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**

<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 A</td>
</tr>
</tbody>
</table>
| 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.  
  - 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. |

The final sample was diverse including:

- 60% African-American
- 21% Caucasian
- 13% Hispanic
- 6% Other
- 41% of students qualified for free/reduced lunch.

For more information, visit: savvas.com/evidencebased