



# 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.

## Successmaker Math meets ESSA’s “Strong” evidence criteria

Strong Evidence Criteria	Alignment to Requirements
Experimental study (e.g. a randomized control trial)	<p><b>Meets</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> <p>All grade levels significantly outperformed the comparison group on the <b>Group Mathematics Assessment and Diagnostic Evaluation (GMADE™) Total Test</b>.</p> <ul style="list-style-type: none"> <li>• <b>Third grade</b> grew by 34 more percentiles than the average comparison student.</li> <li>• <b>Fifth grade</b> grew by 20 more percentiles than the average comparison student.</li> <li>• <b>Seventh grade</b> grew by 23 more percentiles than the average comparison student.</li> </ul> <p>Additionally, EL students and students receiving free/reduced lunch significantly outperformed their comparison group peers on the GMADE™ Total Test at all grade levels.</p>
Have a large sample and multi-site sample	<p><b>Meets</b></p> <p>SuccessMaker was studied in 9 school districts in 7 different states. The study sample was very large and diverse with 1,186 students.</p>

For more information, visit:

[pearsonschool.com/evidencebased](https://www.pearsonschool.com/evidencebased)



## SuccessMaker<sup>®</sup> MATH

**Study completed by:**

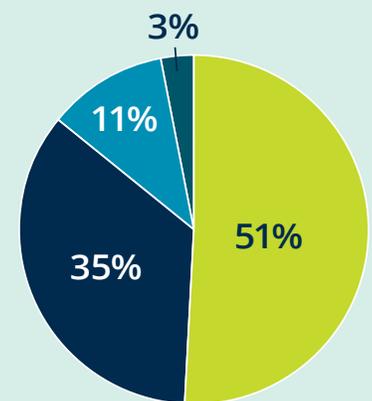
Gatti Evaluation, Inc.

[Available here.](#)

**Year:** 2009-10

**Study description:** This study focused on improving third, fifth and seventh grade mathematics skills in a supplemental setting. Students used the program for an average of 24 minutes, two to three times a week, over the course of the school year during regularly scheduled mathematics instruction at seventh grade and in addition to regularly scheduled mathematics instruction at third and fifth grade. Results were analyzed for 1,186 students, taught by 53 teachers across 10 schools in 7 states, with matched pretest/posttest scores.

The final sample was diverse including:



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

Additionally:

