



Grades 9–12 Meets ESSA “PROMISING” 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*™ 9–12 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 9–12*, 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.

PROMISING
ESSA EVIDENCE
RATING



STUDY LOCATION: Two schools from a district in Georgia

STUDY YEAR: 1996–1997

STUDY CONDUCTED BY: District Researchers

EVIDENCE CRITERIA

Correlational study with statistical controls for selection bias

STUDY EVIDENCE & HIGHLIGHTS

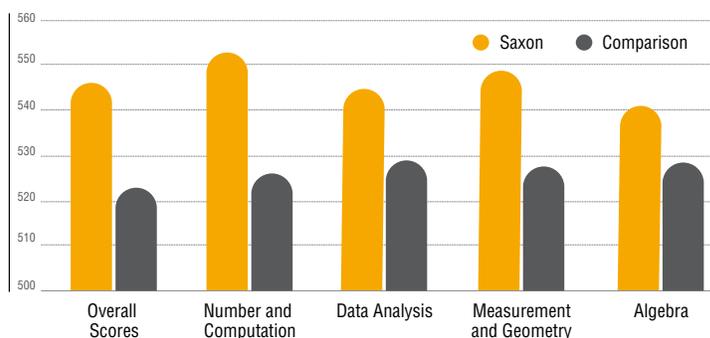
A quasi-experimental examination of 120 high school juniors from two Georgia high schools was conducted. Students were from the same schools and only differed on the type of textbook used for core math instruction.

Students using *Saxon Math 9–12* were compared to similar students using more traditional textbooks. Students used their respective programs for the entire school year as their core instruction.

Shows statistically significant & positive effects

Statistical analyses of the Georgia High School Graduation tests indicated that students using *Saxon Math 9–12* had significantly higher scores on all four math subsections when compared to students using other programs. The results of this analysis suggest that using *Saxon Math 9–12* led to greater mathematics achievement when compared to the comparison program.

Georgia Graduation Test Scores (Sanders, 1997)



To learn more about the research behind *Saxon Math 9–12*, visit hnhco.com/saxonmath

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