



# 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 for the 2009-10 study where individual students were randomly assigned to either the treatment or control condition.</p> <p>The 2014-15 study used a summative field test design where teachers implemented <i>SuccessMaker Mathematics</i> for an entire school year.</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> <p style="text-align: right;"><i>continued</i> ▶</p>

### STUDY 1

Year: 2009-10

Focus: 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> Grades

See reverse for additional *SuccessMaker Math* study focused on Kindergarten and 1<sup>st</sup> Grade.



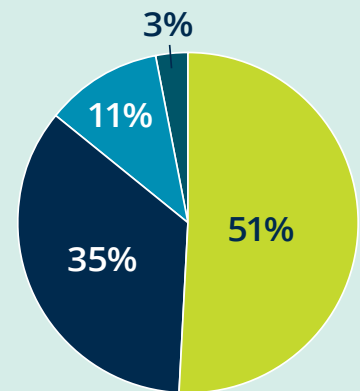
**Study completed by:**

Gatti Evaluation, Inc.

[Available here.](#)

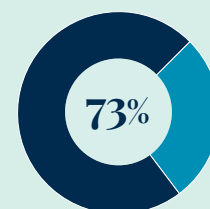
**Study description:** This study focused on improving third, fifth and seventh grade mathematics skills in a supplemental setting. Students used the program for an average of 24 minutes, two to three times a week, over the course of the school year during regularly scheduled mathematics instruction 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:

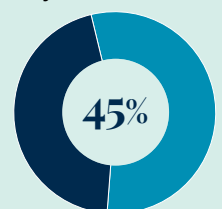


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/  
reduced lunch





were lower  
performing



# Evidence Explained

## SuccessMaker Math meets ESSA's "Strong" evidence criteria *(continued)*

Strong Evidence Criteria	Alignment to Requirements
<p>Show a statistically significant and positive effect on student outcomes</p>	<p><b>Meets</b></p> <p>Kindergarten and first grade students achieved statistically gains on all <b>aimswEBPlus Test of Early Numeracy (TEN)</b> subtests.</p> <div style="display: flex; flex-direction: column; align-items: center;">   </div> <ul style="list-style-type: none"> <li>• <b>Kindergarten</b> grew by 32-41 percentiles across subtests.</li> <li>• <b>First grade</b> grew by 17-40 percentiles across subtests.</li> </ul>
<p>Have a large sample and multi-site sample</p>	<p><b>Meets</b></p> <p>In 2009-10 <i>SuccessMaker</i> was studied in 9 school districts in 7 different states. The study sample was very large and diverse with 1,186 students.</p> <p>The 2014-2015 field test studied <i>SuccessMaker Math</i> in 4 districts in 4 states. The study sample was large and diverse with 359 students.</p>

For more information, visit: [pearsonschool.com/evidencebased](http://pearsonschool.com/evidencebased)



## STUDY 2

Year: 2014-15

Focus: Kindergarten and 1<sup>st</sup> Grade

See reverse for additional *SuccessMaker Math* study focused on 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> Grades.



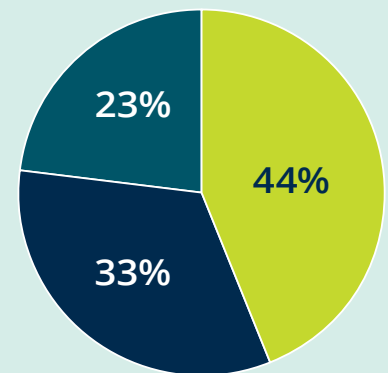
### Study completed by:

Gatti Evaluation, Inc.

[Available here.](#)

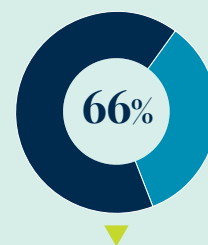
**Study description:** Students in kindergarten and first grade used the program for an average of 60 minutes a week over the course of the school year during regularly scheduled reading instruction or during designated intervention instruction. Results were analyzed for 359 students, taught by 22 teachers across 6 schools in 4 states, with matched pretest/posttest scores.

The 2014 student sample was diverse including:

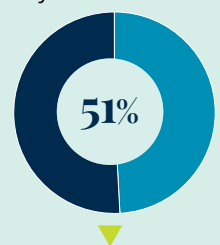


- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/reduced lunch



were designated English learners