

Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated a 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 Integrated Mathematics meets ESSA’s “Moderate” evidence criteria

Moderate Evidence Criteria	Alignment to requirements
Quasi-experimental Study	<p>Meets A quasi-experimental study design where schools using <i>enVision A/G/A</i> or <i>enVision Integrated Mathematics</i> during the 2021-2022 school years were matched to similar schools using other high school math programs.</p>
Show a statistically significant and positive effect on student outcomes	<p>Meets Schools using <i>enVision A/G/A</i> or <i>enVision Integrated Mathematics</i> demonstrated a significantly higher math proficiency rate than control schools using other high school math programs.</p> <ul style="list-style-type: none"> Students in schools using <i>enVision A/G/A</i> or <i>enVision Integrated Mathematics</i> showed state proficiency scores that were 3.74 percentage points higher than control schools at grades 9-12.

For more information, visit:
savvas.com/evidencebased

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 800-848-9500

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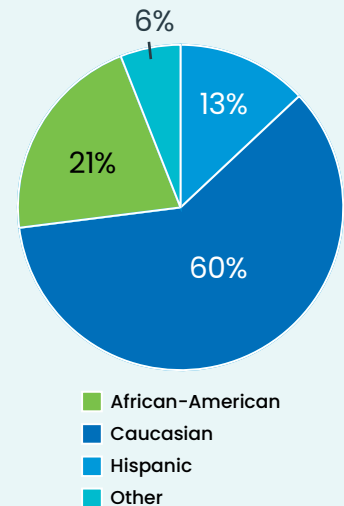


Study completed by: Savvas
[Available here](#)

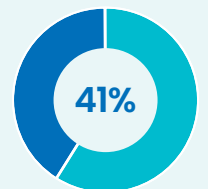
Year: 2021-2022

Study description: The study examined if schools using *enVision A/G/A* and *enVision Integrated Mathematics* are associated with higher math performance on state assessments by comparing schools using *enVision A/G/A* or *enVision Integrated Mathematics* to closely matched control schools using other high school math programs in AL and NC. A total of 74 *enVision A/G/A* or *enVision Integrated Mathematics* and control schools were represented in the sample at grades nine through twelve.

The final sample was diverse including:



Additionally, 41% of students qualified for free/reduced lunch.



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