**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.

**Investigations meets ESSA’s “Promising” evidence criteria**

<table>
<thead>
<tr>
<th>Promising Evidence Criteria</th>
<th>Alignment to Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlational study with statistical controls for selection bias</td>
<td>Exceeds A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.</td>
</tr>
</tbody>
</table>
| Show a statistically significant and positive effect on student outcomes | Meets Students using *Investigations* achieved statistically significant growth on the Group Mathematics Assessment and Diagnostic Evaluation (GMADE) and increased an average of 1.2 grade equivalents (GE).  
• Fifth grade *Investigations* students significantly outperformed comparison students on the GMADE by 10 percentile points.  
• Second grade African American students using *Investigations* significantly outperformed their peers on the GMADE by 11 percentile points.  
Additionally, fifth grade lower achieving students, reduced-priced lunch students, and African American students significantly outperformed their peers on the GMADE. |

**What does the What Works Clearinghouse say about *Investigations*?**

The What Works Clearinghouse says *Investigations* was found to have potentially positive effects on mathematics achievement.

For more information, visit: [Savvas.com/EvidenceBased](http://Savvas.com/EvidenceBased)

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