

Research Results

Into Reading Illinois K–5 Impact and Implementation Study

Study Profile

District:

One Illinois district: Seven Elementary Schools

Grades:

K–5

Sample:

754 students; 43 teachers

Evaluation Period:

2024–2025 school year

Study Design:

Retrospective, longitudinal single-group, pre-posttest

Study Conducted by:

Cobblestone Applied Research & Evaluation, Inc.

ESSA Evidence Level:

Tier 4: Demonstrates a Rationale

Outcome Measures:

- NWEA MAP Growth Reading
- HMH Growth Measure
- Teacher Survey
- Teacher Focus Group
- Administrator Interview

Executive Summary

Cobblestone Applied Research & Evaluation, Inc. (Cobblestone) conducted a retrospective longitudinal study to examine student reading outcomes and educator implementation experiences associated with *HMH Into Reading*® during the 2024–2025 school year in one Illinois public school district. The study focused on students in monolingual English classrooms and examined changes in reading performance from beginning of year (BOY) to end of year (EOY). Student outcomes were measured using

two district-administered assessments—NWEA® MAP® Growth™ Reading (Grades K–5) and HMH Growth Measure® Reading (Grades 2–5)—providing complementary evidence of reading growth and progress toward grade-level expectations.

Students demonstrated statistically significant BOY-to-EOY growth across grade levels. Students in Grades K–5 showed significant improvement on the MAP Growth Reading assessment, while students in Grades

2–5 demonstrated significant gains on the Growth Measure Reading assessment. These gains were reflected in both scaled score increases and shifts in grade-level performance distributions, with fewer students performing below grade level and more students performing on or above grade level by EOY. Together, these findings indicate measurable progress toward grade-level reading expectations during the school year.

Educator survey and focus group findings provide important context for these outcomes. Teachers reported broad use of *Into Reading* materials, including consistent implementation of K–2 Structured Literacy lessons, strong student engagement, and the value of district pacing guidance in supporting instructional coherence. Educators also identified implementation considerations related to pacing, time allocation, and resource navigation.

Within this district, *Into Reading* serves as the core English Language Arts program in monolingual

classrooms and complements *¡Arriba la Lectura!*TM in Dual Language settings as part of a coordinated district literacy model. Although the single-group design does not permit causal attribution, the observed patterns of growth are consistent with prior *Into Reading* research and support ESSA Tier 4 (Demonstrates a Rationale) evidence requirements. Collectively, the findings suggest that *Into Reading* can support meaningful progress toward grade-level reading expectations when implemented as part of coherent, year-long literacy instruction.

Key findings from the study are summarized below to provide a concise overview of student reading outcomes and educator implementation experiences associated with *Into Reading* during the 2024–2025 school year. Together, these findings highlight observed beginning-of-year to end-of-year growth, progress toward grade-level reading expectations, and implementation conditions that provide context for interpreting the results.

Key Findings at a Glance

Outcome Area	Measure	Sample	Key Findings
Overall Reading Achievement	NWEA MAP Reading	Grades K–5 749 students	Students demonstrated statistically significant improvement in reading achievement from BOY to EOY across all grade levels.
Reading Growth Over Time	HMH Growth Measure: Scaled Scores	Grades 2–5 456 students	Students demonstrated statistically significant BOY-to-EOY gains in reading performance across Grades 2–5.
Progress Toward Grade-Level Expectations	HMH Growth Measure: GLE Bands	Grades 2–5 456 students	Student performance distributions shifted across the school year, with fewer students performing below grade level and more students performing on or above grade level by EOY.
Program Implementation	Teacher Survey and Focus Groups	43 teachers, 7 K–2 focus group participants	Educators reported broad program use, consistent use of K–2 Structured Literacy lessons, and strong student engagement, while also noting implementation considerations related to pacing, time, and resource navigation.

The Challenge

Reading achievement remains a persistent challenge in Illinois and across the nation, particularly in the elementary grades where foundational literacy skills support later academic success. State and national data continue to show that many students do not meet grade-level reading expectations, and districts have faced ongoing pressure to accelerate literacy growth following instructional disruptions associated with the COVID-19 pandemic.

In response, Illinois has emphasized the use of evidence-based literacy instruction, coherent curriculum implementation, and ongoing monitoring of student progress. As districts evaluate instructional materials, they increasingly seek local evidence that students are making meaningful progress toward grade-level reading expectations and that literacy programs support consistent, research-aligned instruction across diverse classroom settings.

The Solution

To address persistent challenges in early literacy and support students' progress toward grade-level reading expectations, districts increasingly seek comprehensive literacy programs that are grounded in research on how students learn to read and that provide coherent, year-long instructional support across grade levels. Effective solutions must integrate explicit and systematic instruction in foundational skills with opportunities for meaning making, language development, and engagement with complex texts, while also offering educators practical tools to monitor student progress and respond to diverse learner needs.

HMH Into Reading

HMH Into Reading is a research-based, evidence-informed comprehensive English Language Arts program designed to support this integrated approach to literacy instruction in Grades K–5. The program is organized to provide explicit and

systematic instruction across key literacy strands, including foundational skills, vocabulary, comprehension, and writing, with instructional routines and materials that are aligned to grade-level standards and developmentally appropriate learning progressions. *Into Reading* offers a combination of print and digital resources intended to support whole-group, small-group, and differentiated instruction, allowing teachers to address varied student readiness levels within a coherent instructional framework.

A central feature of *Into Reading* is its emphasis on foundational literacy development in the early grades, including structured and systematic phonological awareness and phonics instruction paired with connected text reading. These components are designed to build strong decoding, word recognition, and fluency skills while supporting students' ability to access increasingly complex texts as they progress through the elementary grades. Across Grades K–5, the program integrates knowledge-building texts and writing opportunities that support comprehension, language development, and content learning alongside foundational skill growth.

In addition to instructional materials, *Into Reading* includes assessments and data tools intended to help educators monitor student progress over the course of the school year and make informed instructional decisions. When implemented with coherence and fidelity, the program is designed to support educators in tracking both students' overall reading growth and their progress toward grade-level expectations, aligning instructional practice with district and state priorities for evidence-based literacy improvement.

