



## Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: Level 1 Strong, Level 2 Moderate, Level 3 Promising, and Level 4 Evidence that demonstrates a rationale. The levels are defined by the research study design.

### enVision A/G/A meets ESSA’s Level 2 evidence criteria

Moderate Evidence Criteria	Alignment to requirements	Detail
Quasi-experimental Study	<b>Meets</b>	A quasi-experimental study design where schools using <i>enVision</i> ® A/G/A during the 2024–2025 school year were matched to similar schools using other high school math programs.
Show a statistically significant and positive effect on student outcomes	<b>Meets</b>	<p>Schools using <i>enVision</i> A/G/A demonstrated a significantly higher math proficiency rate than control schools using other high school math programs.</p> <p> The statistical model found that the percentage of students proficient in math is 6.9 percentage points greater in the <i>enVision</i> A/G/A schools than in the control schools.</p>

For more information, visit:  
[savvas.com/evidencebased](https://savvas.com/evidencebased)

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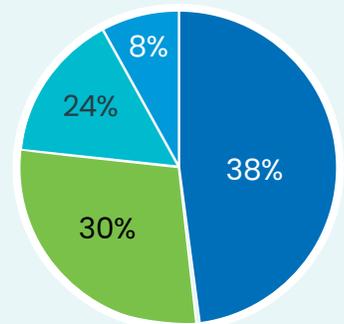
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**Study completed by:** Savvas  
 Research Brief Available Upon Request

**Year:** 2024–2025

**Study description:** The study examined whether *enVision* A/G/A is associated with higher math performance on the Benchmarks for Excellent Student Thinking (B.E.S.T.) Algebra 1 and Geometry end-of-course (EOC) assessments by comparing schools using *enVision* A/G/A to closely matched control schools using other high school math programs. A total of 194 *enVision* A/G/A and up to 194 control schools in Florida were represented in the sample.



- Hispanic
- Caucasian
- African American
- Other

Additionally, 48% of students were economically disadvantaged.



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