

Evidence-based Peer-reviewed Studies Meeting ESSA Criteria

Christine Jax, Ph.D., Chief Academic Officer

1.

Christian, V. (2012). *Evaluating the effectiveness of the USATestprep intervention to increase high school test scores* (Doctoral dissertation). Retrieved from Proquest No. 3546176.

Conclusion:

“Results indicated statistically significant improvement in test scores with 43% of students passing in 2009-2010 prior to the implementation of USATestprep and 53% passing in 2010-2011 following the usage of USATestprep. Implications for positive social change include increasing student scores and graduation rates.”

2.

Mings, A.(2018). *The impact of a blended learning rotational model on student achievement in an eighth-grade social studies class*. (Doctoral dissertation). Retrieved from <https://scholarcommons.sc.edu/etd/4908>

Conclusion:

Of the students using USATestprep, “Based on the test results, 93 percent (66 students) improved their scores from the pre-test to the posttest. The mean score on the pre-test was 38.66 (SD=18.85) and the mean score on the post-test was 80.65 (SD=14.52). The average difference between the pretest score and the posttest score was 41.99. A paired two-sample t-test was used to determine any statistical difference in the pretest and posttest data.”

3.

Lloyd, M.(2018). *From seeds to Shoreline®: A place-based approach to impacting student engagement and achievement*. (Doctoral dissertation). Retrieved from <https://scholarcommons.sc.edu/etd/5023>

Conclusion:

“It can be concluded the USATestprep® pretest and posttest scores were significantly different. Therefore, there was a significant difference between the content mastered prior to the outdoor, experiential instruction and after instruction.” The t-test compared raw pre-test and posttest data paired from each student. At the 5% significance level, these findings were significant.”

4.

Christian, V. F. (2015). *Reforms in relation to research-based theories resulting in successful test results* (Doctoral dissertation). Walden University ScholarWorks.

Conclusion:

For USATestprep, “Both groups achieved statistically significant growth between the pretest and posttest; however, the treatment group scored a statistically significant 7.4-points higher on the posttest when compared to the controlled group’s posttest.”

5.

Cifaldi, B.(2018). *Impact of a steam lab on science achievement and attitudes for girls*.(Doctoral dissertation). Retrieved from <https://scholarcommons.sc.edu/etd/4927>

Conclusion:

For 116 students using USATestprep “78 (68%) had scores which increased from pre- to post-test.”

6.

Elom, R.D. (2017). *Increasing inclusive students' achievement through use of USATestPrep 's integrated learning systems* (Doctoral dissertation). Walden University ScholarWorks.

Conclusion:

Teachers who implemented the USATestprep materials contributed to academic success, particularly given the importance of technology to student learning. Teachers with resource support from their schools were more successful than those who did not.