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.

**enVisionmath2.0 meets ESSA’s “Promising” evidence criteria**

<table>
<thead>
<tr>
<th>Promising Evidence Criteria</th>
<th>Alignment to Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlational Study with statistical controls for selection bias</td>
<td>Exceeds A randomized control trial design was used where teachers were randomly assigned to either the treatment or control condition.</td>
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<tr>
<td>Show a statistically significant and positive effect on student outcomes</td>
<td>Meets • Fifth grade enVisionmath2.0 students statistically significantly outperformed comparison students on the TerraNova Test by 6 percentile points. • Second grade enVisionmath2.0 students from effective implementing teachers statistically significantly outperformed comparison students on the TerraNova Test by 8 percentile points.</td>
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</tbody>
</table>

For more information, visit: pearsonschool.com/evidencebased

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**Study completed by:**
Strobel Consultants, LLC. [Available here.](#)

**Year(s):** 2015-2017

**Study description:** The study focused on improving second and fifth grade students’ critical mathematics skills using a core elementary mathematics program. Teachers implemented enVisionmath2.0 every day for the course of the school year for core mathematics instruction. Results were analyzed for 495 participating students taught in 33 classes across 7 schools in 5 states, with matched pretest/posttest scores.

The final sample included:

- 5% African-American students
- 37% Caucasian students
- 34% Hispanic students
- 24% Other students

Additionally:

- 74% qualified for free/reduced lunch
- 16% were designated English Learners

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