



## 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.

### myPerspectives from Savvas meets ESSA’s Level 2 evidence criteria

Level 2 Evidence Criteria	Alignment to Requirements	Detail
Quasi-experimental Study.	<b>Meets</b>	A quasi-experimental study design where students in schools using <i>myPerspectives</i> ® during the 2016-2019 school years were matched to similar schools using other secondary literacy programs.
Show a statistically significant and positive effect on student outcomes.	<b>Meets</b>	<p>Schools using <i>myPerspectives</i> for one year demonstrated a significantly higher ELA proficiency rate than control schools using other secondary literacy programs.</p> <ul style="list-style-type: none"> <li>  Students in <i>myPerspectives</i> schools showed significantly greater literacy performance by 1.6% than control schools within one year.                 </li> <li>  Grade 7 students in <i>myPerspectives</i> schools significantly outperformed their control counterparts by 3.2%.                 </li> <li>  Grade 8 students in <i>myPerspectives</i> schools significantly outperformed their control counterparts by 2.7%.                 </li> </ul>

For more information, visit:  
[savvas.com/evidencebased](https://savvas.com/evidencebased)

Savvas.com  
 800-848-9500

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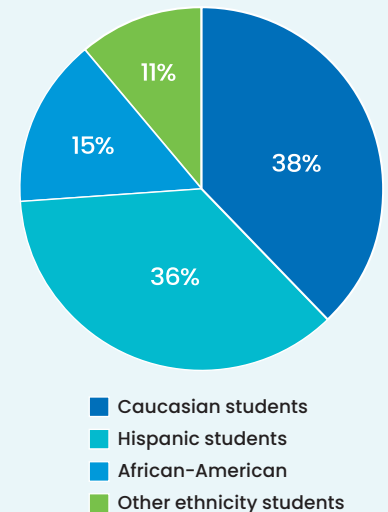
myPerspectives®  
 ENGLISH LANGUAGE ARTS

Study completed by: JEM & R.  
[Available here](#)

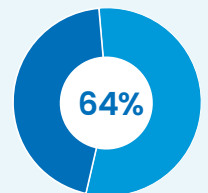
Year: 2016-2019

**Study description:** The study examined if myPerspectives is associated with higher ELA performance on state assessment performance by comparing schools using *myPerspectives* to closely matched control schools using other secondary literacy programs in the states of CA, OH and PA. A total of 600 *myPerspectives* and control schools were represented in the sample at grades six, seven, eight and eleven.

The final sample was diverse including:



Additionally, 64% of students considered economically disadvantaged.



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