



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 “Strong” evidence criteria

Strong Evidence Criteria	Alignment to Requirements
Experimental study (e.g. a randomized control trial)	<p>Meets</p> <p>A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.</p>
Show a statistically significant and positive effect on student outcomes	<p>Meets</p> <p>Eighth grade students using <i>iLit</i> significantly outperformed the comparison group on the Group Reading and Diagnostic Evaluation (GRADE™) Total Test and Comprehension Test.</p> <ul style="list-style-type: none">  GRADE Total Test: Students using <i>iLit</i> grew by 6 more percentile points than the average comparison student.  Comprehension Test: Students using <i>iLit</i> grew by 8 more percentiles than the average comparison student.
Have a large sample and multi-site sample	<p>Approaching Meets</p> <p><i>iLit</i> was studied in 6 school districts across 6 different states. The study sample was 283 students of diverse backgrounds, 81% of large sample requirement of 350 students.</p>

For more information, visit:

Savvas.com/EvidenceBased

Study completed by:

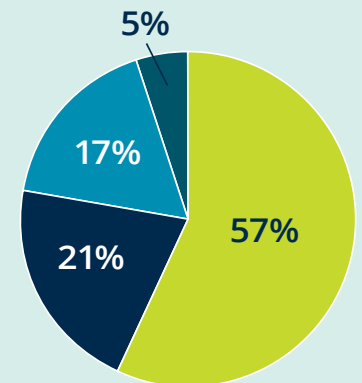
Gatti Evaluation, Inc.

[Available here.](#)

Year: 2013-15

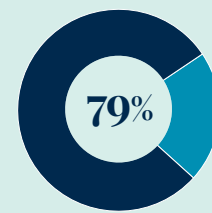
Study description: This study focused on improving seventh and eighth grade literacy skills during core English Language Arts instruction. Students used the program for an average of eighty minutes a day, five days a week, over the course of the school year during regular scheduled English Language Arts 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:

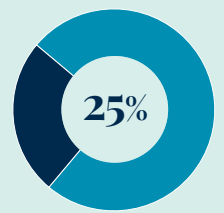


- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/
reduced lunch



were English
learners