



# Math 180<sup>®</sup>

## Meets ESSA "MODERATE" Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

### PROGRAM OVERVIEW

Math 180<sup>®</sup> is a blended learning program designed to address the needs of struggling students in Grades 5 and up, and their teachers, equally—building students' confidence with Mathematics and accelerating their progress to algebra.

**MODERATE**  
ESSA EVIDENCE  
RATING



**DISTRICT:** Clark County School District, Nevada  
**STUDY YEAR:** 2013–2014  
**STUDY CONDUCTED BY:** HMH Research

### EVIDENCE CRITERIA STUDY EVIDENCE & HIGHLIGHTS

Well-designed & well-implemented quasi-experimental design study (QED)

The QED study took place in four representative middle schools in the district. Two were chosen as *Math 180* implementation and two were chosen as comparisons. The *Math 180* and comparison group students were compared at baseline and determined to be statistically equivalent with respect to their level of Math achievement. Results were analyzed using matched pretest/post-test scores.

Students in the *Math 180* classrooms were provided print materials and access to the software. *Math 180* teachers were also provided start-up training and periodic coaching visits to ensure on-model program implementation. Students in the comparison group received their school's usual supplemental Math instruction.

Large & multi-site sample, overlapping with populations or settings proposed to receive the intervention

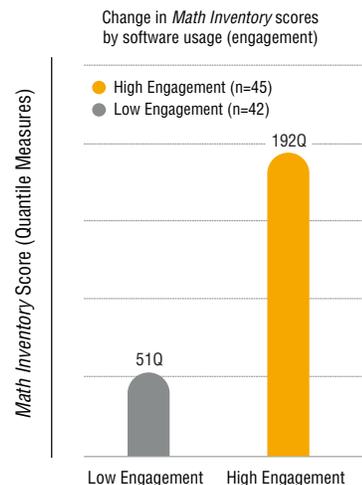
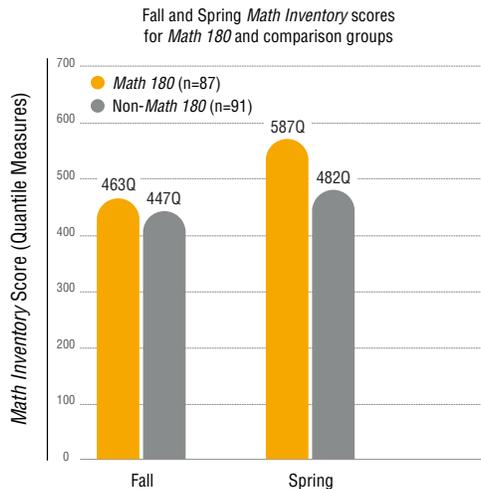
*Math 180* was studied in Clark County School District, a large regional district in Nevada. This *Math 180* study, in combination with the *Math 180* QED study conducted in Hillsborough County Public Schools, Florida, represents a multi-site sample.

#### ANALYTIC SAMPLE:

- Large and diverse school district
- 4 schools
- Grades 6–8
- 187 participating students
- 18% African American;
- 39% Hispanic; 28% Caucasian;
- 12% Multi-Racial; 4% Other

Shows statistically significant & positive effects

Students in the *Math 180* treatment classrooms demonstrated significantly greater gains in Math achievement than students in the comparison classrooms. This differential growth was demonstrated using the *Math Inventory*<sup>®</sup> assessment with increasing levels of growth being associated with number of topics completed in the program.





**EVIDENCE CRITERIA**

**STUDY EVIDENCE & HIGHLIGHTS**

Well-designed & well-implemented quasi-experimental design study (QED)

The QED study took place in six representative middle schools in the district. Three were chosen as *Math 180* implementation and three were chosen as comparisons. The *Math 180* and comparison group students were compared at baseline and determined to be statistically equivalent with respect to their level of Math achievement. Results were analyzed using matched pretest/post-test scores.

Students in the *Math 180* classrooms were provided print materials and access to the software. *Math 180* teachers were also provided start-up training and periodic coaching visits to ensure on-model program implementation. Students in the comparison group received their school's usual supplemental Math instruction.

Large & multi-site sample, overlapping with populations or settings proposed to receive the intervention

*Math 180* was studied in Hillsborough County Public Schools, Florida. This *Math 180* study, in combination with the *Math 180* QED study conducted in Clark County Public Schools, Nevada, represents a multi-site sample.

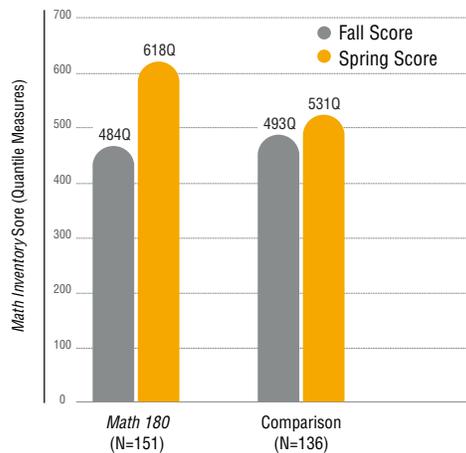
**ANALYTIC SAMPLE:**

- Large and diverse school district
- 6 schools
- Grades 6–8
- 287 participating students
- 22% African American; 58% Hispanic; 17% Caucasian
- 41% English learners
- 35% Students with disabilities
- 79% Free/reduced-priced meals

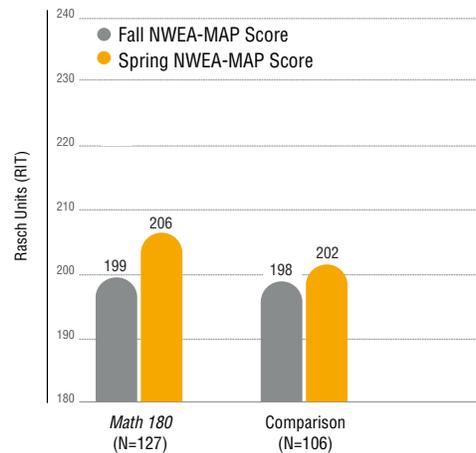
Shows statistically significant & positive effects

Students in the *Math 180* treatment classrooms demonstrated significantly greater gains in Math achievement than students in the comparison classrooms. This differential growth was demonstrated using the *Math Inventory* and NWEA® MAP® assessments.

*Math Inventory* Growth from Fall 2013 to Spring 2014



NWEA-MAP Score Growth from Fall 2013 to Spring 2014



To learn more about the research behind *Math 180*, visit [hnhco.com/Math180](http://hnhco.com/Math180)

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