



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.

Investigations meets ESSA’s “Level 3” evidence criteria.

Level 3 Evidence Criteria	Alignment to Requirements	Detail
Correlational study with statistical controls for selection bias	Exceeds	A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes	Meets	Students using <i>Investigations</i> achieved statistically significant growth on the Group Mathematics Assessment and Diagnostic Evaluation (GMADE) and increased an average of 1.2 grade equivalents (GE). - Fifth grade <i>Investigations</i> students significantly outperformed comparison students on the GMADE by 10 percentile points. - Second grade African American students using <i>Investigations</i> significantly outperformed their peers on the GMADE by 11 percentile points. Additionally, fifth grade lower achieving students, reduced-priced lunch students, and African American students significantly outperformed their peers on the GMADE.

What does the What Works Clearinghouse say about Investigations?

The What Works Clearinghouse says *Investigations* was found to have potentially positive effects on mathematics achievement.

For more information, visit:

savvas.com/evidencebased

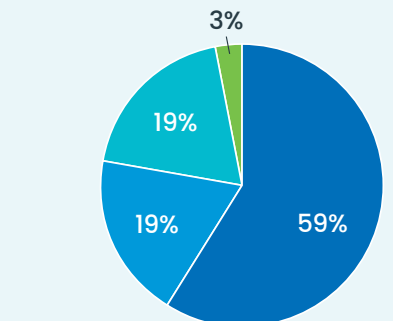
Study completed by: Gatti Evaluation, Inc.

[Available here](#)

Year: 2007–2009

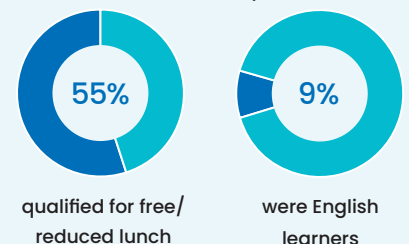
Study description: The study focused on improving second and fifth grade students’ critical mathematics skills using a core elementary math program. Teachers implemented *Investigations* every day for the course of the school year for core mathematics instruction. Results were analyzed for 400 participating students taught by 34 teachers across 8 schools in 4 states with matching pretest/posttest scores.

The final sample was diverse including:



Caucasian students
 African-American students
 Hispanic students
 Asian students

Additionally:



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