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.

*enVision*math*2.0* 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 teachers were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes	**Meets**	• **Fifth grade *enVision*math*2.0* students** statistically significantly outperformed comparison students on the TerraNova Test by 6 percentile points. • **Second grade *enVision*math*2.0* students** from effective implementing teachers statistically significantly outperformed comparison students on the TerraNova Test by 8 percentile points.

For more information, visit:
pearsonschool.com/evidencebased

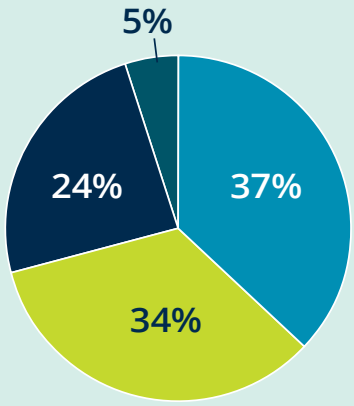
enVisionmath2.0

Study completed by:
Strobel Consultants, LLC.
Available here.

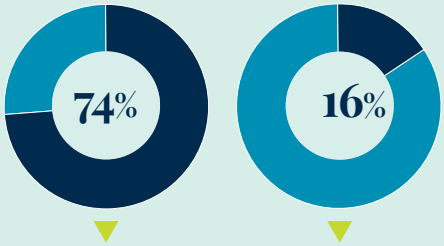
Year(s): 2015-2017

Study description: The study focused on improving second and fifth grade students' critical mathematics skills using a core elementary mathematics program. Teachers implemented ***enVision*math*2.0*** 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:



Additionally:



Pearson