SAVVAS
LEARNING COMPANY

ESSA LEVEL 3

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.

iLit meets ESSA's Level 3 evidence criteria

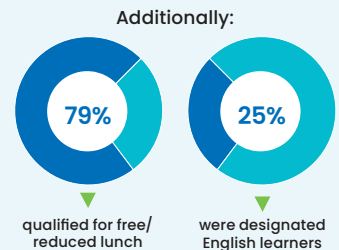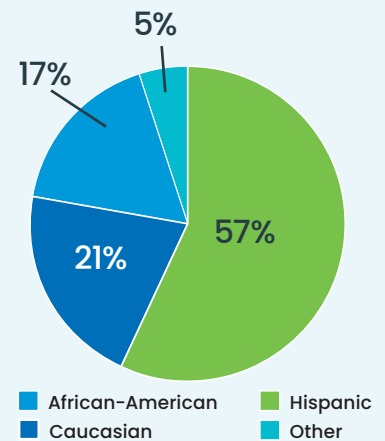| Level 3 Evidence Criteria	Alignment to Requirements	Detail
Correlational study with statistical controls for selection bias	**Exceeds**	A randomized control trial design was used where individual students were randomly assigned to either the treatment or control condition.
Show a statistically significant and positive effect on student outcomes.	**Meets**	Eighth-grade students using *iLit* significantly outperformed the comparison group on the Group Reading and Diagnostic Evaluation (GRADE™) Total Test and Comprehension Test. **6** • GRADE Total Test: Students using *iLit* grew by 6 more percentile points than the average comparison student. **8** • Comprehension Test: Students using *iLit* grew by 8 more percentiles than the average comparison student.

For more information, visit:

savvas.com/evidencebased

Savvas.com
800-848-9500

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 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:

- African-American
- Caucasian
- Hispanic
- Other

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

Additionally:

79% qualified for free/reduced lunch

25% were designated English learners

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