

English 3D™

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.

PROGRAM OVERVIEW

English 3D is an evidence-based English language development (ELD) program for multilingual learners in Grades 4–12 designed by nationally recognized ELD author, researcher, and teacher educator, Dr. Kate Kinsella. The program effectively accelerates academic language through high-interest content, consistent instructional routines, and daily practice opportunities that enable students to become confident and competent participants in content-area classes, college, and beyond.



DISTRICT: Hemet Unified School District, CA
STUDY YEAR: 2014–2019
STUDY CONDUCTED BY: FORGE RESEARCH GROUP

EVIDENCE CRITERIA

Well-designed and well-implemented quasi-experimental design study (QED)

STUDY EVIDENCE & HIGHLIGHTS

English 3D students were matched with non-*English 3D* English learners (EL) in the Hemet Unified School District for a matched sample comparison analysis. All students comprising the matched sample did not participate in *English 3D* instruction in any year between 2014–2019. Matched students were an exact match on EL status and on baseline scores or expected growth, and then chosen using nearest neighbor propensity score matching based on the following covariates: grade, gender, SES, ethnicity, school, and teacher.

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

Hemet Unified School District utilized *English 3D* as a Tier 2 English language development intervention for students in Grades 4 through 12 during the 2014–2015 through 2018–2019 school years.

ANALYTIC SAMPLE:

- Suburban area
- 28 schools (13 elementary schools, 3 K–8 schools, 7 middle schools, and 5 high schools)
- Grades 4–12
- 94%–96% Hispanic
- 47%–58% Male; 43%–52% Female
- 92%–99% Eligible for Free/Reduced-Priced Lunch
- 16%–27% Eligible for Special Education Services

EVIDENCE CRITERIA

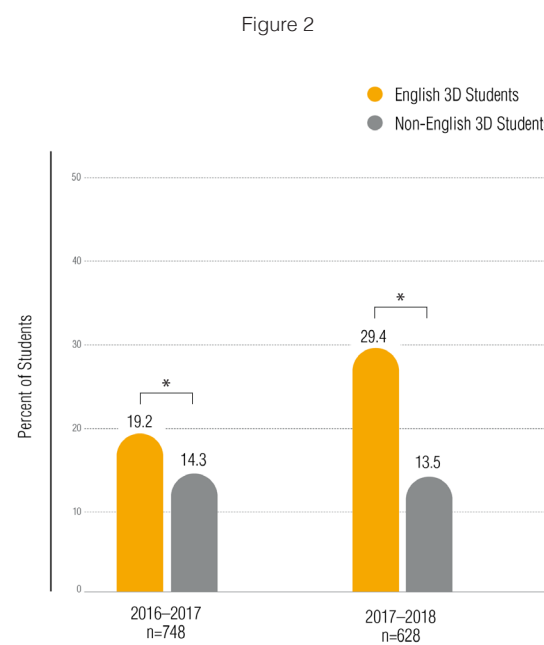
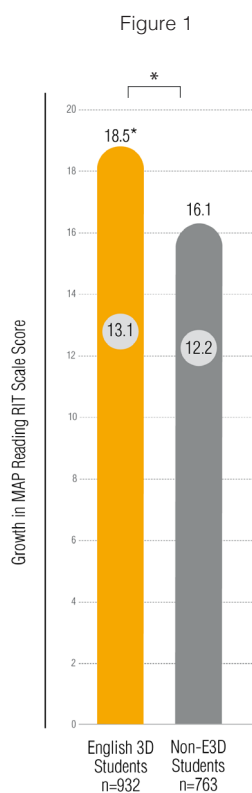
Shows statistically significant
and positive effects

STUDY EVIDENCE & HIGHLIGHTS

English 3D students demonstrated larger statistically significant actual to expected MAP Reading RIT score gains in comparison to non-*English 3D* EL students. See Figure 1.

In addition, *English 3D* students demonstrated statistically significant larger gains on the California English Language Development Test (CELDT) during the 2016-2017 school year when compared to non-*English 3D* EL students.

Furthermore, a significantly larger percentage of *English 3D* students were reclassified out of the EL program compared to non-*English 3D* EL students, with reclassification of 19.2% compared to 14.3% in the 2016-2017 school year and 29.4% compared to 13.5% in the 2017-2018 school year. See Figure 2.



To learn more about the research behind *English 3D*, visit hmhco.com/english-3d-research