



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.

Investigations 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	<p>Meets</p> <p>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).</p> <ul style="list-style-type: none"> 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. <p>Additionally, fifth grade lower achieving students, reduced-priced lunch students, and African American students significantly outperformed their peers on the GMADE.</p>

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:

pearsonschool.com/evidencebased



SCOTT FORESMAN
Investigations
IN NUMBER, DATA, AND SPACE®

Study completed by:

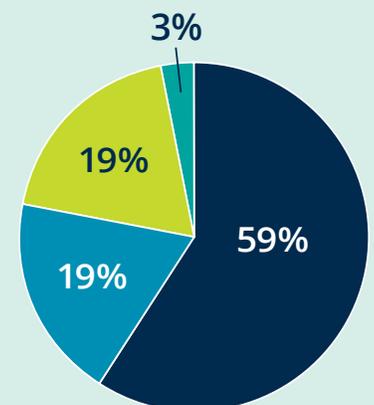
Gatti Evaluation, Inc.

[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:



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

Additionally:

