

# Waggle ELA

## Meets ESSA Moderate Evidence Criteria

The **Every Student Succeeds Act (ESSA)** promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study.

### PROGRAM OVERVIEW

*Waggle*® ELA is a Grades K–8 supplemental digital learning solution that provides adaptive, personalized practice and instruction designed to support engagement, persistence, and achievement. Ongoing formative assessment is delivered through skills-based practice activities that assess knowledge in real time, providing teachers with data to differentiate instruction at the individual, small-group, and class levels.

**MODERATE**  
ESSA EVIDENCE  
RATING



DISTRICT: Blue Springs School District, MO  
STUDY YEAR: 2020–2021  
STUDY CONDUCTED BY: JEM & R, LLC

### EVIDENCE CRITERIA

Well-designed & well-implemented quasi-experimental design study (QED)

### STUDY EVIDENCE & HIGHLIGHTS

To examine the impact of *Waggle*, a quasi-experimental design (QED) study was conducted by JEM & R, LLC. Students who used *Waggle* were compared to closely matched students who did not (control students). The final analytical control sample was selected based on propensity scoring and matching methods. Students were matched based on race/ethnicity, gender, free/reduced-price lunch eligibility, special education status, English learner status, and gifted status.

### Large & multi-site sample

#### ELA SAMPLE

- 1,402 Grade 3–5 Students (701 Matched Students)

#### ELA SUBGROUP SAMPLE

- 67% White
- 12% Black
- 10% Hispanic
- 2% Asian
- 1% Native American or Alaska Native
- 8% Multiracial
- 20% Free/reduced-price lunch eligibility
- 16% Students with disabilities

### Shows statistically significant & positive effects

In order to determine the impact of *Waggle*, Reading Growth Measure scale scores were analyzed. Statistical analysis of program effects was conducted primarily via repeated measures ANOVA to examine differences in growth rates between students who used *Waggle* and those who did not.

Results showed that students using *Waggle* ELA demonstrated statistically significant learning gains over students who did not use *Waggle* as measured by the Reading Growth Measure,  $F(1, 1400)=4.644, p<.05$ . A 4.7-point increase was observed for *Waggle* ELA students from MOY to EOY in comparison to a 3.4-point increase for students who did not use this program.

Comparisons in students' Reading Growth Measure Student Growth Index (SGI) showed that students who used *Waggle* ELA demonstrated significantly higher SGI values than students who did not,  $t(1400)=-2.261, p<.05$ .

### STUDENT LEARNING GAINS: READING GROWTH MEASURE PERFORMANCE BY GROUP

