

Research Results

HMH Into Literature: Texas QED Study, Grades 6–8

Study Profile

Sample:

807 Texas Middle Schools
(252 *Into Literature*; 555 Control)

Grades:

6–8

ESSA Evidence Level:

Tier 2 Moderate Evidence

Study Conducted by:

JEM & R, LLC

Outcome Measures:

State of Texas Assessments of Academic Readiness (STAAR)

Evaluation Period:

Spring 2021 and Spring 2022

Executive Summary

A third-party quasi-experimental study conducted by JEM & R examined the relationship between *HMH Into Literature*® implementation and student English language arts achievement in Grades 6–8. Using Texas STAAR® English language arts data from Spring 2021 and Spring 2022, the study compared 252 schools using *Into Literature* with 555 closely matched control schools that did not use the program. Analyses controlled for baseline achievement and examined outcomes across two implementation cohorts.

Findings provide ESSA Tier 2 Moderate Evidence that *Into Literature* was associated with significantly higher ELA proficiency rates in Texas middle schools after

both two and three years of program use. Positive achievement patterns were also observed across grade-level and subgroup analyses, with statistically significant findings for multiple student populations, including English learners, students with disabilities, and economically disadvantaged students.

Overall, the study adds to the growing evidence base for *Into Literature* by demonstrating positive, statistically significant ELA outcomes across a large sample of Texas middle schools. While results should be interpreted within the context of the quasi-experimental design and pandemic-era assessment conditions, the findings indicate that *Into Literature* was associated with improved student literacy achievement in Grades 6–8.

Key Findings

Schools using *Into Literature* demonstrated significantly higher ELA proficiency rates than matched control schools after two and three years of program use.

- ESSA Tier 2 Moderate Evidence based on a quasi-experimental study of 807 Texas middle schools.
- Statistically significant differences were observed after both two and three years of program implementation.
- Positive achievement patterns were observed across grade levels and multiple student populations, including English learners, students with disabilities, and economically disadvantaged students.

The Challenge

As students progress through middle school, literacy demands increase as they read increasingly complex texts, build knowledge, and communicate understanding through writing, discussion, and analysis. At the time of this study, educators were also working to address learning disruptions associated with the COVID-19 pandemic and accelerate literacy growth for students whose reading development had been affected by interrupted instruction. To meet these challenges, districts needed evidence-based English language arts programs designed to support reading comprehension, writing, and overall literacy development.

The Solution

HMH Into Literature is a comprehensive Grades 6–12 English language arts program that integrates reading, writing, speaking, listening, and language instruction within a cohesive literacy framework. The program provides students with access to complex, culturally responsive texts; standards-aligned instruction; structured writing experiences; supports for multilingual learners; and opportunities for independent reading and inquiry. *Into Literature* also includes *Writable*®, an online writing platform that provides opportunities for daily writing practice, peer review, and timely feedback. Flexible instructional

resources, ongoing assessment, and data-informed teaching tools help educators differentiate instruction and support student growth across diverse secondary classrooms.

Study Design & Methodology

The Study

The purpose of this study was to examine whether implementation of *HMH Into Literature* was associated with improved English language arts (ELA) achievement among students in Grades 6–8. To address this question, HMH® contracted with JEM & R, a third-party research and evaluation firm, to conduct a quasi-experimental study using Spring 2021 and Spring 2022 Texas State Assessments of Academic Readiness (STAAR) ELA assessment data. JEM & R researchers compared outcomes from schools implementing *Into Literature* with outcomes from matched control schools to examine the relationship between program implementation and student achievement.

Study Sample

The study included 807 Texas middle schools serving students in Grades 6–8, including 252 schools using *Into Literature* and 555 closely matched control

schools. Researchers verified program use through district confirmation calls.

Schools began implementing *Into Literature* during either the 2019–2020 school year (Cohort A) or the 2020–2021 school year (Cohort B). Because state assessment data were not available during the pandemic-disrupted 2019–2020 school year, 2018–2019 served as the baseline year for both cohorts. See Table 1 for impact analysis cohorts and Table 2 for analytic sample size by grade level and cohort.

Table 1. Impact analysis cohorts

Academic Year	Cohort A	Cohort B
2018–19	Baseline	Baseline
2019–20	Post Year 1*	—*
2020–21	Post Year 2**	Post Year 1
2021–22	Post Year 3	Post Year 2**

Table notes: *No state assessment data available; **Post Year 2 Cohort A & B schools are included in the Full Sample analyses.