Within districts implementing both monolingual and Dual Language instructional models, *Into Reading* serves as a core English Language Arts program and aligns with broader district literacy goals. In the study district, *Into Reading* operates alongside *¡Arriba la Lectura!* to support coherent literacy instruction across classroom contexts.

The Study

The current study examined student reading growth associated with implementation of *HMH Into Reading* during the 2024–2025 school year in one Illinois public school district. In addition to student outcomes, the study examined educators’ implementation experiences to provide instructional context for interpreting the achievement findings.

The District

The study was conducted in one public school district in Illinois. Based on publicly available data from the Illinois State Board of Education, the student population at the school district participating in the study was predominantly Hispanic (70.5%) in 2024, with a much higher representation compared to the state overall (28.1%). The second largest student racial group in the district’s schools was White (19.9%), followed by smaller proportions of Asian (3.9%), American Indian (2.5%), and Black (1.9%) students.

The district’s seven elementary schools include monolingual English and Dual Language (Spanish-English) classrooms. District leaders emphasized the importance of coherent, research-aligned literacy instruction while supporting teachers in meeting the needs of students with varied language backgrounds and literacy experiences.

During the study year, the district’s elementary school classrooms implemented *Into Reading* as their core English Language Arts program in the monolingual classrooms, and *¡Arriba la Lectura!* as their core Language Arts curriculum in their Dual Language classrooms.

Companion Study

This study focuses exclusively on students in monolingual classrooms using *Into Reading*. A companion study of *¡Arriba la Lectura!* examines student outcomes in the district’s Dual Language classrooms, offering a broader view of literacy development across instructional models.

Implementation Context

To support instructional coherence, district leaders developed a pacing guide aligned to district instructional priorities and state standards. The pacing guide was designed to help teachers navigate the breadth of available *Into Reading* materials, clarify weekly instructional expectations, and promote consistency in foundational skills instruction and core literacy blocks across schools. Because the district included both monolingual and *¡Arriba la Lectura!* Dual Language instructional models, the pacing guide also supported alignment across classroom contexts, contributing to a coherent, system-wide approach to literacy instruction. At the same time, the district allowed teachers flexibility within the pacing framework, enabling educators to adapt instruction in response to student needs and classroom conditions.

As a result, implementation of *Into Reading* during the study year reflects authentic district conditions that combined structured guidance with professional judgment in daily instruction.

Study Design

Cobblestone employed a retrospective longitudinal study design involving a single group of students and educators from seven elementary schools within one Illinois public school district. Student reading outcomes were examined using district-administered beginning-of-year (BOY) and end-of-year (EOY) assessment data, while educator implementation experiences were documented through an end-of-year teacher survey and focus group interviews. Together, these data sources supported examination of both student growth and implementation experiences during the 2024–2025 school year.

Purpose

The study was designed to address two primary purposes. First, it examined changes in students’ reading outcomes from beginning of year (BOY) to end of year (EOY) during the 2024–2025 school year in monolingual classrooms implementing *Into Reading*.

Second, it documented educators' implementation experiences, including use of the K–2 Structured Literacy lessons, to provide instructional context for the observed student outcomes.

Research Questions

1. What is the impact of *Into Reading* on students' literacy skills over the 2024–2025 school year?
2. What are educators' experiences implementing *Into Reading*, including the K–2 Structured Literacy lessons?

Analytic Sample

Students

Student reading performance analyses included 754 non–English learner students enrolled in monolingual *Into Reading* classrooms who had valid beginning-of-year (BOY) and end-of-year (EOY) assessment data. NWEA MAP Growth Reading data were available for 749 students in Grades K–5, and HMH Growth Measure data were available for 456 students in Grades 2–5, reflecting the grade levels each assessment was administered by the district. Analyses examined within-student changes in reading performance from BOY to EOY.

Measures

Reading Achievement

Student reading outcomes in this study were examined using two district-administered assessments: NWEA MAP Growth Reading and HMH Growth Measure Reading. Together, these assessments provide complementary indicators of reading achievement, growth, and progress toward grade-level expectations.

NWEA Measures of Academic Progress (MAP) Growth

The NWEA Measures of Academic Progress (MAP) Growth Reading assessment is a widely used,

computer-adaptive interim assessment designed to measure students' reading achievement and growth over time. The assessment adjusts item difficulty in response to student answers, allowing for precise estimation of students' instructional reading levels across a range of achievement. In this study, MAP Growth Reading was administered at the beginning of the school year (BOY) and again at the end of the school year (EOY) for students in Grades K–5.

Student performance is reported using Rasch Unit (RIT) scores, an equal-interval scale that reflects reading achievement independent of grade level. RIT scores support comparisons of individual and group performance over time and allow for aggregation at classroom and grade levels. In this study, RIT scores were used to examine within-student growth from BOY to EOY, providing a longitudinal indicator of changes in reading achievement across the school year.

HMH Growth Measure

The HMH Growth Measure Reading assessment is a research-based, computer-adaptive benchmark assessment designed to provide educators with insight into students' reading performance relative to grade-level expectations. The assessment can be administered up to three times per year—beginning of year (BOY), mid-year, and end of year (EOY)—and is typically completed in a group setting within approximately 30–45 minutes. The Growth Measure assesses grade-level reading standards across multiple domains and reports results using a research-based scaled score and multiple interpretive metrics, including Grade Level Equivalence (GLE).

The Growth Measure reports Grade Level Equivalence (GLE) performance levels indicating students' proximity to grade-level expectations. For this study, the five reported GLE bands were consolidated into three categories—Below Grade Level, On Grade Level, and Above Grade Level—to support clearer interpretation of shifts in student performance from BOY to EOY. These GLE outcomes provided an additional indicator of students' progress toward grade-level expectations.

Analysis

To examine changes in student reading performance across the 2024–2025 school year, Cobblestone analyzed NWEA MAP Growth Reading and HMH Growth Measure outcomes collected at BOY and EOY.

