SAVVAS
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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 A|G|A meets ESSA's "Moderate" evidence criteria

Moderate Evidence Criteria	Alignment to requirements	
Quasi-experimental Study	**Meets**	A quasi-experimental study design where schools using *enVision A|G|A* or *enVision Integrated Mathematics* during the 2021-2022 school years were matched to similar schools using other high school math programs.
Show a statistically significant and positive effect on student outcomes	**Meets**	Schools using *enVision A|G|A* or *enVision Integrated Mathematics* demonstrated a significantly higher math proficiency rate than control schools using other high school math programs.
	⊕ 3.74	• Students in schools using *enVision A|G|A* or *enVision Integrated Mathematics* showed state proficiency scores that were 3.74 percentage points higher than control schools at grades 9-12.

For more information, visit:
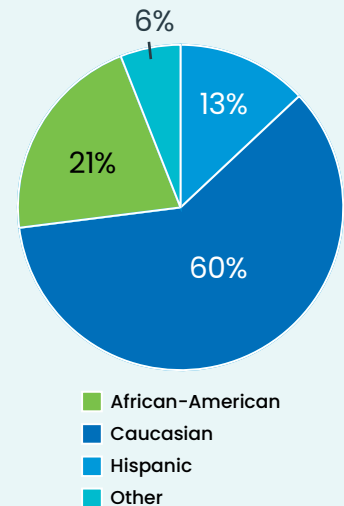
savvas.com/evidencebased

enVision®

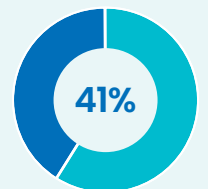**Study completed by:** Savvas
Available here

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:

- 6%
- 13%
- 21%
- 60%

■ African-American
■ Caucasian
■ Hispanic
■ Other

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

41%

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