



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 2 evidence criteria

Level 2 Evidence Criteria	Alignment to requirements	Detail
Quasi-experimental Study	Meets	A quasi-experimental study design where schools using <i>enVision Mathematics</i> during the 2021-2022 school years were matched to similar schools using other middle grades math programs.
Show a statistically significant and positive effect on student outcomes	Meets	<p>Schools using <i>enVision Mathematics</i> demonstrated a significantly higher math proficiency rate than control schools using other middle grades math programs.</p> <ul style="list-style-type: none"> Students in <i>enVision Mathematics</i> schools state proficiency scores were 4.34 percentage points higher than control schools at grades 6-8.



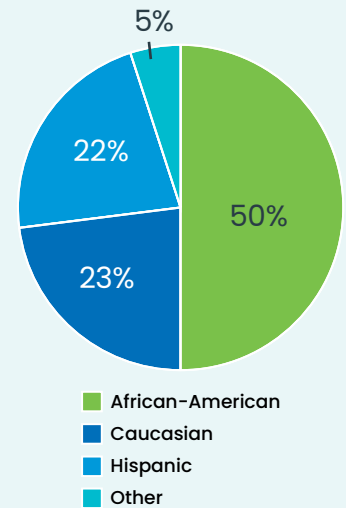
Study completed by: Savvas

[Available here](#)

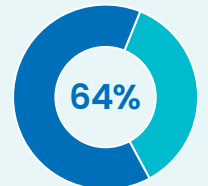
Year: 2021-2022

Study description: The study examined if *enVision Mathematics* is associated with higher math performance on state assessments by comparing schools using *enVision Mathematics* to closely matched control schools using other middle grades math programs in AL and NC. A total of 58 *enVision Mathematics* and control schools were represented in the sample at grades six through eight.

The final sample was diverse including:



Additionally, 64% of students qualified for free/reduced lunch.



For more information, visit:

savvas.com/evidencebased

Savvas.com
800-848-9500

Copyright © 2024 Savvas Learning Company LLC. All Rights Reserved. Savvas® and Savvas Learning Company® are the registered trademarks of Savvas Learning Company LLC in the US and in other countries.

Join the Conversation
@SavvasLearning

