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)	**Meets**	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**. ▲8 PERCENTILE POINTS • **GRADE Total Test:** Students using *iLit* grew by 8 more percentile points than the average comparison student. ▲10 PERCENTILE POINTS • **Comprehension Test:** Students using *iLit* grew by 10 more percentiles than the average comparison student.
Have a large sample and multi-site sample	**Approaching Meets**	*iLit* 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.

For more information, visit:

pearsonschool.com/evidencebased

Pearson

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.

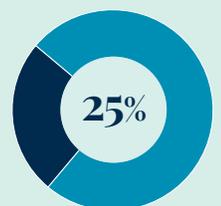The final sample was diverse including:

Pie chart: 57%, 21%, 17%, 5%
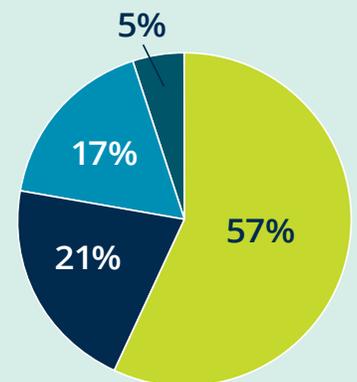
- ■ African-American students
- ■ Caucasian students
- ■ Hispanic students
- ■ Other

Additionally:
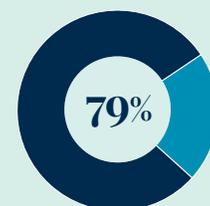
79% qualified for free/reduced lunch

25% were English learners