



Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: Level 1 Strong, Level 2 Moderate, Level 3 Promising, and Level 4 Evidence that demonstrates a rationale. The levels are defined by the research study design.

ilLit™ meets ESSA's Level 3 evidence criteria

Level 3 Evidence Criteria	Alignment to Requirements	Detail
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	<p>Eighth-grade students using <i>ilLit</i>™ significantly outperformed the comparison group on the Group Reading and Diagnostic Evaluation (GRADE™) Total Test and Comprehension Test.</p> <p>  6 </p> <p>  8 </p> <ul style="list-style-type: none"> GRADE Total Test: Students using <i>ilLit</i> grew by 6 more percentile points than the average comparison student. Comprehension Test: Students using <i>ilLit</i> grew by 8 more percentiles than the average comparison student.

For more information, visit:

savvas.com/evidencebased

Savvas.com
800-848-9500

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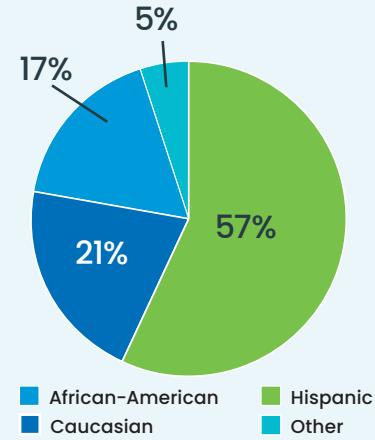
Study completed by: Gatti Evaluation, Inc.

[Available Here](#)

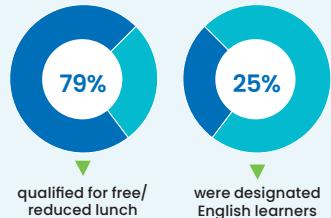
Year: 2013-15

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 regularly 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:



Additionally:



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