For each grade level, BOY-to-EOY changes in assessment performance were tested using repeated-measures analyses controlling for student demographic characteristics, including sex, free or reduced-price lunch status, and special education status.

Repeated-measures analyses were used to examine changes in MAP Growth Reading RIT scores and HMH Growth Measure scaled scores. In addition, changes in the distribution of students across three Grade Level Equivalence (GLE) categories—Below Grade Level, On Grade Level, and Above Grade Level—were examined using chi-square goodness-of-fit tests for each grade and for Grades 2–5 overall.

Results

The following sections present findings from the outcome and implementation analyses conducted as part of this study. Results are organized by research question and include (a) student-level reading outcomes examining changes from beginning of year (BOY) to end of year (EOY) for students in classrooms implementing *HMH Into Reading*, and (b) educator-reported implementation experiences that provide instructional context for the observed student outcomes. Together, these findings offer a comprehensive picture of both student reading growth over the school year and how the program was implemented in authentic classroom settings across the district.

Student Literacy Outcomes

To address Research Question 1, this section presents analyses of student reading outcomes examining changes in performance from beginning of year to end of year for students in Grades K–5 using *Into Reading*.

Results are reported by grade level and include findings from the NWEA MAP Growth Reading assessment (Grades K–5) and the HMH Growth Measure Reading assessment (Grades 2–5), providing complementary indicators of students' reading growth and progress toward grade-level expectations. See Appendix Table 1 for a detailed summary of *Into Reading* students' beginning-of-year (BOY) to end-of-year (EOY) assessment analyses.

Kindergarten

NWEA MAP Growth Reading Performance

Controlling for demographic variables, Kindergarten students' end-of-year (EOY) MAP Growth Reading scores ($M = 155.94$; $SD = 10.11$) were significantly higher than beginning-of-year (BOY) scores ($M = 138.25$; $SD = 7.58$), $F(1,120) = 265.29$, $p < .001$, with a large effect size ($\eta^2 p = .69$) (see Figure 1).

Figure 1. Kindergarten Mean MAP Growth Reading RIT Scores, Beginning to End of Year, 2024–2025 SY

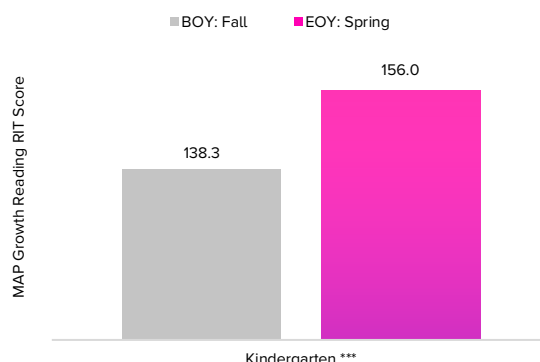


Figure note: $n = 124$, *** Significance at $p < .001$

These findings suggest that Kindergarten students in classrooms implementing *Into Reading* during the 2024–2025 school year demonstrated substantial improvement in reading achievement from beginning of year to end of year.

Grade 1

NWEA MAP Growth Reading Performance

Controlling for demographic variables, Grade 1 students' EOY MAP Growth Reading scores ($M = 174.91$; $SD = 11.73$) were significantly higher than BOY

scores ($M = 159.23$; $SD = 10.90$), $F(1,137) = 260.81$, $p < .001$, with a large effect size ($\eta^2p = .66$) (see Figure 2). These findings indicate significant BOY to EOY improvement in reading achievement.

Figure 2. Grade 1 Mean MAP Growth Reading RIT Scores, Beginning to End of Year, 2024–2025 SY

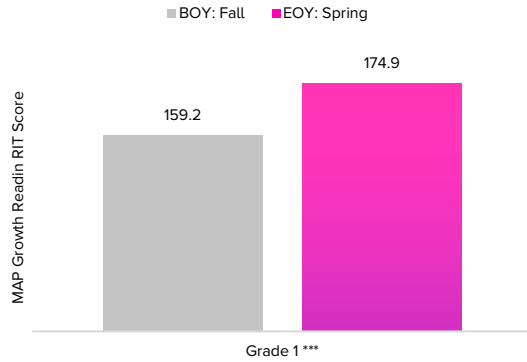


Figure note: $n = 141$, *** Significance at $p < .001$

Grade 2

NWEA MAP Growth Reading Performance

Controlling for demographic variables, Grade 2 students' EOY MAP Growth Reading scores ($M = 191.10$; $SD = 15.57$) were significantly higher than BOY scores ($M = 173.81$; $SD = 15.57$), $F(1,118) = 113.28$, $p < .001$, with a large effect size ($\eta^2p = .49$) (see Figure 3).

Figure 3. Grade 2 Mean MAP Growth Reading RIT Scores, Beginning to End of Year, 2024–2025 SY

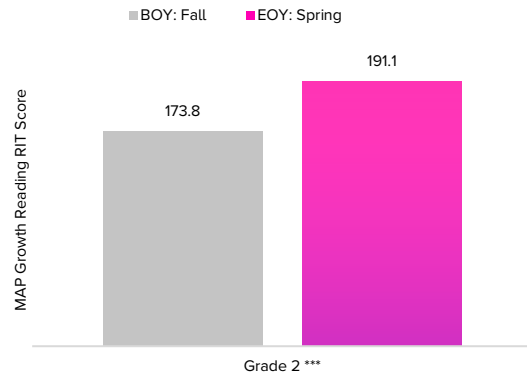


Figure note: $n = 122$, *** Significance at $p < .001$

HMH Growth Measure Performance

Controlling for demographic variables, there was a significant effect of time of measurement on Grade 2 students' HMH Growth Measure scaled scores, $F(1, 109) = 71.91$, $p < .001$, with a large effect size ($\eta^2p = .40$). Pairwise comparisons showed significant increases between students' BOY HMH Growth Measure scaled scores ($M = 255.04$; $SD = 16.87$) and EOY scaled scores ($M = 272.95$; $SD = 14.21$), $M_{EOY} - M_{BOY} = 17.91$, $p < .001$ (see Figure 4).