Table 2. Analytic sample size by grade and cohort

Cohort	Group	Grade Level			Total
		6	7	8	
A (2019–20)	Total Schools	410	394	394	1198
	<i>Into Literature</i>	205	197	197	599
	Control	205	197	197	599
B (2020–21)	Total Schools	20	44	44	108
	<i>Into Literature</i>	10	22	22	54
	Control	10	22	22	54

Following propensity score matching, *Into Literature* (treatment) and non-*Into Literature* (control) schools demonstrated similar baseline achievement and demographic characteristics, supporting the comparability of the study groups. The final analytic sample represented a diverse population of students across Grades 6–8, including English learners, students with disabilities, and economically disadvantaged students. See Table 3 for descriptive statistics for the matched analytic sample, including baseline proficiency and demographics.

Table 3. Descriptive statistics for the full sample (means and standard deviations)

Group	Variable	<i>Into Literature</i> (N = 653)	Control (N = 653)
Average Baseline Proficiency		43.67% (17.61)	42.98% (16.53)
	Average # of students by grade		
	6	215	215
	7	219	219
	8	219	219
Gender (% in school)	Male	50.10% (11.43)	50.25% (9.30)
	Female	47.15% (11.07)	47.61% (8.99)
Ethnicity (% in school)	White	28.03% (25.12)	27.35% (26.85)
	Black	14.52% (16.47)	15.24% (19.67)
	Hispanic	52.45% (25.45)	52.50% (29.31)
	Asian	2.53% (4.49)	2.30% (4.54)
	Multi-race	2.00% (1.68)	2.11% (1.89)
Subpopulation (% in school)	Economically disadvantaged	64.77% (23.98)	65.05% (24.95)
	English learner	20.70% (18.33)	20.77% (19.95)
	Students with Disabilities	8.81% (4.23)	8.60% (5.03)

Outcome Measure

The State of Texas Assessments of Academic Readiness (STAAR) measures student mastery of the Texas Essential Knowledge and Skills (TEKS) standards. The present study used Spring 2021 and Spring 2022 STAAR English language arts (ELA) assessment data for students in Grades 6–8. STAAR performance standards classify student achievement into four levels: Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Masters Grade Level. Consistent with state reporting conventions, students performing at the Meets Grade Level or Masters Grade Level standards were classified as proficient for this study.

Analysis

JEM & R researchers used analysis of covariance (ANCOVA) procedures to compare ELA proficiency rates between schools using *Into Literature* and matched control schools while controlling for baseline ELA proficiency rates. Analyses examined overall program effects, grade-level outcomes, and subgroup outcomes. To maximize statistical power, data from both cohorts were combined when common post-year outcome data were available. Subgroup analyses should be considered exploratory due to smaller sample sizes.

Propensity Score Matching

To create a comparable control group, researchers used propensity score matching (PSM) procedures separately by cohort and grade level. Matching was based on baseline achievement and demographic characteristics, and subsequent baseline equivalence testing confirmed that treatment and control groups were comparable on key characteristics prior to outcome analyses. See Appendix A for a detailed description of the matching procedures and statistical means.

Results

Overall ELA Achievement

To examine whether implementation of *Into Literature* was associated with differences in student literacy achievement, JEM & R researchers compared ELA proficiency rates for schools using *Into Literature* with those of matched control schools. Across the primary outcome analyses, *Into Literature* schools demonstrated stronger ELA proficiency outcomes than matched control schools after multiple years of program use. Statistically significant differences were observed after two years of implementation in the full sample and after three years of implementation in Cohort A. See Appendix B for detailed statistical tables.

Post Year 2 (Full Sample) Analyses

Post Year 2 consists of Spring 2021 data from Cohort A (the largest sample) and Spring 2022 data from Cohort B. Overall results of main effects show that schools using the *Into Literature* curriculum for two years demonstrated a statistically significant higher proficiency rate than control schools, $p < .05$. The percent of students proficient in reading was 1.1 percentage points higher among *Into Literature* students compared to control schools (See Figure 1).

Post Year 3 Analyses

Analysis of the main effects of Cohort A Post Year 3 (Spring 2022) also shows that a statistically significant difference was observed between *Into Literature* schools and control schools in their reading performance following three years of program usage, $p < .05$. As shown in Figure 1, *Into Literature* schools had a higher proficiency rate by 1.2 percentage points than schools that did not use *Into Literature*.

Post Year 1 Analyses

Post Year 1 data was only available from Cohort B; this small sample consisted of 54 schools in Texas that began using *Into Literature* in 2020–21. Thus, Post Year 1 represents reading proficiency rates from Spring 2021, approximately 8 months following initial implementation. Results from this analysis indicate that while the Post Year 1 proficiency rate for matched control schools was 1.2 percentage points higher than *Into Literature* users, these differences were not statistically significant (See Figure 1).

