



Vmath
meets ESSA's
"Moderate"
evidence criteria

ESSA Evidence EXPLAINED

Every Student Succeeds Act (ESSA) emphasizes "evidence-based" approaches that have demonstrated a statistically significant positive effect on student outcomes.

ESSA identifies these levels of evidence:

1. Strong
2. Moderate
3. Promising
4. Demonstrates a rationale

Evidence levels are used to classify an activity, strategy, or intervention based on the research study design.



Vmath® Third Edition is a targeted math intervention for struggling students in grades **2–8** that provides additional opportunities to master critical math concepts and skills. **Vmath** delivers essential content using strategies proven to accelerate and motivate at-risk students.

Vmath:

- Delivers focused, standards-based instruction, while also providing foundational skills necessary for grade-level success
- Wraps around any core math program
- Provides conceptual development, procedural skill and fluency practice, and application activities
- Delivers explicit support in the skills expected by new, more rigorous standards

What Does the Evidence Say About **Vmath**?

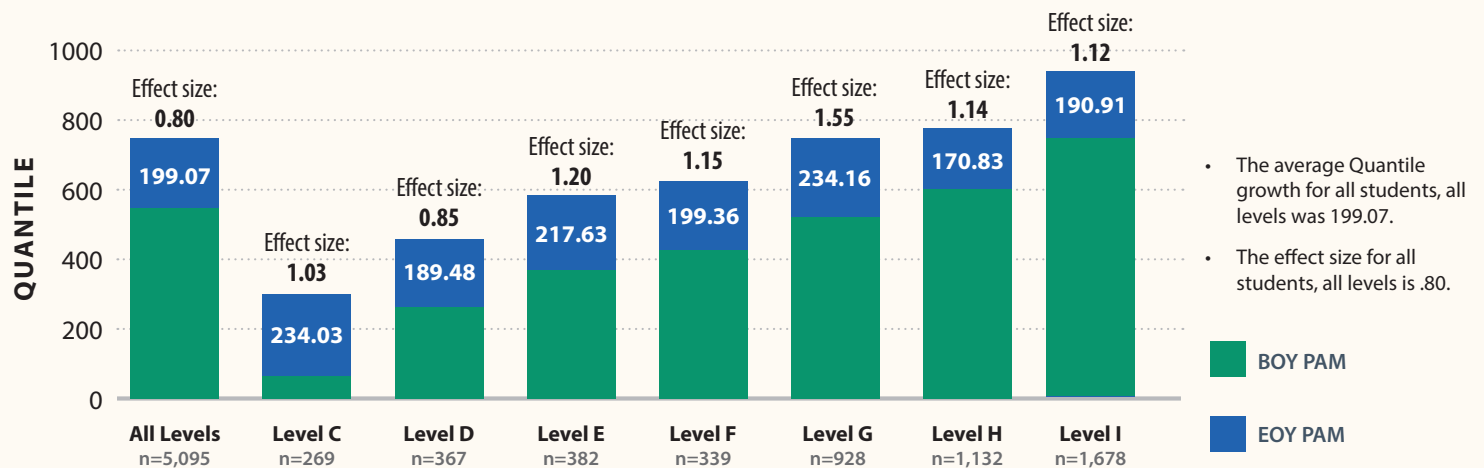
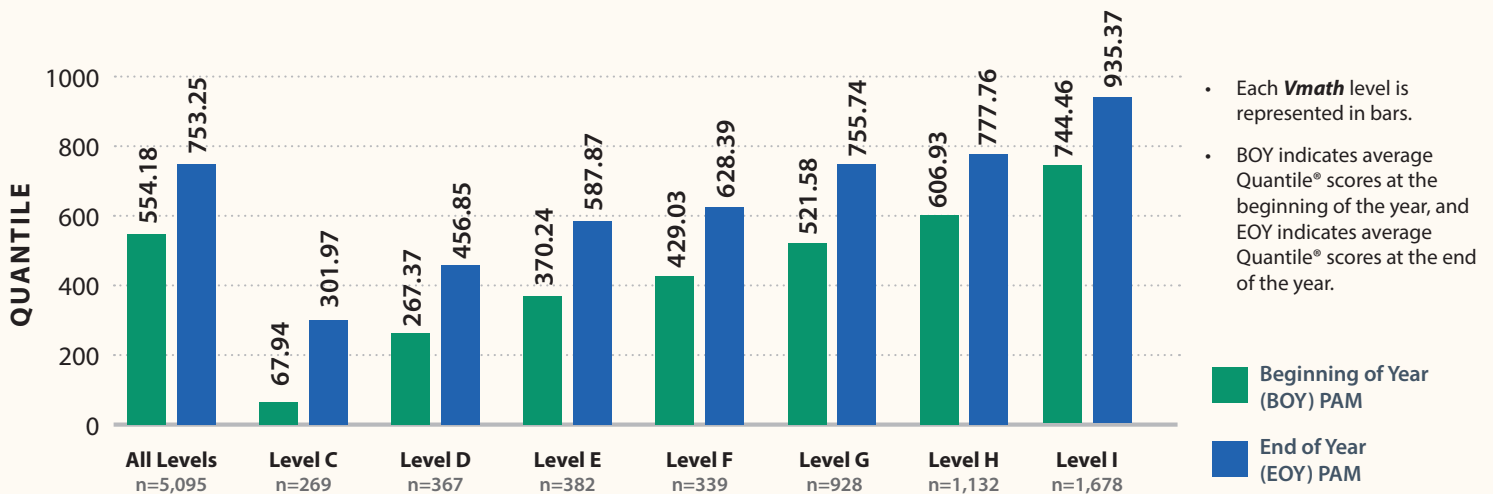
2 "Moderate" Evidence Criteria	Alignment to Criteria
<ul style="list-style-type: none">• Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes• Based on at least one well-designed and well-implemented quasi-experimental study.	<ul style="list-style-type: none">✓ Quasi-experimental study examined the impact of an integrated learning system, Vmath, on students considered at-risk of academic failure on the state outcome assessment of mathematics.✓ Two groups of students were evaluated to determine the effectiveness of Vmath. The treatment group received computed assisted math support in addition to an Algebra I class where the control group received an Algebra I class only.✓ Sample for the study included 1,676 ninth grade students from a large, suburban Texas school district.✓ Findings showed statistically significant differences on the achievement in mathematics between the treatment and control groups.✓ Study concluded students considered to be at-risk of academic failure in mathematics improved on the TAKS test with remediation and support from Vmath.

* Study used for ESSA classification: Harris, T. D. (2011). An integrated learning system: Impact on at-risk students' ninth grade TAKS mathematics achievement (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3483143)

Voyager Sopris Learning Data Summary

Vmath Third Edition results show students are making significant progress toward closing the achievement gap with peers. Results from the 2015–2016 National Summary are represented in the graphs below. Data comes from the Progress Assessment of Mathematics (PAM) created by MetaMetrics, developer of the Quantile® Framework for Mathematics. All students, at all levels had an average Quantile Growth of 199.07. Effect sizes across all levels are regarded as large and educationally meaningful.

Vmath Third Edition 2015–2016 Results by Program Level



According to Cohen (1988), effect sizes (for differences expressed as means) of 0.2 are considered small, 0.5 are regarded as medium, and 0.8 are regarded as large. An effect size of 0.3 is considered educationally meaningful.