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.

**enVision® Mathematics meets ESSA’s “Moderate” evidence criteria**

<table>
<thead>
<tr>
<th>Moderate Evidence Criteria</th>
<th>Alignment to requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quasi-experimental Study</td>
<td>Meets A quasi-experimental study design where schools using enVision Mathematics during the 2021-2022 school years were matched to similar schools using other elementary math programs.</td>
</tr>
</tbody>
</table>
| Show a statistically significant and positive effect on student outcomes | Meets Schools using enVision Mathematics demonstrated a significantly higher math proficiency rate than control schools using other elementary math programs.  
  - Students in enVision Mathematics schools state proficiency scores were 4.4 percentage points higher than control schools at grades 3-5. |

For more information, visit: savvas.com/evidencebased

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**Study completed by: Savvas**

**Available here**

**Year:** 2021-2022

**Study description:** The study examined if enVision Mathematics is associated with higher math performance on state assessments by comparing schools using enVision Mathematics to closely matched control schools using other elementary math programs in AL and NC. A total of 98 enVision Mathematics and control schools were represented in the sample at grades three through five.

The final sample was diverse including:

- 51% African-American
- 24% Caucasian
- 20% Hispanic
- 5% Other
- 5% Other

Additionally, 64% of students qualified for free/reduced lunch.