Figure 1. Estimated marginal means of *Into Literature* and Control schools, overall Post Year main effects

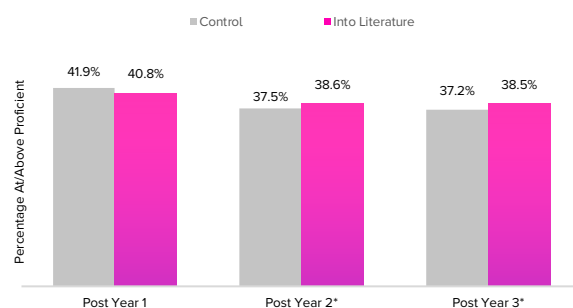


Figure note: * $p < .05$

Grade-level analyses

To examine whether the relationship between *Into Literature* implementation and student achievement differed by grade level, JEM & R researchers conducted exploratory analyses of Post Year 2 and Post Year 3 ELA proficiency rates across Grades 6–8. Given the small sample size for Cohort B, grade-level analyses were not conducted for Post Year 1. See Appendix B for detailed statistical tables.

At Post Year 2, grade-level analyses demonstrated a consistent pattern of higher ELA proficiency rates among *Into Literature* schools relative to matched comparison schools. A statistically significant difference was observed at Grade 6 following two years of implementation, with proficiency rates 1.9 percentage points higher than control schools ($p < .05$). Although Grades 7 and 8 also demonstrated higher proficiency rates for *Into Literature* schools, these differences were not statistically significant (See Figure 2).

Figure 2. Estimated marginal means of *Into Literature* and Control schools, by grade Post Year 2

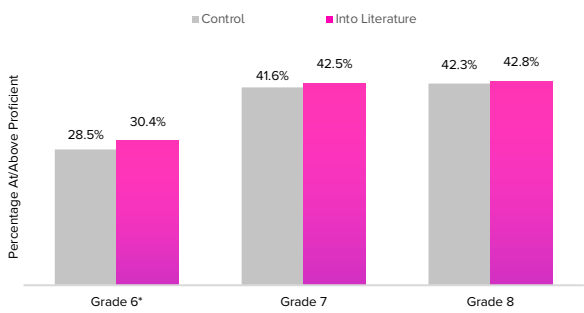


Figure note: * $p < .05$

Results were consistent at Post Year 3 (Cohort A). Across all grade levels, students in *Into Literature* schools outperformed students in control schools. After three years of program usage, Grade 6 students demonstrated a statistically significant difference, with *Into Literature* students performing 1.8 percentage points higher than students using other literacy programs, $p < .05$. No significant differences were observed for Grades 7 and 8 at Post Year 3 (See Figure 3).

Figure 3. Estimated marginal means of *Into Literature* and Control schools, by grade Post Year 3

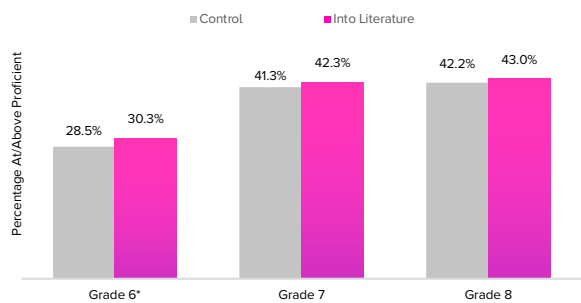


Figure note: * $p < .05$

Subgroup Findings

To examine whether *Into Literature* was associated with differences in achievement across student subpopulations, JEM & R researchers conducted exploratory analyses of Post Year 2 and Post Year 3 ELA proficiency rates among various student groups. Separate analyses were conducted by ethnicity (White, Hispanic, and Black), as well as for students with disabilities, English learners, and economically disadvantaged students. See Appendix B for statistical tables.

Exploratory subgroup analyses showed positive patterns across all examined student groups. Students attending *Into Literature* schools outperformed students in control schools across the examined subgroups, with statistically significant differences observed for nearly all racial/ethnic groups and student subpopulations. To maximize the sample size, all comparisons were made using the overall sample (collapsed across grades).

Ethnicity

Comparisons among different racial and ethnic groups showed statistically significant differences for White (Post Year 2 and Post Year 3), Black (Post Year 3), and Hispanic (Post Year 2 and Post Year 3) students.

White students using *Into Literature* performed significantly better than White students in control schools at Post Year 2 and Post Year 3, $p < .001$.

Specifically, ELA performance among White students using *Into Literature* was 4.7 percentage points and 5.7 percentage points higher than White control students in Post Year 2 and Post Year 3, respectively (See Figure 4).

