





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

Promising Evidence Criteria	Alignment to Requirements
Correlational Study with statistical controls for selection bias	<p>Exceeds</p> <p>A randomized control trial design was used where teachers were randomly assigned to either the treatment or control condition.</p>
Show a statistically significant and positive effect on student outcomes	<p>Meets</p> <ul style="list-style-type: none">  <p>Fifth grade enVisionmath2.0 students statistically significantly outperformed comparison students on the TerraNova Test by 6 percentile points.</p>  <p>Second grade enVisionmath2.0 students from effective implementing teachers statistically significantly outperformed comparison students on the TerraNova Test by 8 percentile points.</p>

For more information, visit:

pearsonschool.com/evidencebased

enVisionmath2.0
© 2017 PEARSON EDUCATION, INC. SCOTT FORESMAN • ADDISON WESLEY

Study completed by:

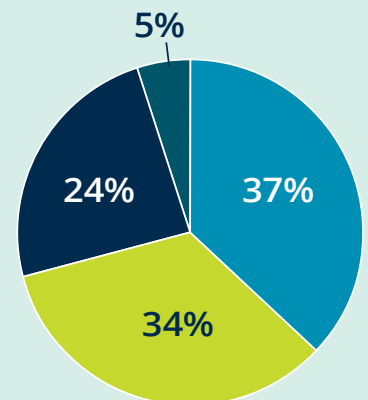
Strobel Consultants, LLC.

[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:



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

Additionally:

