




Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated statistically significant positive effects 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.

SuccessMaker Math meets ESSA’s Level 2 evidence criteria

| Level 2 evidence criteria | Alignment to requirements | Detail |
|--|---------------------------|--|
| Quasi-experimental Study | Meets | A quasi-experimental study design where schools using <i>SuccessMaker Math</i> during the 2024-2025 school year were matched to similar schools not using <i>SuccessMaker Math</i> . |
| Show a statistically significant and positive effect on student outcomes | Meets | Schools using <i>SuccessMaker Math</i> demonstrated significantly higher growth rates than control schools not using <i>SuccessMaker Math</i> .  Schools that used <i>SuccessMaker Math</i> had a 1.4 higher growth rate than control schools. |

For more information, visit:
savvas.com/evidencebased

Savvas.com
800-848-9500

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successmaker® MATHEMATICS

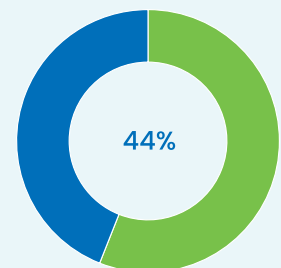
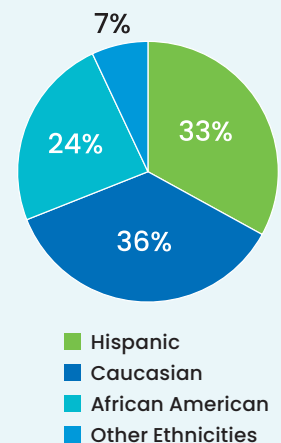
Study completed by: JEM&R

[Available here](#)

Year: 2024-2025

Study description: The study examined if *SuccessMaker Math* is associated with higher math performance on state assessments by comparing schools using *SuccessMaker Math* to closely matched control schools not using *SuccessMaker Math* in the states of FL, IL, NJ and TN. A total of 1,729 unique *SuccessMaker Math* and control grade and school combinations were represented in the sample at grades three, four, and five.

The final sample was diverse including:



Economically Disadvantaged

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