Figure 4. Estimated marginal means of *Into Literature* and Control schools, for White students, Post Year 2 and Post Year 3

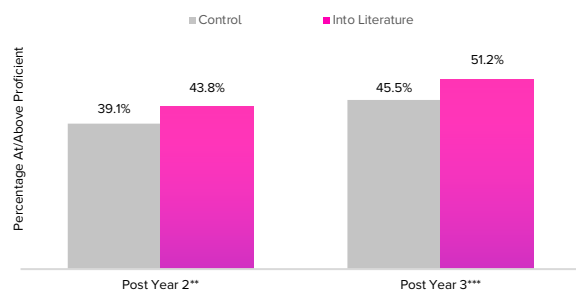


Figure note: *** $p < .001$

Hispanic students using *Into Literature* outperformed Hispanic control students at Post Year 2 by approximately 3.5 percentage points and at Post Year 3 by approximately 4.2 percentage points. Differences were statistically significant at both time points, $p < .001$ (See Figure 5).

Figure 5. Estimated marginal means of *Into Literature* and Control schools for Hispanic students, Post Year 2 and Post Year 3

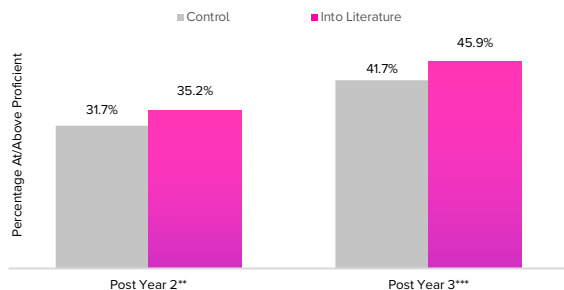


Figure note: *** $p < .001$

Black students using *Into Literature* demonstrated higher proficiency rates than Black control students across both Year 2 and Year 3. These differences were marginally significant at Post Year 2 ($p = .06$), and a statistically significant at Post Year 3, $p < .001$. Specifically, ELA performance among Black students using *Into Literature* was 2.4 percentage points and 5

percentage points higher than control schools in Post Year 2 and Post Year 3, respectively (See Figure 6).

Figure 6. Estimated marginal means of *Into Literature* and Control schools, for Black students Post Year 2 and Post Year 3

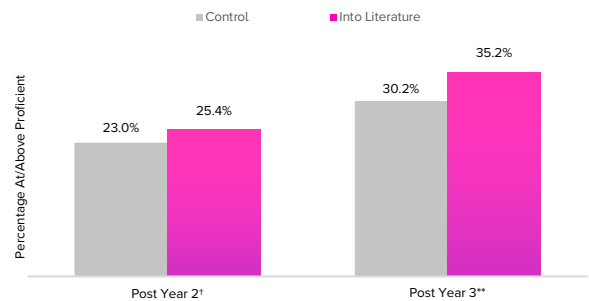


Figure note: † $p = .06$, ** $p < .001$

Other subgroups

Exploratory analyses of English learners, students with disabilities, and economically disadvantaged students demonstrated a consistent pattern of higher ELA proficiency rates among *Into Literature* students compared with matched control students. Statistically significant differences were observed for all three student populations at Post Year 2 and for both English learners and economically disadvantaged students at Post Year 3.

English learners using *Into Literature* performed significantly better than English learner control students at Post Year 2 and Post Year 3, $p < .001$. Specifically, ELA performance among English learners using *Into Literature* was 3.9 percentage points and 4.9 percentage points higher than English learners in control schools in Post Year 2 and Post Year 3, respectively (See Figure 7).

Figure 7. Estimated marginal means of *Into Literature* and Control schools, for English learners Post Year 2 and Post Year 3

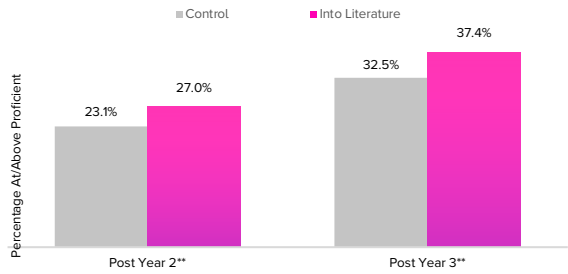


Figure note: *** $p < .001$

Economically disadvantaged *Into Literature* students performed significantly better than economically disadvantaged control students. Specifically, economically disadvantaged *Into Literature* students performed 1.8 percentage points higher at Post Year 2, $p < .05$, and 2.9 percentage points higher at Post Year 3, $p < .001$ (See Figure 8).

