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.

Connected Mathematics Project 2 (CMP2) meets ESSA's "Promising" evidence criteria

Promising Evidence Criteria	Alignment to Requirements	
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 *CMP2* curriculum achieved statistically significant growth on the **Iowa Test of Basic Skills** (ITBS) and the **Balanced Assessment of Mathematics** (BAM).

▲**1.1** GRADE EQUIVALENT
- ITBS grade equivalent (GE) scores increased from 5.8 to 6.9.

▲**4.4** RAW SCORES
- BAM raw scores increased from 7.2 to 11.6.

▲**3.2** POINTS

▲**1.8** POINTS

Additionally, high-fidelity *CMP2* implementers significantly outscored medium and low implementers on the BAM by 3.2 points and 1.8 points, respectively.
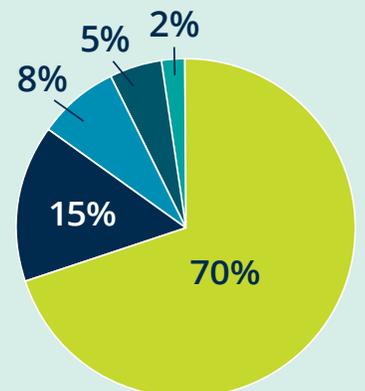
For more information, visit:

pearsonschool.com/evidencebased

Connected Mathematics 2

Study completed by:
Claremont Graduate University
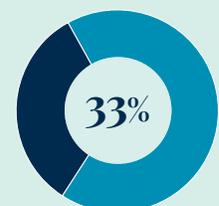Available here.

Year: 2007-2008

Study description: The study focused on improving sixth grade students' critical math skills using a core elementary math program. Sixth grade teachers implemented *CMP2* as their core math curriculum for approximately 60 minutes during their regular math period for the course of the school year. Results were analyzed for 914 participating students, taught by 20 teachers across 6 schools in 3 states, with matched pretest/posttest scores.

The final sample was diverse including:

- 5%
- 2%
- 8%
- 15%
- 70%

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

Additionally:

33%

were English learners