Figure 4. Grade 2 Mean Growth Measure Scaled Scores, Beginning to End of Year, 2024–2025 SY

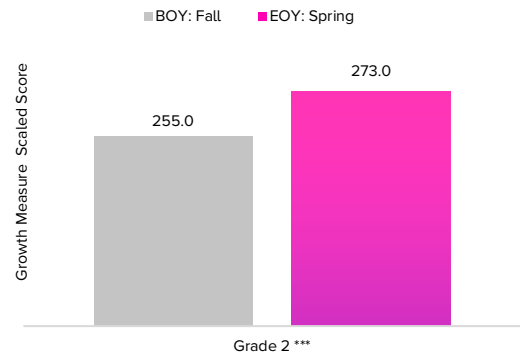


Figure note: $n = 113$, *** Significance at $p < .001$

In line with these findings, the distribution of Grade 2 students across the three HMH Growth Measure Grade Level Equivalence (GLE) bands differed significantly from the BOY to the EOY, $\chi^2(2) = 291.90$, $p < .001$, with a large effect size, Cohen's $w = 1.61$. The proportion of students performing below grade level dropped by more than half by the EOY. The proportion performing on grade level increased from BOY to EOY. Above grade level performance also increased across the school year (see Figure 5).

Overall, these findings suggest that Grade 2 students demonstrated significant improvement in reading achievement over the school year and made considerable progress toward meeting or exceeding grade-level reading expectations in classrooms implementing *Into Reading*.

Figure 5. Grade 2 Percentage of Students by Growth Measure GLE Band, Change from Beginning to End of Year, 2024–2025 SY

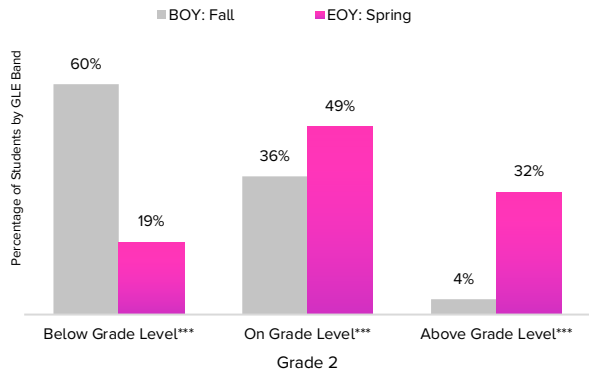


Figure note: $n = 113$, *** Significance at $p < .001$

Grade 3

NWEA MAP Growth Reading Performance

Controlling for demographic variables, Grade 3 students' EOY MAP Growth Reading scores ($M = 197.92$; $SD = 14.43$) were significantly higher than BOY MAP scores ($M = 186.58$; $SD = 16.00$), $F(1,93) = 66.32$, $p < .001$, with a large effect size ($\eta^2 p = .42$) (see Figure 6).

Figure 6. Grade 3 Mean MAP Growth Reading RIT Scores, Beginning to End of Year, 2024–2025 SY

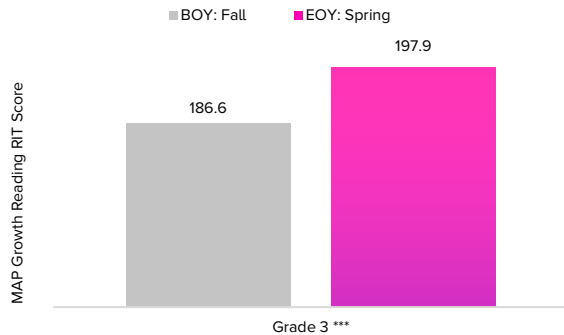


Figure note: $n = 97$, *** Significance at $p < .001$

HMH Growth Measure Performance

Controlling for demographic variables, there was a significant effect of time of measurement on Grade 3 students' scaled scores, $F(1,90) = 29.96$, $p < .001$, with a large effect size ($\eta^2 p = .25$). Pairwise comparisons

showed significant increases between students' HMH Growth Measure BOY scaled scores ($M = 356.78$; $SD = 19.46$) and EOY scaled scores ($M = 367.91$; $SD = 16.72$), $M_{EOY} - M_{BOY} = 11.13$, $p < .001$ (see Figure 7).

Figure 7. Grade 3 Mean Growth Measure Scaled Scores, Beginning to End of Year, 2024–2025 SY

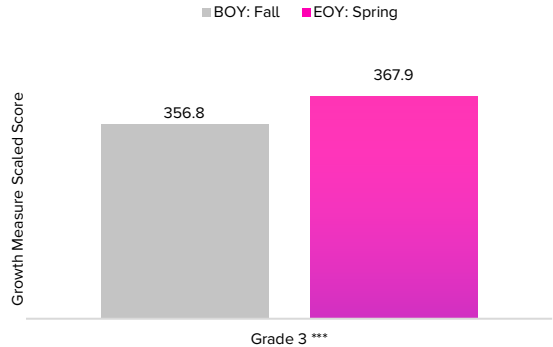


Figure note: $n = 94$, *** Significance at $p < .001$

In line with these findings, the distribution of Grade 3 students across the three HMH Growth Measure Grade Level Equivalence (GLE) bands differed significantly from the BOY to the EOY, $\chi^2(2) = 84.58$, $p < .001$, with a large effect size, Cohen's $w = 0.95$. The proportion of students performing below grade level decreased by nearly half by the EOY. The proportion performing on grade level slightly increased by the EOY and the proportion performing above grade level increased nearly fivefold across the school year, indicating substantial progress toward grade-level reading expectations (see Figure 8).