Figure 8. Estimated marginal means of *Into Literature* and Control schools, for economically disadvantaged students Post Year 2 and Post Year 3

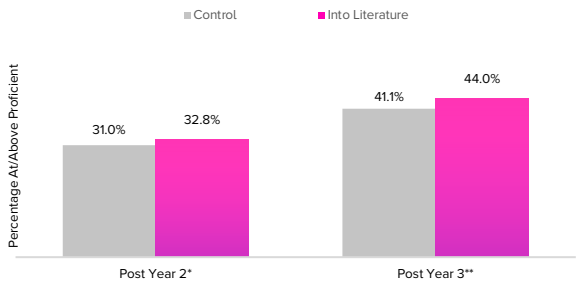


Figure note: * $p < .05$, *** $p < .001$

Students with disabilities using *Into Literature* outperformed control students with disabilities at Post Year 2 and Post Year 3. These differences were statistically significant at Post Year 2, $p < .05$ (See Figure 9).

Figure 9. Estimated marginal means of *Into Literature* and Control schools, for students with disabilities Post Year 2 and Post Year 3

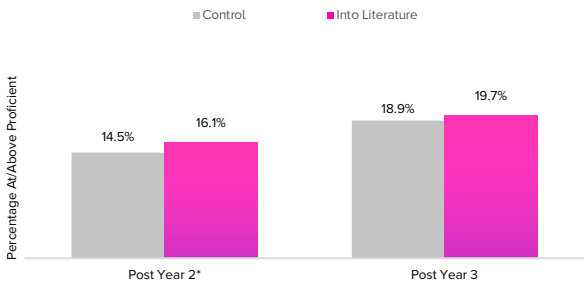


Figure note: * $p < .05$

Conclusion

Results from this quasi-experimental study indicate that *HMH Into Literature* was associated with stronger ELA achievement among Texas middle schools in Grades 6–8. Schools using *Into Literature* demonstrated significantly higher proficiency rates than matched control schools after two and three years of program use, and positive patterns were observed across grade-level and subgroup analyses. These findings provide ESSA Tier 2 Moderate Evidence supporting *Into Literature* as an effective secondary ELA program and contribute to a growing body of evidence demonstrating positive literacy outcomes associated with program implementation.

Considerations for Interpretation

As with all quasi-experimental research, findings should be interpreted within the context of the study design and available data. JEM & R researchers used propensity score matching procedures to create comparable groups; however, schools were not randomly assigned to use *Into Literature*. In addition, implementation fidelity data were not available, and the study occurred during a period of pandemic-related disruption to instruction and assessment. These considerations provide important context for interpreting the findings while the overall pattern of results remained positive across outcome, grade-level, and subgroup analyses.

Appendix A

Propensity Score Matching Procedures

The following three-step procedure was used to match the *Into Literature* schools to the non-*Into Literature* schools:

Step 1. First the propensity to be an *Into Literature* school is modeled as a function of school-level covariates. A logistic regression model is used to model the propensity to be an *Into Literature* school. The predicted probability from the logistic regression serves as a measure of the propensity of being an *Into Literature* school, and is also used as a distance measure to implement the matching described below. This predicted probability serves to reduce the multidimensional school-level characteristics into a single number that can be used to match *Into Literature* and non-*Into Literature* schools.

Variables included in the initial logistic regression model include:

- Enrollment
- Percent Female/Male
- Percent White
- Percent Hispanic
- Percent Black
- Percent Asian/Pacific Islander
- Percent Multi-Racial
- Percent English Language Learner
- Percent Economically Disadvantaged
- Percent Students with Disabilities
- Baseline Proficiency Rate

Step 2. Matches for the treatment group were obtained from the control group using a nearest neighbor algorithm (Ho et al., 2011, p. 9): “Matches are chosen for each treated unit one at a time, and at each matching step we choose the control unit that is not yet matched but is closest to the treated unit on the distance measure.” This process was completed for each cohort of treatment schools for each state separately. The FUZZY extension command for SPSS Statistics was utilized for this process.

Step 3. Balance was assessed through t-tests of means to examine differences in means of each of the measures between the *Into Literature* and non-*Into Literature* schools. Tables A1–A3 describe the means for each of the measures in the two groups for the full sample and each cohort as defined in the Study Design & Methodology section of this report. Across all comparisons, the only significant difference was in the proportion of male/female students in Cohort B. However, given that Cohort B is by far the smallest subsample and that post-performance data is not available by gender, results do not control for gender.

References

Ho, D., Imai, K., King, G., & Stuart, E. A. (2011). MatchIt: Nonparametric preprocessing for parametric causal inference. *Journal of Statistical Software*, 42(8), 1–28. <https://doi.org/10.18637/jss.v042.i08>.

