



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. HMH's evidence ratings are based on the U.S. Department of Education's nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

PROGRAM OVERVIEW

MATH 180® 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

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

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

Shows statistically significant & positive effects

STUDY EVIDENCE & HIGHLIGHTS

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/posttest scores.

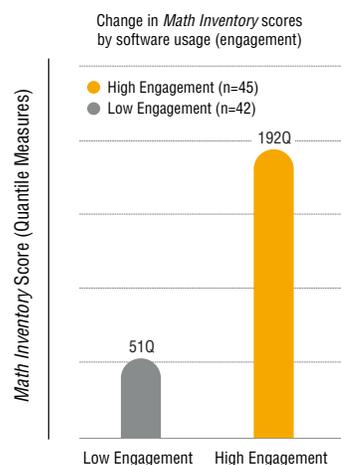
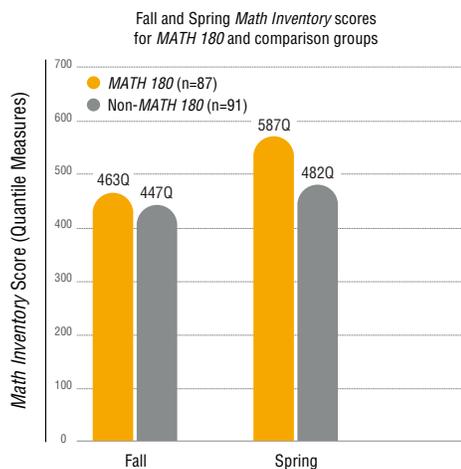
Students in the MATH 180 classrooms were provided print materials and access to the software. MATH 180 teachers were also provided start-up training and periodic coaching visits to ensure on-model program implementation. Students in the comparison group received their school's usual supplemental math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

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% White; 12% Multi-Racial; 4% Other

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® assessment with increasing levels of growth being associated with number of topics completed in the program.





EVIDENCE CRITERIA

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

STUDY EVIDENCE & HIGHLIGHTS

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/posttest 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

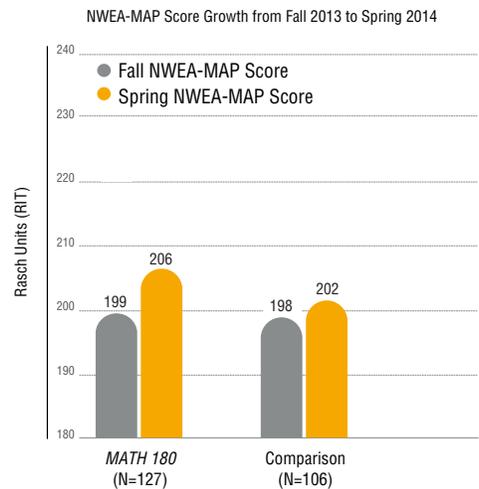
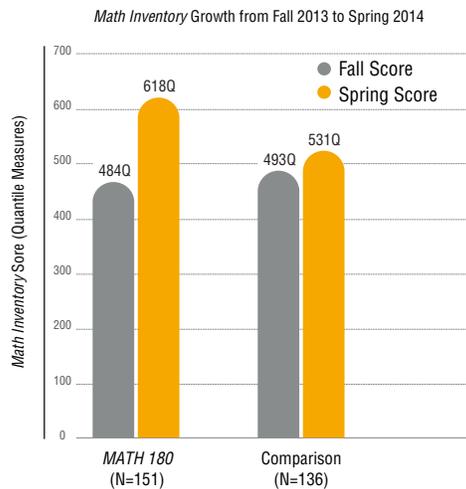
MATH 180 was studied in Hillsborough County Public Schools, Florida. This *MATH 180* study, in combination with the *MATH 180* QED study conducted in Clark County Public Schools, Nevada, represents a multi-site sample.

ANALYTIC SAMPLE:

- Large and diverse school district
- 6 schools
- Grades 6–8
- 287 participating students
- 22% African American; 58% Hispanic; 17% White
- 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® math assessment.



To learn more about the research behind *MATH 180*, visit hnhco.com/math180

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