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

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

For more information, visit:

Savvas.com/EvidenceBased

iLit inspireLiteracy

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.

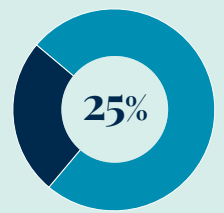The final sample was diverse including:

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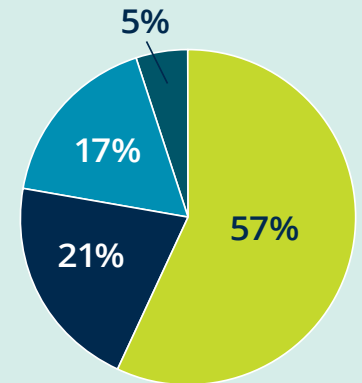
- ■ African-American students
- ■ Caucasian students
- ■ Hispanic students
- ■ Other

Additionally:

79%

25%
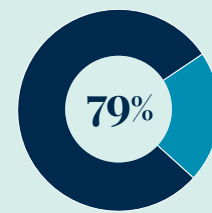
qualified for free/reduced lunch

were English learners

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