Figure 8. Grade 3 Percentage of Students by Growth Measure GLE Band, Change from Beginning to End of Year, 2024–2025 SY

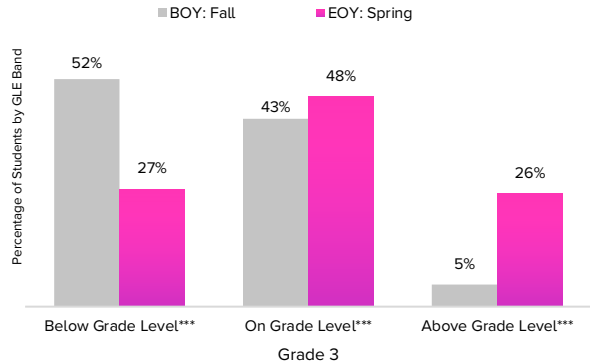


Figure note: $n = 94$, *** Significance at $p < .001$

Grade 4

NWEA MAP Growth Reading Performance

Controlling for demographic variables, Grade 4 students' EOY MAP Growth Reading scores ($M = 205.13$; $SD = 13.49$) were significantly higher than BOY scores ($M = 194.51$; $SD = 15.94$), $F(1,108) = 77.03$, $p < .001$, with a large effect size ($\eta^2p = .24$) (see Figure 9).

Figure 9. Grade 4 Mean MAP Growth Scores, Beginning to End of Year, 2024–2025 SY

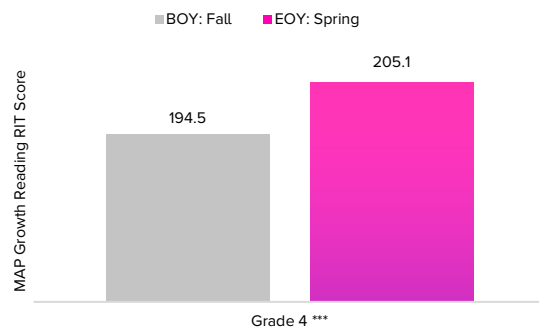


Figure note: $n = 112$, *** Significance at $p < .001$

HMH Growth Measure Performance

Controlling for demographic variables, there was a significant effect of time of measurement on Grade 4 students' HMH Growth Measure scaled scores, $F(1,101) = 30.99$, $p < .001$, with a large effect size ($\eta^2p = .24$). Pairwise comparisons showed significant increases between students' BOY HMH Growth Measure scaled scores ($M = 450.56$; $SD = 21.29$) and EOY scaled scores ($M = 462.30$; $SD = 20.92$), $M_{EOY} - M_{BOY} = 11.74$, $p < .001$ (see Figure 10).

Figure 10. Grade 4 Mean Growth Measure Scaled Scores, Beginning to End of Year, 2024–2025 SY

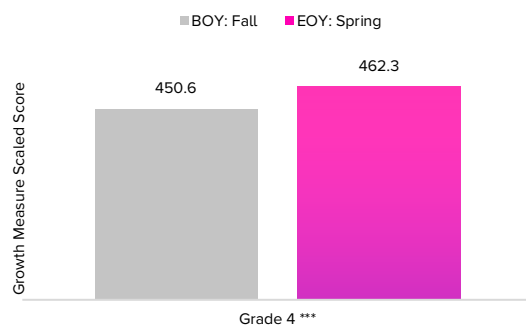


Figure note: $n = 105$, *** Significance at $p < .001$

In line with these findings, the distribution of Grade 4 students across the three HMH Growth Measure Grade Level Equivalence (GLE) bands differed significantly from the BOY to the EOY, $\chi^2(2) = 75.93$, $p < .001$, with a large effect size (Cohen's $w = 0.85$). The proportion of students performing below grade level decreased by one-third, while the proportion performing above grade level more than quadrupled by EOY, indicating continued progress toward grade-level expectations (see Figure 11).

Figure 11. Grade 4 Percentage of Students by Growth Measure GLE Band, Change from Beginning to End of Year, 2024–2025 SY

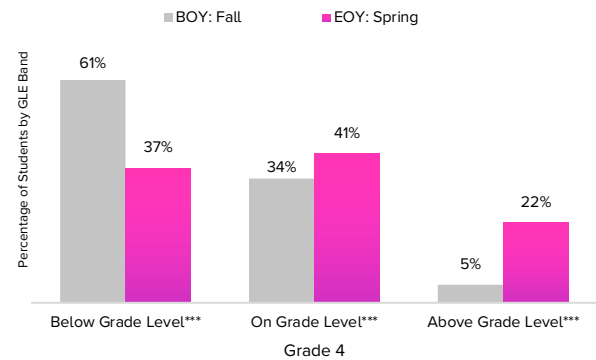


Figure note: $n = 105$, *** Significance at $p < .001$

Grade 5

NWEA MAP Growth Reading Performance

Controlling for demographic variables, Grade 5 students' EOY MAP Growth Reading scores ($M = 211.51$; $SD = 13.19$) were significantly higher than BOY scores ($M = 204.91$; $SD = 14.61$), $F(1,149) = 23.57$, $p < .001$, with a large effect size ($\eta^2p = .14$) (see Figure 12).

Figure 12. Grade 5 Mean MAP Growth Reading RIT Scores, Beginning to End of Year, 2024–2025 SY

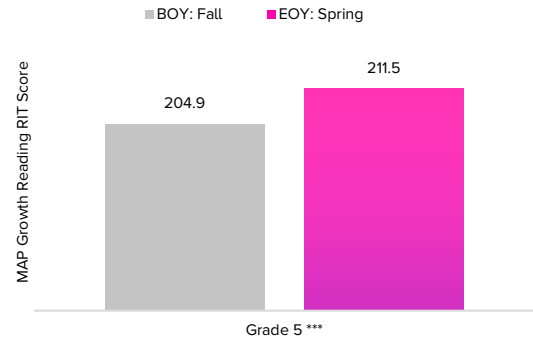


Figure note: $n = 153$, *** Significance at $p < .001$

HMH Growth Measure Performance

Controlling for demographic variables, there was a significant effect of time of measurement on Grade 5 students’ HMH Growth Measure scaled scores, $F(1,140) = 15.75, p < .001$, with a medium-large effect size ($\eta^2p = .10$). Pairwise comparisons showed a significant increase between students BOY HMH Growth Measure scaled scores ($M = 552.35; SD = 23.80$) and EOY scaled scores ($M = 561.72; SD = 22.55$), $ME_{EOY-MBOY} = 9.37, p < .001$ (see Figure 13).

