

# Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

## SuccessMaker Math meet ESSA’s “Strong” evidence criteria

Strong Evidence Criteria	Alignment to Requirements
Experimental study (e.g. a randomized control trial)	<p><b>Meets</b></p> <p>A randomized control trial design was used for the 2009-10 study where individual students were randomly assigned to either the treatment or control condition.</p>
Show a statistically significant and positive effect on student outcomes.	<p><b>Meets</b></p> <p>All grade levels significantly outperformed the comparison group on the <b>Group Mathematics Assessment and Diagnostic Evaluation (GMADE™) Total Test</b>.</p> <ul style="list-style-type: none"> <li>• Third grade grew by 34 more percentiles than the average comparison student.</li> <li>• Fifth grade grew by 20 more percentiles than the average comparison student.</li> <li>• Seventh grade grew by 23 more percentiles than the average comparison student.</li> </ul> <p>Additionally, EL students and students receiving free/ reduced lunch significantly outperformed their comparison group peers on the GMADE™ Total Test at all grade levels.</p>

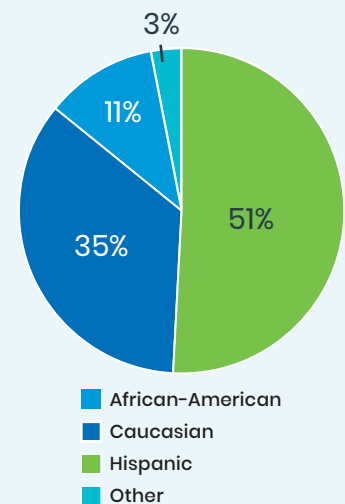
successmaker®  
MATHEMATICS

Study completed by: Gatti Evaluation, Inc.  
[Available here](#)

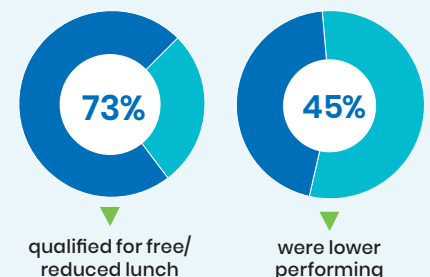
Year: 2009-10

**Study description:** This study focused on improving third, fifth and seventh grade mathematics skills in a supplemental setting. Students used the program for an average of 24 minutes, two to three times a week, over the course of the school year during regularly scheduled mathematics instruction at seventh grade and in addition to regularly scheduled mathematics instruction at third and fifth grade. Results were analyzed for 1,186 students, taught by 53 teachers across 10 schools in 7 states, with matched pretest/ posttest scores.

The final sample was diverse including:



Additionally:



Study completed by: JEM & R.

[Available here](#)


Year: 2021-2022

**Study description:** The study examined if *SuccessMaker Math* is associated with higher math performance on state assessments by comparing schools using *SuccessMaker Math* to closely matched control schools using other supplemental math programs in the states of FL, IL, NC and OH. A total of 339 *SuccessMaker Math* and control schools were represented in the sample at grades three, four, five and six.

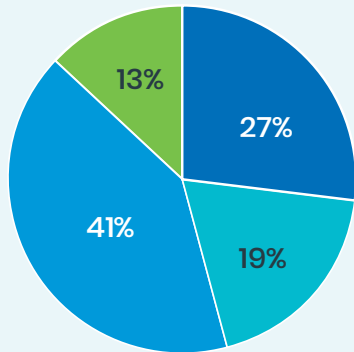
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## Additional *SuccessMaker Math* evidence

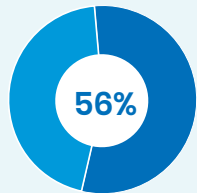
Moderate Evidence Criteria	Detail
Quasi-experimental Study.	A quasi-experimental study design where schools using <i>SuccessMaker Math</i> during the 2021-2022 school year were matched to similar schools using other supplemental math programs.
Show a statistically significant and positive effect on student outcomes.	<p>Schools using <i>SuccessMaker Math</i> demonstrated statistically significantly higher math proficiency gains that control schools using other supplemental math programs.</p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> <li>• Students in <i>SuccessMaker Math</i> schools showed a statistically significant greater math performance gain of 1.5% points over control schools on state assessments.</li> </ul> </div>

The final sample was diverse including:



- Caucasian
- Hispanic
- African-American
- Other Race

Additionally, 56% of students considered economically disadvantaged.



For more information, visit:

[savvas.com/evidencebased](https://savvas.com/evidencebased)

Savvas.com  
800-848-9500

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