



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® Mathematics meets ESSA’s “Level 3” evidence criteria

Level 3 Evidence Criteria	Alignment to requirements
Correlational study with statistical controls for selection bias	<p>Exceeds</p> <p>A randomized control trial design was used 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>Meets</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;"> <p>1.2 GE's</p> </div> <div style="margin-bottom: 10px;"> <p>10 Percentile Points</p> </div> <div> <p>11 Percentile Points</p> </div> </div> <p>Students using <i>Investigations</i> achieved statistically significant growth on the Group Mathematics Assessment and Diagnostic Evaluation (GMADE) and increased an average of 1.2 grade equivalents (GE).</p> <ul style="list-style-type: none"> Fifth grade <i>Investigations</i> students significantly outperformed comparison students on the GMADE by 10 percentile points. Second grade African American students using <i>Investigations</i> significantly outperformed their peers on the GMADE by 11 percentile points. <p>Additionally, fifth grade lower achieving students, reduced-priced lunch students, and African American students significantly outperformed their peers on the GMADE.</p>

What does the What Works Clearinghouse say about Investigations?

The What Works Clearinghouse says *Investigations* was found to have potentially positive effects on mathematics achievement.

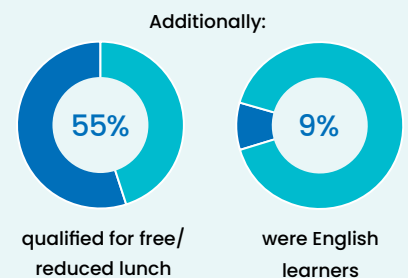
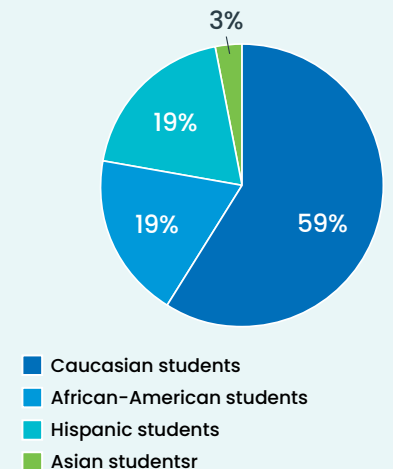
For more information, visit:
savvas.com/evidencebased

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

Year: 2007–2009

Study description: The study focused on improving second and fifth grade students’ critical mathematics skills using a core elementary math program. Teachers implemented *Investigations* every day for the course of the school year for core mathematics instruction. Results were analyzed for 400 participating students taught by 34 teachers across 8 schools in 4 states with matching pretest/posttest scores.

The final sample was diverse including:



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