Figure 13. Grade 5 Mean Growth Measure Scaled Scores, Beginning to End of Year, 2024–2025 SY

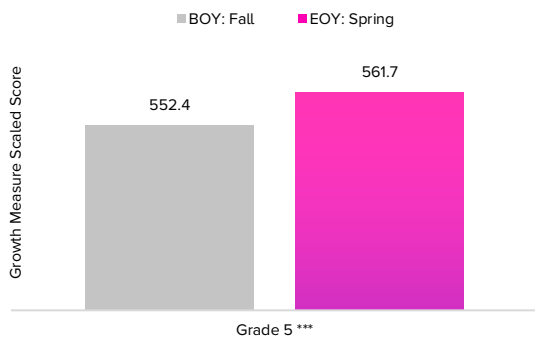


Figure note: $n = 144$, *** Significance at $p < .001$

In line with these findings, the distribution of Grade 5 students across the three HMH Growth Measure Grade Level Equivalence (GLE) bands differed significantly from BOY to EOY, $\chi^2(2) = 29.14, p < .001$, with a medium-large effect size (Cohen’s $w = 0.45$). Across the school year, the proportion of students performing below grade level decreased, the proportions performing on grade level increased slightly and the proportion performing above grade level more than doubled, indicating meaningful progress toward grade-level expectations (see Figure 14).

Figure 14. Grade 5 Percentage of Students by Growth Measure GLE Band, Change from Beginning to End of Year, 2024–2025 SY

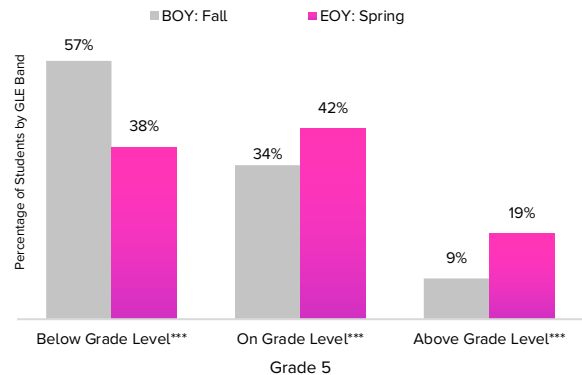


Figure note: $n = 144$, *** Significance at $p < .001$

Grades 2–5 Overall

HMH Growth Measure Performance

The distribution of Grades 2–5 students across the three HMH Growth Measure Grade Level Equivalence (GLE) bands differed significantly from the BOY to EOY, $\chi^2(2) = 326.63, p < .001$, with a large effect size (Cohen’s $w = 0.85$). The proportion of students performing below grade level decreased by nearly half by the EOY. The proportion performing on grade level increased by EOY and the proportion performing above grade level quadrupled across the school year. These patterns are consistent with substantial progress toward grade-level reading expectations across the school year (see Figure 15).

Figure 15. Grades 2–5 Percentage of Students by Growth Measure GLE Band, Change from Beginning to End of Year, 2024–2025 SY

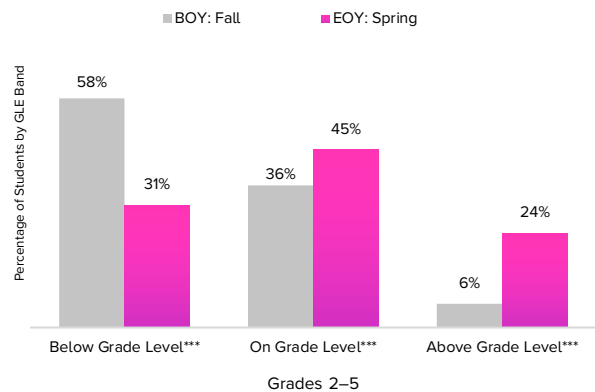


Figure note: $n = 456$, *** Significance at $p < .001$

Taken together, these findings indicate that students in Grades 2–5 demonstrated significant progress toward grade-level reading expectations over the course of the school year, with fewer students performing below grade level and more students performing at or above grade level by end of year. When considered alongside findings from the district’s Dual Language *¡Arriba la Lectura!* classrooms, these results contribute to a broader picture of literacy development across instructional models.

Educator Experience and Implementation

To address Research Question 2, this section describes educators’ experiences implementing *HMH Into Reading* during the 2024–2025 school year. Findings from teacher surveys and focus group interviews are presented to contextualize the student achievement results, with particular attention to program use, instructional coherence, and implementation of the K–2 Structured Literacy lessons across classrooms.

Educators

To capture educators’ implementation experiences, 43 K–5 teachers completed an end-of-year survey focused on program use, satisfaction, and perceptions of student engagement. Responding teachers represented all seven schools participating and a balanced distribution of grade levels. Nearly forty percent (39.5%) of the responding teachers reported having 1–10 years of experience teaching Grades K–5, 39.5% reported having 11–20 years of K–5 teaching experience, and 21% had over 21 years of experience. Most (70%) reported having 1–10 years of experience teaching at their current grade level. Most (68%) held a master’s degree.

In addition, seven K–2 teachers participated in a focus group interview centered on their experiences implementing the K–2 Structured Literacy lessons. Two district administrators also participated in a focus group interview to provide broader implementation

context, including district-level guidance, pacing structures, and instructional priorities during the 2024–2025 school year.

Implementation Context and Instructional Time

Educator experience findings provide important context for understanding how *Into Reading* was implemented during the study year. Data from teacher surveys and focus group interviews indicate that educators engaged with multiple components of the program and adapted materials to align with district instructional priorities and classroom needs.

The majority of teachers (79%) reported that 2024–2025 was either their second or third year teaching with *Into Reading*, although 7% of the teachers were in their first year of implementation.

