

# K–5 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

Houghton Mifflin Harcourt *GO Math!*® K–5 integrates the Standards for Mathematical practices along with conceptual fluency, which fosters the development of 21<sup>st</sup>-century skills. The program provides rigor, depth of understanding through interactive lessons, research-based instructional approaches, best practices, English learner support, and differentiated instructional resources to ensure success for all students.

**MODERATE**  
ESSA EVIDENCE  
RATING



**STUDY LOCATION:** Nine schools across seven states: Arizona, Idaho, Illinois, Michigan, Ohio, Pennsylvania, Utah

**STUDY YEAR:** 2012–2013 and 2013–2014

**STUDY CONDUCTED BY:** Cobblestone Applied Research and Evaluation, Inc.

## EVIDENCE CRITERIA

Well-designed & well-implemented experimental study or Randomized Control Trial (RCT)

## STUDY EVIDENCE & HIGHLIGHTS

An experimental RCT study, where intervention teachers implemented *GO Math!* K–5 for two school years. Results were analyzed using multilevel modeling to compare student academic achievement after exposure to two years of the program.

Teachers at Grades 1–3 were randomly assigned to use either *GO Math!* K–5 (treatment group) or their existing curriculum (control group) for the span of two academic years. During those two years, a majority of treatment teachers at each grade level reported covering a majority of the *GO Math!* K–5 lessons. Teacher implementation logs indicated that treatment teachers utilized a majority of the program components with over 70% of teachers implementing the program with fidelity.

## Large & multi-site sample

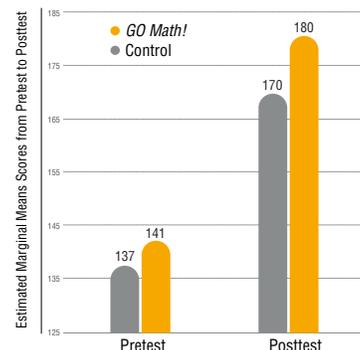
The sample consisted of nine different schools from both rural and suburban districts that were both economically and racially diverse.

### ANALYTIC SAMPLE:

- Suburban and urban schools
- 9 schools
- Grades 1–3
- 898 participating students for two-year analyses
- 10% African American; 13% Hispanic; 66% White; 2% Asian; 8% Native American/Other
- 9% English learner
- 52% Free/reduced-price meals

## Shows statistically significant & positive effects

HMH *GO Math!* K–5 students who were exposed to the curriculum for two consecutive years demonstrated significantly more growth in Iowa Tests of Basic Skills® Math scale scores across the two academic years when compared to students in the control group.



To learn more about the research behind *GO Math!*, visit [hmhco.com/gomath](http://hmhco.com/gomath)

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