

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.

focusMATH 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 individual students were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes	Meets  Students using <i>focusMATH</i> significantly outperformed their counterparts on the KeyMath3 Test . Overall, students grew by 9 more percentile points than the average comparison student.

*The study was designed to meet (and met) the majority of requirements for ESSA Strong Evidence. However, the final analytical sample size was 341 students, just shy of the required 350 student sample. The Center for Research and Reform in Education Evidence (CRRE) has rated *focusMATH*'s study as having Strong Evidence on evidenceforessa.org. See the full review of *focusMATH* here.

For more information, visit:
Savvas.com/EvidenceBased

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Study completed by:

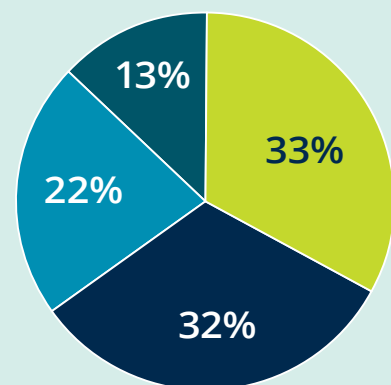
Magnolia Consulting, LLC.

[Available here.](#)

Year: 2010-11

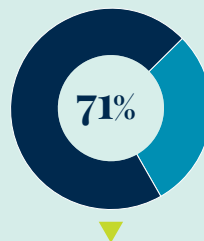
Study description: This study focused on improving third and fifth grade mathematics skills in a small group, pull-out intervention setting. Students used the program twice a week for 30-40 minutes over the course of the school year. Results were analyzed for 341 students, taught by 22 teachers across 11 schools in 7 geographic regions, with matched pretest/posttest scores.

The final sample was diverse including:

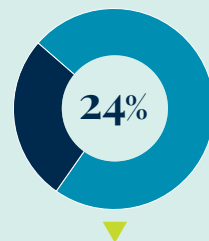


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/
reduced lunch



were designated
English learners

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