





Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated 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.

Pearson High School Math meets ESSA’s “Strong” evidence criteria

| Strong Evidence Criteria | Alignment to Requirements |
|--|---|
| Experimental study (e.g. a randomized control trial) | <p>Meets</p> <p>A randomized control trial design was used where classrooms were randomly assigned to either the treatment or control condition.</p> <p>A summative field test where teachers implemented <i>Pearson Algebra 1, Geometry, and Algebra 2</i> for an entire school year for the 2012-2013 study.</p> |
| Show a statistically significant and positive effect on student outcomes | <p>Meets</p> <p><i>Pearson Algebra 1, Geometry, and Algebra 2</i> students significantly outperformed the comparison group on the Customer Developed Multiple-Choice and Constructed Response assessments.¹</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  <p>8 PERCENTILE POINTS</p> </div> <ul style="list-style-type: none"> • Multiple-Choice: Scored 8 percentile points higher than the average comparison student <div style="margin-top: 20px;">  <p>3 PERCENTILE POINTS</p> </div> <ul style="list-style-type: none"> • Constructed Response: Scored 3 percentile points higher than the average comparison student </div> |

¹ A custom assessment was developed by PRES Associates due to lack of norm-referenced assessments available specifically for Algebra and Geometry courses.



Algebra 1

Geometry

Algebra 2

Studies completed by:

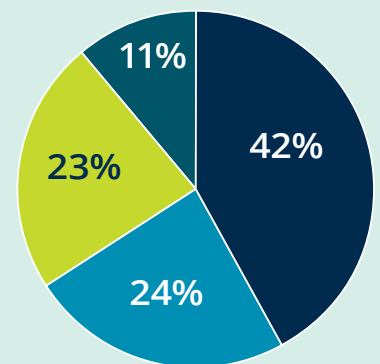
PRES Associates,
[2009-11 Study Available here.](#)
(see next page for 2012-13 study)

Year(s): 2009-11

Study description:

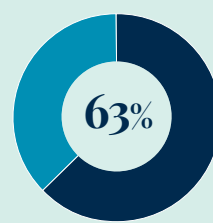
This Randomized Control Trial (RCT) study focused on improving Algebra 1, Geometry, and Algebra 2 mathematics skills in a core classroom setting. Students used the *Pearson Algebra 1, Geometry, and Algebra 2* program for core mathematics class during both years of the study. The majority of teachers implemented the program with fidelity. The RCT results were analyzed for 1,539 students, taught by 38 teachers across 6 schools in 5 states, with matched pretest/posttest scores.

The final sample was diverse and included:

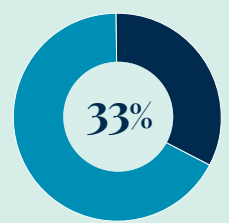


- African-American students
- Caucasian students
- Hispanic students
- Other students

Additionally:



qualified for free/
reduced lunch





were lower-
performing



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Pearson High School Math meets ESSA’s “Strong” evidence criteria

| Strong Evidence Criteria | Alignment to Requirements |
|--|---|
| Show a statistically significant and positive effect on student outcomes | <p>Meets</p> <p><i>Pearson Algebra 1, Geometry, and Algebra 2</i> students achieved statistically significant gains on both the Custom Developed Multiple-Choice and Constructed Response tests.</p> <ul style="list-style-type: none">  Multiple-Choice: Grew by 12 percentiles  Constructed Response: Grew by 35 percentiles |
| Have a large sample and multi-site sample | <p>Meets</p> <p><i>Pearson Algebra 1, Geometry, and Algebra 2</i> was studied in 6 school districts in 5 different states. The study sample was very large and diverse with 1,539 students.</p> <p>In 2012-2013 <i>Pearson Algebra 1, Geometry, and Algebra 2</i> was studied in 2 districts in 2 different states. The study sample was large and diverse with 824 students.</p> |

For more information, visit: pearsonschool.com/evidencebased

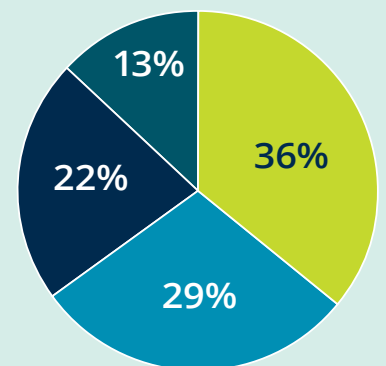


Studies completed by:
PRES Associates,
[2012-13 Study Available here.](#)
(see previous page for 2009-11 study)

Year(s): 2012-13

Study description:
The Summative Field Test study focused on improving Algebra 1, Geometry, and Algebra 2 mathematics skills in a core classroom setting. Students used the *Pearson Algebra 1, Geometry, or Algebra 2* program (Common Core edition) for an entire school year. The majority of teachers implemented the program with fidelity. The Summative Field Test results were analyzed for 824 students, taught by 13 teachers across 3 schools in 2 states, with matched pretest/posttest scores.

The final sample was diverse and included:



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

Additionally:

