



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 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 summative field test where teachers implemented <i>myPerspectives</i> for an entire school year. Students using <i>myPerspectives</i> achieved statistically significant growth on the Measures of Academic Progress (MAP) after one year of implementation.</p> <ul style="list-style-type: none"> 7 • Students grew by 7 percentiles on the MAP Growth Reading Test. 9 • Students grew by 9 percentiles on the MAP Growth Language Test. <p>Students using <i>myPerspectives</i> achieved accelerated learning gains compared to the MAP Growth Reading norm group.</p> <ul style="list-style-type: none"> 1 • Student growth was over 1 RIT score higher for Reading. 1.4 • Student growth was over 1.4 RIT score for Language Use. <p>Additionally, students achieved statistically significant growth on all six goal strands of the MAP Reading and Language Use tests: Informational Text, Literary Text, Vocabulary Acquisition/Use, Grammar Usage, Writing Conventions and Mechanics and Writing Strategies</p>

For more information, visit:
savvas.com/evidencebased

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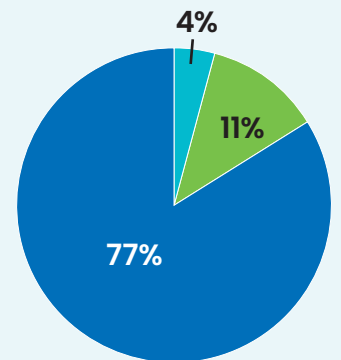
myPerspectives
 ENGLISH LANGUAGE ARTS

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

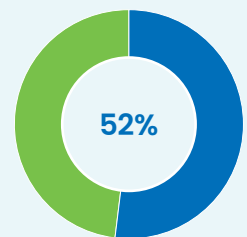
Year: 2016-2017

Study description: The study focused on improving seventh and ninth grade students’ critical literacy skills using a core secondary literacy program. Teachers implemented *myPerspectives* every day for the course of the school year for core reading instruction. Results were analyzed for 656 students taught by 9 teachers across 5 schools in 4 states, with matched pretest/posttest scores.

The final sample was diverse including:



■ Caucasian
 ■ African-American
 ■ Hispanic



Free/Reduced Lunch

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