



Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated 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.

Savvas High School Math meets ESSA's “Strong” evidence criteria

Strong Evidence Criteria	Alignment to Requirements
Experimental study (e.g. a randomized control trial)	<p>Meets</p> <p>A randomized control trial design was used where classrooms were randomly assigned to either the treatment or control condition.</p> <p>A summative field test where teachers implemented <i>Savvas Algebra 1, Geometry, and Algebra 2</i> for an entire school year for the 2012-2013 study.</p>
Show a statistically significant and positive effect on student outcomes	<p>Meets</p> <p><i>Savvas Algebra 1, Geometry, and Algebra 2</i> students significantly outperformed the comparison group on the Customer Developed Multiple-Choice and Constructed Response assessments.¹</p> <ul style="list-style-type: none">  Multiple-Choice: Scored 8 percentile points higher than the average comparison student  Constructed Response: Scored 3 percentile points higher than the average comparison student

¹ A custom assessment was developed by PRES Associates due to lack of norm-referenced assessments available specifically for Algebra and Geometry courses.

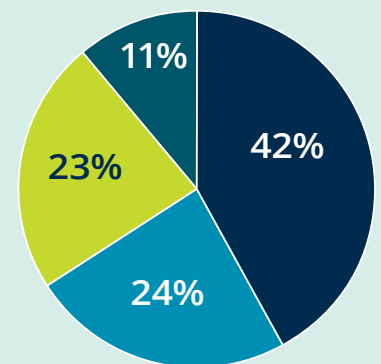


Studies completed by:
PRES Associates,
[2009-11 Study Available here.](#)

Year(s): 2009-11

Study description:
This Randomized Control Trial (RCT) study focused on improving Algebra 1, Geometry, and Algebra 2 mathematics skills in a core classroom setting. Students used the *Savvas Algebra 1, Geometry, and Algebra 2* program for core mathematics class during both years of the study. The majority of teachers implemented the program with fidelity. The RCT results were analyzed for 1,539 students, taught by 38 teachers across 6 schools in 5 states, with matched pretest/posttest scores.

The final sample was diverse and included:



- African-American students
- Caucasian students
- Hispanic students
- Other students

Additionally:

