>2nd: The effect size suggests that HMH Into Reading has no significant effect on the impact on second grade students' literacy skills.</p> <p>3rd: The effect size suggests that HMH Into Reading has a slight impact on third grade students' literacy skills. $p < .001$</p> <p><i>Summary: Results indicated that treatment students in Kindergarten and Grade 3 significantly outperformed comparison students at the end of the year, and students in Grades 1 and 2 performed similarly in both study groups.</i></p>
Effect Size	Y	<p><i>RQ1: What is the impact of HMH Into Reading on students' literacy skills over the school year?</i></p> <p>K-2nd: Overall increase in percentage of students "At or Above Benchmark" from BOY to EOY</p> <p>K, 1st- $p < .001$ when comparing BOY to EOY scores</p> <p>2nd- $p < .05$ when comparing MOY to EOY scores</p> <p>3rd": (mean composite scores were provided instead of risk levels that were provided for K, 1st,</p>

		<p>and 2nd.) Significant difference in score from BOY to EOY $p < .001$</p> <p><i>RQ3: Do students in schools using HMH Into Reading perform better on reading outcomes compared with students in schools not using Into Reading?</i></p> <p>K: The effect size suggests that HMH Into Reading has a small to moderate impact on kindergarten students' literacy skills. $p < .001$</p> <p>1st: The effect size suggests that HMH Into Reading has no significant effect on the impact on first grade students' literacy skills.</p> <p>2nd: The effect size suggests that HMH Into Reading has no significant effect on the impact on second grade students' literacy skills.</p> <p>3rd: The effect size suggests that HMH Into Reading has a slight impact on third grade students' literacy skills. $p < .001$</p>
*Peer Review (Y/N)	N	

MOWR Committee completed review on 8/14/24.

MOWR Committee findings:

- Meets ESSA Evidence Tier 2.
- Will be added to the MOWR Core Program Vetted List.

Year published and/or latest edition: 2020

Grade levels: K-6

Primary instructional use of this tool within the Rtl framework: Core/Tier 1

Primary deliver format: In-Person

Materials provided for daily lessons of 90 minutes or more and include whole group, small group, and individualized instructional opportunities: Yes

Included elements of the Science of Reading: Phonological awareness, including phonemic awareness
Phonics encoding and decoding Vocabulary development Reading fluency as demonstrated by automatic reading of text Reading comprehension of written text Written and oral expression Spelling Handwriting