Propensity Score Matching Means for *Into Literature* and Control Groups

Table A1. Mean Differences Between *Into Literature* and Matched Control Group (Cohort A)

	Group	N	Mean	Std. Deviation	Std. Error	t-statistic	p-value
Baseline Proficiency (2019)	<i>Into Literature</i>	599	43.54	17.98	0.73	-0.72	0.47
	Control	599	42.82	16.72	0.68		
Percent Male	<i>Into Literature</i>	599	49.90	11.87	0.48	0.47	0.64
	Control	599	50.19	9.65	0.39		
Percent Female	<i>Into Literature</i>	599	47.09	11.50	0.47	0.62	0.54
	Control	599	47.47	9.31	0.38		
Percent Black	<i>Into Literature</i>	599	14.78	16.70	0.68	0.89	0.37
	Control	599	15.73	20.23	0.83		
Percent Hispanic	<i>Into Literature</i>	599	53.42	25.80	1.05	-0.02	0.98
	Control	599	53.38	29.30	1.20		
Percent White	<i>Into Literature</i>	599	26.86	24.95	1.02	-0.57	0.57
	Control	599	26.02	26.30	1.07		
Percent Asian	<i>Into Literature</i>	599	2.52	4.52	0.18	-0.64	0.52
	Control	599	2.35	4.64	0.19		
Percent Multi-racial	<i>Into Literature</i>	599	1.96	1.71	0.07	0.71	0.48
	Control	599	2.03	1.84	0.08		
Percent Economically Disadvantaged	<i>Into Literature</i>	599	65.41	24.26	0.99	0.33	0.74
	Control	599	65.88	24.79	1.01		
Percent English Language Learner	<i>Into Literature</i>	599	21.42	18.76	0.77	0.04	0.97
	Control	599	21.47	20.09	0.82		
Percent Students with Disabilities	<i>Into Literature</i>	599	8.76	4.19	0.17	-0.89	0.37
	Control	599	8.52	4.99	0.20		
Percent Total Enrollment	<i>Into Literature</i>	599	722.34	365.68	14.94	-0.95	0.34
	Control	599	699.51	461.80	18.87		

Table A2. Mean Differences Between *Into Literature* and Matched Control Group (Cohort B)

	Group	N	Mean	Std. Deviation	Std. Error	t-statistic	p-value
Baseline Proficiency (2019)	<i>Into Literature</i>	54	45.20	12.89	1.75	-0.16	0.88
	Control	54	44.80	14.26	1.94		
Percent Male	<i>Into Literature</i>	54	52.26	3.67	0.50	-2.01	0.05*
	Control	54	50.86	3.55	0.48		
Percent Female	<i>Into Literature</i>	54	47.74	3.67	0.50	2.01	0.05*
	Control	54	49.14	3.55	0.48		
Percent Black	<i>Into Literature</i>	54	11.73	13.50	1.84	-0.84	0.40
	Control	54	9.76	10.55	1.44		
Percent Hispanic	<i>Into Literature</i>	54	41.62	18.03	2.45	0.24	0.81
	Control	54	42.69	27.81	3.78		
Percent White	<i>Into Literature</i>	54	40.99	23.57	3.21	0.23	0.82
	Control	54	42.15	28.68	3.90		
Percent Asian	<i>Into Literature</i>	54	2.67	4.18	0.57	-1.33	0.19
	Control	54	1.72	3.15	0.43		
Percent Multi-racial	<i>Into Literature</i>	54	2.48	1.10	0.15	1.68	0.10
	Control	54	3.04	2.16	0.29		
Percent Economically Disadvantaged	<i>Into Literature</i>	54	57.65	19.52	2.66	-0.43	0.67
	Control	54	55.81	25.07	3.41		
Percent English Language Learner	<i>Into Literature</i>	54	12.70	9.52	1.30	0.14	0.89
	Control	54	13.06	16.67	2.27		
Percent Students with Disabilities	<i>Into Literature</i>	54	9.43	4.67	0.63	0.00	1.00
	Control	54	9.43	5.49	0.75		
Percent Total Enrollment	<i>Into Literature</i>	54	606.06	358.52	48.79	0.95	0.34
	Control	54	676.91	410.84	55.91		

Table note: * $p < .05$

Table A3. Mean Differences Between *Into Literature* and Matched Control Group (Full Sample)