About half of the teachers (49%) reported that students spent 61 to 90 minutes a day on *Into Reading* activities, including instruction, practice, and assessment activities; about a third (32%) reported that students spent 31 to 60 minutes on *Into Reading* activities, with an additional 21% reporting 91 to 120 minutes or more of use per day. In addition, over half (51%) of the teachers reported spending 16 to 30 minutes a day on *Into Reading* writing activities with an additional 7% of teachers reporting 31 to 60 minutes of daily *Into Reading* writing activities. These instructional time allocations suggest that *Into Reading* was implemented as part of a sustained literacy block, with consistent engagement across foundational skills, comprehension, and writing components.

Teachers generally described the pacing guide as a useful planning tool that clarified weekly instructional expectations and promoted instructional coherence by supporting alignment across grade-level teams and helping ensure consistent instructional experiences across schools.

Overall, teachers emphasized the breadth of *Into Reading* instructional resources, support for foundational skills instruction, and the flexibility to adapt lessons to meet classroom needs. Educators

also identified implementation considerations related to instructional time, navigating available materials, and balancing multiple program components. Within the district's broader literacy model—including Dual Language classrooms implementing *¡Arriba la Lectura!*—these implementation patterns reflect a coordinated approach to literacy instruction supported by shared structures and expectations across classroom contexts.

Teacher responses also reflect variation in professional learning experiences related to Structured Literacy and the Science of Reading, with some educators reporting recent training and others indicating limited or earlier exposure. These differences provide important context for understanding variation in implementation experiences across classrooms.

Use of HMH Into Reading Resources

Within this structured implementation context, educator survey and focus group findings provide additional insight into how instructional materials, routines, and resources were used in practice. Educators reported using a combination of *Into Reading* print and digital resources, including core texts, decodable materials, embedded assessments, and *HMH Ed™*, the HMH online platform, suggesting integrated use of instructional and data tools within daily practice.

In Grades K–2, commonly used materials included Start Right Readers decodable texts, phonics and word study lesson slides, and small-group instructional resources. Teachers described these materials as supporting explicit and systematic instruction in phonological awareness, phonics, and early word recognition. In Grades 2–5, teachers frequently reported using the *myBook*; Know It, Show It Practice Book; and embedded assessments to support comprehension, vocabulary development, and writing instruction.

While teachers reported moderate to high satisfaction with *Into Reading* assessment resources overall, they also identified areas of tension related to perceived rigor and alignment with instruction.

Some educators noted mismatches between assessment language and instructional content, as well as variability introduced by district-level adaptation of assessment materials.

Nearly all teachers reported using *HMH Ed*, indicating widespread adoption of the platform for accessing instructional resources, administering assessments, and reviewing student data. Educators reported frequent use of the platform to locate resources (98%), administer assessments (93%), and review student data and reports (90%). Several teachers noted that having instructional resources, assessments, and reporting tools housed within a single digital environment supported lesson preparation and instructional decision-making, particularly when differentiating instruction for students with varied literacy needs. At the same time, educators identified challenges related to platform navigation and ease of use, suggesting opportunities to improve usability.

Nearly all surveyed teachers also reported that students used *HMH Ed*. Across grade levels, students commonly used the platform to complete assessments, while students in the upper grades additionally used the platform to complete assignments and access *myBook*, the online textbook.

K–2 Structured Literacy lessons

Implementation of the K–2 Structured Literacy lessons was a focal point of educator feedback. Most K–2 teachers reported using these lessons consistently throughout the school year. Teachers highlighted the clarity of instructional routines, the systematic progression of foundational skills, and the alignment between phonics instruction and decodable text reading. Educators described strong student engagement during word-building activities and interactive lesson slides and reported observing growth in students' decoding accuracy and confidence when reading connected text. Several educators also noted positive feedback from families regarding students' reading growth.

These features may help explain the strong student engagement and positive literacy outcomes described by participating educators.

Teachers also reported that the Structured Literacy lessons supported instructional coherence across classrooms. Shared routines and materials were

described as helping establish consistent expectations for students and facilitating collaboration among grade-level teams. Educators further noted that the lessons supported targeted small-group instruction and ongoing monitoring of student progress in foundational skills.

Educator Voice: K–2 Structured Literacy Reflections

Teacher reflections reinforce patterns of student engagement and growth observed in Structured Literacy instruction.

“I’ve definitely seen more growth in my students this year than the years past after doing the Structured Literacy with fidelity. It’s long but it’s useful and the kids like it.”

“I have seen such growth in my students as readers... I am amazed by what they can do in terms of blending and decoding and their phonemic awareness skills.”

“They really are reading more than they’ve read before.”

“The Structured Literacy slides... are really helpful because they test the kids on being able to decode the words that we’ve been practicing or at least the pattern.”

“Parents are really impressed by what their children are able to do this year!”

Conclusion

Results indicate statistically significant improvement in reading achievement across grade levels. Students demonstrated beginning-of-year to end-of-year gains on both NWEA MAP Growth Reading and HMH Growth Measure Reading assessments, and Grade Level Equivalence findings showed meaningful shifts toward grade-level expectations. Across measures, fewer students performed below grade level and more students performed at or above grade level by the end of the school year, indicating measurable progress toward grade-level reading expectations over the course of the school year.

Educator findings provide important contextual evidence for interpreting these outcomes. Teachers reported broad use of *Into Reading* materials, supported by district pacing guidance intended to promote coherence across classrooms and grade levels. Educators highlighted the clarity and structure of foundational skills instruction—particularly within the K–2 Structured Literacy lessons—as well as strong student engagement and observed growth in early reading skills. Teachers also identified implementation considerations related to pacing, instructional time, assessment alignment, and navigation of available resources.

Within this district, *Into Reading* serves as the core English Language Arts program in monolingual

classrooms and operates alongside *¡Arriba la Lectura!* in Dual Language settings. Together, these programs support a coordinated approach to literacy instruction and provide complementary evidence of literacy development across instructional models.

