

# Evidence Explained

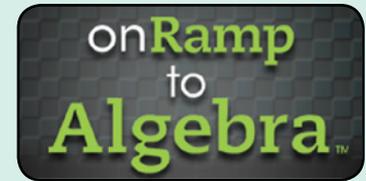
ESSA emphasizes “evidence-based” approaches that have demonstrated a statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

## *onRamp to Algebra* meets ESSA’s “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	<p><b>Exceeds</b></p> <p>A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.</p>
Show a statistically significant and positive effect on student outcomes	<p><b>Meets</b></p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 10px;">  <p>+9 PERCENTILE POINTS</p> </div> <div style="margin-bottom: 10px;">  <p>+12 PERCENTILE POINTS</p> </div> <div>  <p>+20 PERCENTILE POINTS</p> </div> </div> <p>Students using <i>onRamp to Algebra</i> achieved higher achievement gains on the <b>GMADE™ Total</b> test than the comparison group, but these higher gains did not reach a level of significance. <i>onRamp</i> students gained 9 percentiles while the control group gained 4 percentiles.</p> <p>Two student subgroups did achieve statistically significant gains over the control group:</p> <ul style="list-style-type: none"> <li>• <b>Seventh grade</b> <i>onRamp</i> students increased their percentile rank by 12 percentile points compared to 2 percentile points by the control group.</li> <li>• <b>Low-performing</b> students using <i>OnRamp</i> increased their percentile rank by 20 percentile points compared to 3 percentile points by the control group.</li> </ul>

For more information, visit:

[Savvas.com/EvidenceBased](https://www.savvas.com/EvidenceBased)



**Study completed by:**

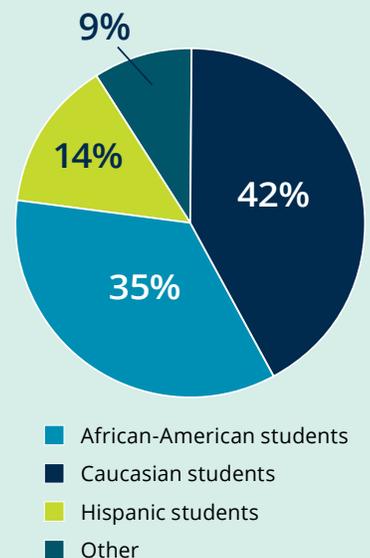
PRES Associates, Inc.

[Available here.](#)

**Year:** 2012-2013

**Study description:** This study focused on using *onRamp to Algebra* to improve students’ foundational math skills necessary to be successful in Algebra 1. Students used the intervention 45 minutes a day over the course of the school year. This study was conducted in 7th-8th grade classrooms and included 276 students, taught by 9 teachers across 4 schools in 2 states, with matched pretest/posttest scores.

The final sample was diverse including:



Additionally:

