



Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated statistically significant positive effect on student outcomes. ESSA identifies four levels of evidence: strong, moderate, promising, and 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 study that indicates how a program is likely to improve student outcomes	Meets	<p>Students using <i>myView Literacy</i> achieved statistically significant growth on the Unit 2 assessment after implementation of the unit.</p> <ul style="list-style-type: none"> +9.0 Students increased by 9% on the Unit 2 test. +11.3 First grade students increased by 11.3% on the Unit 2 test. +5.7 Fourth grade students increased by 5.7% on the Unit 2 test. <p>Additionally, all subgroups achieved statistically significant growth on the Unit 2 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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 800-848-9500

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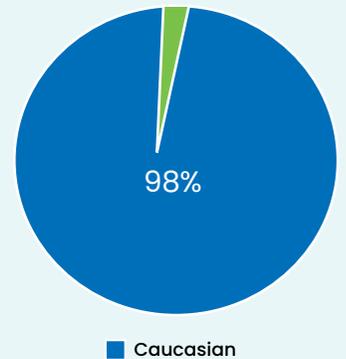


Study completed by: JEM & R.
[Available here](#)

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 *myView Literacy* Unit 2 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.

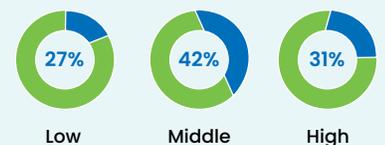
The final sample was 98% Caucasian



with:
 62% of students
 qualifying for free/
 reduced lunch



Students of all ability levels



were represented in the study

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