	Group	N	Mean	Std. Deviation	Std. Error	t-statistic	p-value
Baseline Proficiency (2019)	<i>Into Literature</i>	653	43.67	17.61	0.69	-0.73	0.46
	Control	653	42.98	16.53	0.65		
Percent Male	<i>Into Literature</i>	653	50.10	11.43	0.45	0.26	0.79
	Control	653	50.25	9.30	0.36		
Percent Female	<i>Into Literature</i>	653	47.15	11.07	0.43	0.82	0.41
	Control	653	47.61	8.99	0.35		
Percent Black	<i>Into Literature</i>	653	14.52	16.47	0.64	0.71	0.48
	Control	653	15.24	19.67	0.77		
Percent Hispanic	<i>Into Literature</i>	653	52.45	25.45	1.00	0.04	0.97
	Control	653	52.50	29.31	1.15		
Percent White	<i>Into Literature</i>	653	28.03	25.12	0.98	-0.47	0.64
	Control	653	27.35	26.85	1.05		
Percent Asian	<i>Into Literature</i>	653	2.53	4.49	0.18	-0.94	0.35
	Control	653	2.30	4.54	0.18		
Percent Multi-racial	<i>Into Literature</i>	653	2.00	1.68	0.07	1.14	0.25
	Control	653	2.11	1.89	0.07		
Percent Economically Disadvantaged	<i>Into Literature</i>	653	64.77	23.98	0.94	0.21	0.84
	Control	653	65.05	24.95	0.98		
Percent English Language Learner	<i>Into Literature</i>	653	20.70	18.33	0.72	0.07	0.94
	Control	653	20.77	19.95	0.78		
Percent Students with Disabilities	<i>Into Literature</i>	653	8.81	4.23	0.17	-0.85	0.40
	Control	653	8.60	5.03	0.20		
Percent Total Enrollment	<i>Into Literature</i>	653	712.73	366.23	14.33	-0.66	0.51
	Control	653	697.64	457.56	17.91		

Appendix B: Statistical Tables

Into Literature and Control Schools Comparisons: Post Year 1, 2, & 3

Post Year 2 Full Sample Results (Cohort A + Cohort B)

Table B1. ANCOVA Main Effect Analyses: Post Year 2

Group	Raw Mean (Est. Mean)	SD	N	F(group)	df	p-value	d
Control	37.26 (37.54)	17.493	650	3.837	1, 1300	.05*	0.11
<i>Into Literature</i>	38.90 (38.62)	16.976	653				

Table note: Covariates appearing in model: Baseline prof rate: $F = 2554.62$, $p < .05$.

Table B2. ANCOVA Analyses by Grade: Post Year 2

Grade	Group	Raw Mean (Est. Mean)	SD	N	F(group)	df	p-value	d
6	Control	28.39 (28.54)	16.599	214	4.178	1, 426	.04*	0.20
	<i>Into Literature</i>	30.59 (30.44)	15.838	215				
7	Control	41.61 (41.56)	16.077	218	1.109	1, 434	.29	na
	<i>Into Literature</i>	42.43 (42.48)	15.664	219				
8	Control	41.61 (42.30)	16.452	218	0.274	1, 434	.60	na
	<i>Into Literature</i>	43.53 (42.85)	16.377	219				

Table note: Covariates appearing in Grade 6 model: Baseline prof rate: $F = 796.15$, $p < .05$; Covariates appearing in Grade 7 model: Baseline prof rate: $F = 856.65$, $p > .05$; Covariates appearing in Grade 8 model: Baseline prof rate: $F = 557.72$, $p > .05$.

Table B3. ANCOVA Analyses by Race/Ethnicity: Post Year 2

Race/Ethnicity	Group	Raw Mean (Est. Mean)	SD	N	F(group)	df	p-value	d
White	Control	39.40 (39.11)	27.223	553	11.485	1, 1139	.001***	0.20
	<i>Into Literature</i>	45.53 (43.80)	26.270	589				
Hispanic	Control	31.68 (31.72)	18.284	643	4.126	1, 290	.00***	0.24
	<i>Into Literature</i>	35.24 (35.20)	17.775	651				
Black	Control	23.27 (23.01)	19.804	504	3.701	1, 1047	.06	0.13
	<i>Into Literature</i>	25.13 (25.38)	20.746	546				

Table note: Covariates appearing in White model: Baseline prof rate: $F = 353.57$, $p < .05$; Covariates appearing in Hispanic model: Baseline prof rate: $F = 61.92$, $p < .05$; Covariates appearing in Black model: Baseline prof rate: $F = 47.71$, $p < .10$.

