

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. The 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

Do The Math® provides flexible, classroom-tested instruction for building numerical reasoning, providing teachers with hands-on strategies to build their understanding and confidence. The program provides this support for each of the module's 30 half-hour lessons to build capacity as students move from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions.



DISTRICT: San Marcos Unified School District, California
 STUDY YEAR: 2010–2011
 STUDY CONDUCTED BY: HMH Research

EVIDENCE CRITERIA

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

STUDY EVIDENCE & HIGHLIGHTS

In this QED Study, the *Do The Math* group was comprised of five third-grade classrooms. The comparison group was taken from a matched school with similar demographics in the same district who were not using the *Do The Math* program.

Teachers reported using *Do The Math* for an average of 60 minutes a day. The teachers used *Do The Math* as their primary curricular materials for multiplication and division topics.

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

Do The Math was studied in San Marcos USD, a suburban school district in California. The comparison group came from a school with similar demographics.

DO THE MATH ANALYTIC SAMPLE:

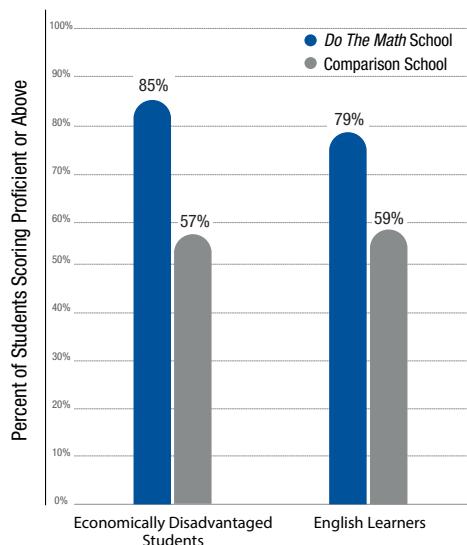
- Suburban school district
- One K-5 School
- Grade 3
- 145 participating students

- 4.5% African American;
- 11% Hispanic; 64% Caucasian;
- 11% Asian
- 9% English learners
- 6.5% Students with disabilities
- 13% Free/reduced-price meals

Shows statistically significant & positive effects

Results indicated significant growth in achievement as measured by the *Math Inventory*®. In addition, state assessment results indicated the economically disadvantaged students and English learners at the *Do The Math* school outperformed their peers at the comparison school in the district on the state assessment.

Spring 2011 CST Mathematics Results



**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 students in *Do The Math* and the comparison group were below proficient (level 1 or 2) based on their prior standardized achievement scores.

Do The Math supplemented the district's core math program. Nine schools taught *Do The Math* as a pull-out supplemental math program during the school day, and two schools taught *Do The Math* in after-school programs. Math Solutions® staff provided one-day professional development and visited *Do The Math* classrooms three times, providing ongoing professional development, in-classroom coaching, and support throughout implementation.

Do The Math was studied in Miami-Dade County Public Schools, which is a large diverse district in Florida. Students in the study were identified based on their performance on prior standardized achievement tests. *Do The Math* was implemented in Grades 3–5 at 11 schools.

DO THE MATH ANALYTIC SAMPLE:
• Large & diverse school district
• 11 schools
• Grades 3–5
• 695 participating students
• 54% African American;
44% Hispanic; 1% White
• 28% English learners
• 14% Students with disabilities
• 97% Free/reduced-price meals

Results indicated significant growth in achievement as measured by the *Math Inventory*. There was also a greater percentage of *Do The Math* students who met or exceeded state growth standards for level 1 and level 2 in Grades 4 and 5 than students in the comparison group.

