



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

Saxon® Phonics and Spelling K-3 is a supplemental series that explicitly teaches phonemic awareness, phonics, and fluency in a way that is supported by scientific research and has been proven effective by years of classroom success. *Saxon's* approach to teaching phonics and spelling concepts is based on solid foundational research in cognitive science and has been found to be consistently effective for children of varying ability levels and socioeconomic backgrounds.



STUDY LOCATION: Six elementary schools from Georgia, Idaho, Indiana, Oklahoma, and Texas
STUDY YEAR: 2006–2007
STUDY CONDUCTED BY: PRES Associates Inc.

EVIDENCE CRITERIA

Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)

STUDY EVIDENCE & HIGHLIGHTS

An experimental RCT study, where teachers within schools were randomly assigned to either use *Saxon Phonics and Spelling* (treatment group) or continue with their "business as usual" instruction (control group) over the course of an academic year.

Grades 1 and 2 teachers at the schools were assigned to integrate the supplemental program into their current core reading instruction for the entire school year. On average, teachers reported completing 69% of the program during the school year and using *Saxon Phonics and Spelling* for an average of 58 minutes per day. Overall, 84% of the treatment group teachers were considered moderate to high implementers of the program based on the Implementation Guidelines.

Large & multi-site sample, overlapping with populations and settings proposed to receive the intervention

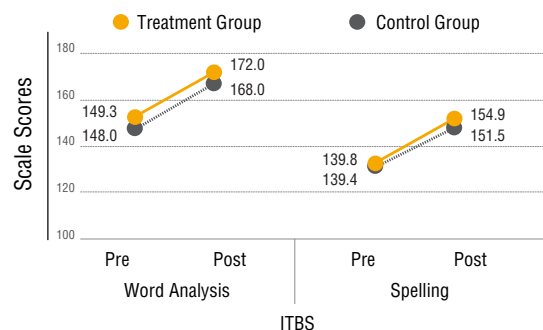
The sample included schools from rural, urban, and suburban areas with participating schools having a higher percentage of students receiving free/reduced-price lunch than the national norms.

ANALYTIC SAMPLE:

- Varied school districts with different levels of urbanicity
- 6 schools
- Grades 1–2
- 682 participating students
- 29.2% African American; 26.8% Hispanic; 40.5% White
- 60.4% Free/reduced-price meals
- 13.7% Special Education
- 18.8% English learners

Shows statistically significant & positive effects

The results of the hierarchical linear modeling indicated that students randomly assigned to use *Saxon Phonics and Spelling* had significantly greater growth on two reading skills, Word Analysis and Spelling, than control students, as measured by the Iowa Test of Basic Skills.



To learn more about the research behind *Saxon Phonics and Spelling*, visit hmhco.com/saxon-phonics-spelling