Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated a statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The levels are defined by the research study design.

**iLit meets ESSA’s Promising evidence criteria**

<table>
<thead>
<tr>
<th>Promising Evidence Criteria</th>
<th>Alignment to Requirements</th>
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</thead>
<tbody>
<tr>
<td>Correlational study with statistical controls for selection bias</td>
<td>Exceeds</td>
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<td></td>
<td>A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.</td>
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<td>Show a statistically significant and positive effect on student outcomes</td>
<td>Meets</td>
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<td>Eighth grade students using <strong>iLit</strong> significantly outperformed the comparison group on the <strong>Group Reading and Diagnostic Evaluation (GRADE™) Total Test</strong> and <strong>Comprehension Test</strong>.</td>
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<tr>
<td></td>
<td>• <strong>GRADE Total Test</strong>: Students using <strong>iLit</strong> grew by 6 more percentile points than the average comparison student.</td>
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<tr>
<td></td>
<td>• <strong>Comprehension Test</strong>: Students using <strong>iLit</strong> grew by 8 more percentiles than the average comparison student.</td>
</tr>
</tbody>
</table>

For more information, visit: Savvas.com/EvidenceBased

**Study completed by:**
Gatti Evaluation, Inc.
Available here.

**Year:** 2013-15

**Study description:** This study focused on improving seventh and eighth grade literacy skills during core English Language Arts instruction. Students used the program for an average of eighty minutes a day, five days a week, over the course of the school year during regular scheduled English Language Arts instruction. Results were analyzed for 283 students, taught by 18 teachers across 6 schools in 6 states, with matched pretest/posttest scores.

The final sample was diverse including:

- 57% African-American students
- 17% Caucasian students
- 21% Hispanic students
- 5% Other

Additionally:

- 79% qualified for free/reduced lunch
- 25% were English learners

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