Grades 6–8 Meets ESSA "MODERATE" Evidence

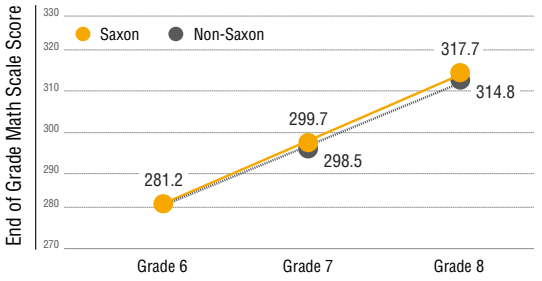
The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA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

Houghton Mifflin Harcourt's *Saxon Math*™ 6–8 provides a learning structure proven to advance students steadily and assuredly to higher levels of understanding by building on their prior learning so all students can master mathematics. In *Saxon Math* 6–8, concepts from every math strand are woven together and connected throughout the year. Skills or concepts are reinforced throughout the years, helping students build a strong foundation of understanding.

MODERATE
ESSA EVIDENCE RATING

STUDY LOCATION: 41 schools across North Carolina
STUDY YEAR: 2002–2007
STUDY CONDUCTED BY: PRES Associates

EVIDENCE CRITERIA	STUDY EVIDENCE & HIGHLIGHTS
Well-designed & well-implemented quasi-experimental design study (QED)	Independent research firm PRES Associates conducted this QED study of *Saxon Math* 6–8. Researchers identified 20 *Saxon Math* schools at Grades 6–8 that confirmed using the program during the study duration. These schools were then matched using propensity matching to 21 comparison schools not using *Saxon Math*. Once schools were verified as either *Saxon Math* 6–8 or comparison sites, researchers contacted schools to confirm program usage. Only schools reporting to use *Saxon Math* 6–8 in a majority of their classes were retained for the analysis. Of the comparison sites, 60% reported using a mix of basal and investigative approaches to math, while 28% reported the use of investigative approaches only.
Large & multi-site sample	The resulting sample included student-level results from a total of 125 schools across the entire state. These schools varied on demographic background variables and baseline performance with the average school containing the following composition: ANALYTIC SAMPLE: • Grades 6–8 • 522 participating students • 31% African American; 8% Hispanic; 58% White 3% Other/Multiracial • 6% English learners • 13% Students with disabilities • 53% Free/reduced-price meals
Shows statistically significant & positive effects	Results of Hierarchical Linear Modeling, controlling for several student- and school-level variables, indicated students using *Saxon Math* 6–8 had significantly greater growth on the state's End of Grade Math Assessment than similar students in comparison schools. These results were consistent over the entire study duration, even though the format of the test changed halfway through the study. North Carolina End of Grade Math Assessment Performance among Saxon and Non-Saxon Middle School Students by Grade 

To learn more about the research behind *Saxon Math* 6–8, visit hmhco.com/saxonmath

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