Table B4. ANCOVA Analyses by Subpopulations: Post Year 2

Subpopulation	Group	Raw Mean (Est. Mean)	SD	N	F(group)	df	p-value	d
Students with Disabilities	Control	14.51 (14.53)	13.377	627	4.063	1, 1259	.04*	0.11
	<i>Into Literature</i>	16.08 (16.06)	13.613	635				
Economically Disadvantaged	Control	30.92 (30.98)	15.948	647	4.713	1, 1294	.03*	0.13
	<i>Into Literature</i>	32.81 (32.76)	15.540	650				
English Language Learner	Control	23.10 (23.11)	17.813	613	14.267	1, 1247	.00***	0.21
	<i>Into Literature</i>	27.02 (27.00)	18.584	637				

Table note: Covariates appearing in SWD model: Baseline prof rate: $F = 7.12, p < .05$; Covariates appearing in ED model: Baseline prof rate: $F = 181.00, p < .05$; Covariates appearing in ELL model: Baseline prof rate: $F = 1.09, p < .05$.

Post Year 3 Results (Cohort A)

Table B5. ANCOVA Main Effect Analyses: Post Year 3

Group	Raw Mean (Est. Mean)	SD	N	F(group)	df	p-value	eta
Control	36.95 (37.24)	17.716	590	4.418	1, 1185	.04*	0.13
<i>Into Literature</i>	38.74 (38.46)	17.404	598				

Table note: Covariates appearing in model: Baseline prof rate: $F = 2473.07, p < .05$.

Table B6. ANCOVA Analyses by Grade: Post Year 3

Grade	Group	Raw Mean (Est. Mean)	SD	N	F(group)	df	p-value	d
6	Control	28.16 (28.46)	16.861	200	3.796	1, 401	.05*	0.19
	<i>Into Literature</i>	30.59 (30.30)	15.970	204				
7	Control	41.21 (41.26)	16.528	195	1.273	1, 389	.26	na
	<i>Into Literature</i>	42.36 (42.31)	16.212	197				
8	Control	41.69 (42.23)	16.357	195	0.546	1, 389	.46	na
	<i>Into Literature</i>	43.57 (43.04)	17.027	197				

Table note: Covariates appearing in Grade 6 model: Baseline prof rate: $F = 798.02, p < .05$; Covariates appearing in Grade 7 model: Baseline prof rate: $F = 841.18, p > .05$; Covariates appearing in Grade 8 model: Baseline prof rate: $F = 520.59, p > .05$.

Table B7. ANCOVA Analyses by Race/Ethnicity: Post Year 3

Race/Ethnicity	Group	Raw Mean (Est. Mean)	SD	N	F(group)	df	p-value	d
White	Control	45.50 (45.55)	30.791	518	12.831	1, 1055	.00***	0.22
	<i>Into Literature</i>	51.28 (51.24)	29.563	540				
Hispanic	Control	41.73 (41.73)	19.044	584	14.617	1, 1178	.00***	0.22
	<i>Into Literature</i>	45.90 (45.90)	18.952	597				
Black	Control	30.43 (30.24)	23.662	479	10.727	1, 976	.001***	0.21
	<i>Into Literature</i>	35.04 (35.22)	23.662	500				

Table note: Covariates appearing in White model: Baseline prof rate: $F = 386.08$, $p < .05$; Covariates appearing in Hispanic model: Baseline prof rate: $F = 9.98$, $p < .05$; Covariates appearing in Black model: Baseline prof rate: $F = 28.96$, $p < .05$.

Table B8. ANCOVA Analyses by Subpopulations: Post Year 3

Subpopulation	Group	Raw Mean (Est. Mean)	SD	N	F(group)	df	p-value	d
Students with Disabilities	Control	18.88 (18.94)	14.176	581	0.759	1, 1163	0.38	na
	<i>Into Literature</i>	19.74 (19.68)	14.807	585				
Economically Disadvantaged	Control	41.05 (41.11)	16.067	589	10.288	1, 1184	.001***	0.19
	<i>Into Literature</i>	44.04 (43.98)	16.214	598				
English Language Learner	Control	32.55 (32.50)	19.843	558	16.049	1, 1138	.00***	0.24
	<i>Into Literature</i>	37.34 (37.37)	21.068	583				

Table note: Covariates appearing in SWD model: Baseline prof rate: $F = 21.71$, $p < .05$; Covariates appearing in ED model: Baseline prof rate: $F = 115.28$, $p < .05$; Covariates appearing in ELL model: Baseline prof rate: $F = 5.42$, $p < .05$.

Post Year 1 Results (Cohort B)

Table B9. ANCOVA Main Effect Analyses: Post Year 1

Group	Raw Mean (Est. Mean)	SD	N	F(group)	df	p-value	d
Control	41.81 (41.95)	14.519	54	0.399	1, 105	.53	na
<i>Into Literature</i>	40.93 (40.79)	11.205	54				

Table note: Covariates appearing in model: Baseline prof rate: $F = 92.71$, $p > .05$.

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