While the single-group design does not permit causal attribution and findings reflect one district context, the observed patterns of growth are consistent with prior *Into Reading* studies conducted in other settings and align with broader efforts to implement research-based literacy instruction. Together with a well-defined logic model and a growing body of evidence, these findings support classification of the study as meeting the ESSA Tier 4 (Demonstrates a Rationale) evidence standard. When considered alongside the companion *¡Arriba la Lectura!* study, the results provide a broader picture of literacy development across instructional models and suggest that coordinated, research-aligned literacy programs can support meaningful progress toward grade-level reading expectations within a coherent district literacy framework.

Overall, this study contributes locally relevant evidence on student reading growth within monolingual English classrooms implementing *Into Reading*. Collectively, the findings suggest that *Into Reading* can support meaningful progress toward grade-level reading expectations when implemented as part of coherent, year-long literacy instruction.

Learn more about *Into Reading* Research at **hmhco.com/research/library**

¡Arriba la Lectura!™, HMH Into Reading®, Growth Measure®, NWEA® MAP® Growth™, HMH Ed™, and HMH® are trademarks or registered trademarks of HMH Education Company. © HMH Education Company. All rights reserved. 07/26

Appendix

Table 1. *Into Reading* K–5 Student Assessment Performance, 2024–2025 Beginning-of-Year to End-of-Year Analyses

Grade Level	Assessment	<i>n</i>	BOY Performance	EOY Performance	Test Statistic	<i>p</i> Value	Effect Size
Kindergarten	NWEA MAP Growth Reading RIT Score	124	<i>M</i> = 138.25 (<i>SD</i> = 7.58)	<i>M</i> = 155.94 (<i>SD</i> = 10.11)	<i>F</i> (1,120) = 265.29	<.001	η^2p = .69 (large)
Grade 1	NWEA MAP Growth Reading RIT Score	141	<i>M</i> = 159.23 (<i>SD</i> = 10.90)	<i>M</i> = 174.91 (<i>SD</i> = 11.73)	<i>F</i> (1,137) = 260.81	<.001	η^2p = .66 (large)
Grade 2	NWEA MAP Growth Reading RIT Score	122	<i>M</i> = 173.81 (<i>SD</i> = 15.57)	<i>M</i> = 191.10 (<i>SD</i> = 15.57)	<i>F</i> (1,118) = 113.28	<.001	η^2p = .49 (large)
	HMH Reading Growth Measure: Scaled Score	113	<i>M</i> = 255.04 (<i>SD</i> = 16.87)	<i>M</i> = 272.95 (<i>SD</i> = 14.21)	<i>F</i> (1,109) = 71.91	<.001	η^2p = .40 (large)
	HMH Reading Growth Measure: GLE Bands	113	Below Grade Level: 60% On Grade Level: 36% Above Grade Level: 4%	Below Grade Level: 19% On Grade Level: 49% Above Grade Level: 32%	χ^2 (2) = 291.90	<.001	Cohen's <i>w</i> = 1.61 (large)
Grade 3	NWEA MAP Growth Reading RIT Score	97	<i>M</i> = 186.58 (<i>SD</i> = 16.00)	<i>M</i> = 197.92 (<i>SD</i> = 14.43)	<i>F</i> (1,93) = 66.32	<.001	η^2p = .42 (large)
	HMH Reading Growth Measure: Scaled Score	94	<i>M</i> = 356.78 (<i>SD</i> = 19.46)	<i>M</i> = 367.91 (<i>SD</i> = 16.72)	<i>F</i> (1,90) = 29.96	<.001	η^2p = .25 (large)
	HMH Reading Growth Measure: GLE Bands	94	Below Grade Level: 52% On Grade Level: 43% Above Grade Level: 5%	Below Grade Level: 27% On Grade Level: 48% Above Grade Level: 26%	χ^2 (2) = 84.58	<.001	Cohen's <i>w</i> = 0.95 (large)
Grade 4	NWEA MAP Growth Reading RIT Score	112	<i>M</i> = 194.51 (<i>SD</i> = 15.94)	<i>M</i> = 205.13 (<i>SD</i> = 13.49)	<i>F</i> (1,108) = 77.03	<.001	η^2p = .24 (large)
	HMH Reading Growth Measure: Scaled Score	105	<i>M</i> = 450.56 (<i>SD</i> = 21.29.08)	<i>M</i> = 462.30 (<i>SD</i> = 20.92)	<i>F</i> (1,101) = 30.99	<.001	η^2p = .24 (large)
	HMH Reading Growth Measure: GLE Bands	105	Below Grade Level: 61% On Grade Level: 34% Above Grade Level: 5%	Below Grade Level: 37% On Grade Level: 41% Above Grade Level: 22%	χ^2 (2) = 75.93	<.001	Cohen's <i>w</i> = 0.85 (large)
Grade 5	NWEA MAP Growth Reading RIT Score	153	<i>M</i> = 204.91 (<i>SD</i> = 14.61)	<i>M</i> = 211.51 (<i>SD</i> = 13.19)	<i>F</i> (1,149) = 23.57	<.001	η^2p = .14 (large)
	HMH Reading Growth Measure: Scaled Score	144	<i>M</i> = 552.35 (<i>SD</i> = 23.80)	<i>M</i> = 561.72 (<i>SD</i> = 22.55)	<i>F</i> (1,140) = 15.75	<.001	η^2p = .10 (moderate-large)
	HMH Growth Measure: GLE Bands	144	Below Grade Level: 57% On Grade Level: 34% Above Grade Level: 9%	Below Grade Level: 38% On Grade Level: 42% Above Grade Level: 19%	χ^2 (2) = 29.14	<.001	Cohen's <i>w</i> = 0.45 (moderate-large)
Grade 2–5	HMH Reading Growth Measure: GLE Bands	456	Below Grade Level: 58% On Grade Level: 36% Above Grade Level: 6%	Below Grade Level: 31% On Grade Level: 45% Above Grade Level: 24%	χ^2 (2) = 326.63	<.001	Cohen's <i>w</i> = 0.85 (large)