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

<table>
<thead>
<tr>
<th>Strong Evidence Criteria</th>
<th>Alignment to Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental study (e.g. a randomized control trial)</td>
<td>Meets</td>
</tr>
<tr>
<td>Show a statistically significant and positive effect on student outcomes.</td>
<td>Meets</td>
</tr>
</tbody>
</table>

SuccessMaker Math meet ESSA’s "Strong" evidence criteria

The final sample was diverse including:

- **34% African-American**
- **51% Caucasian**
- **35% Hispanic**
- **11% Other**
- **3%**

Additionally:

- **73%** qualified for free/reduced lunch
- **45%** were lower performing
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.

Additional SuccessMaker Math evidence

<table>
<thead>
<tr>
<th>Moderate Evidence Criteria</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quasi-experimental Study.</td>
<td>A quasi-experimental study design where schools using SuccessMaker Math during the 2021-2022 school year were matched to similar schools using other supplemental math programs.</td>
</tr>
</tbody>
</table>
| Show a statistically significant and positive effect on student outcomes. | Schools using SuccessMaker Math demonstrated statistically significantly higher math proficiency gains that control schools using other supplemental math programs.  
  • Students in SuccessMaker Math schools showed a statistically significant greater math performance gain of 1.5% points over control schools on state assessments. |

The final sample was diverse including:

- Caucasian: 41%
- Hispanic: 19%
- African-American: 27%
- Other Race: 13%
- 56% of students considered economically disadvantaged.

For more information, visit: savvas.com/evidencebased