



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.

myView Literacy meets ESSA's Level 4 evidence criteria.

Level 4 Evidence Criteria	Alignment to Requirements	Detail
A well-defined logic model or study that indicates how a program is likely to improve student outcomes.	Meets	<p>A logic model was completed for <i>myView Literacy</i>®. Available here.</p> <p>A formative field test was conducted where first and fourth grade teachers implemented one unit of <i>myView Literacy</i>. Students using <i>myView Literacy</i> achieved statistically significant growth on the Unit test after implementation.</p> <ul style="list-style-type: none">9 Students increased by 9% on the unit test.11.3 First grade students increased by 11.3% on the unit test.5.7 Fourth grade students increased by 5.7% on the unit test. <p>Additionally, all subgroups achieved statistically significant growth on the unit test including males, females, students receiving free/reduced lunch and those not, low-achieving students and high-achieving students.</p>

For more information, visit:
savvas.com/evidencebased

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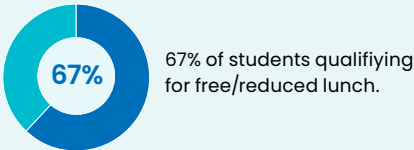


Study completed by: JEM & R.
[Available here](#)

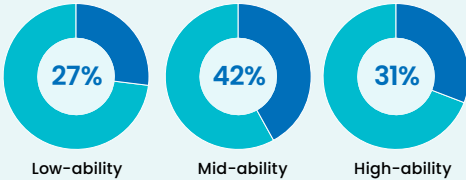
Year: 2018–2019

Study description: The study focused on improving first and fourth grade students’ critical literacy skills using a core elementary literacy program. Teachers implemented a unit of *myView Literacy* every day for approximately 10 weeks for core reading instruction. Results were analyzed for 55 students taught by 5 teachers across 2 schools in 2 states, with matched pretest/posttest scores.

The final sample included:



Additionally, students of all ability levels were represented in the study.



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