

A Summary of the Results  
from the Summative Field Test

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**Overview**

Savvas strongly believes that its programs should be proven through scientific research to increase student achievement. As such, it contracted with independent research group JEM&R to conduct a one year summative field test of its *myPerspectives* English Language Arts program. This study was conducted in seventh and ninth grade classrooms during the 2016-2017 school year. This report summary presents an excerpt of findings from the final report, including the evaluation design and methods, a description of program usage and implementation, student performance results, and a discussion of the findings. The full results of the report is available upon request.

**Research Questions**

The purpose of this study is to assess the effectiveness of the *myPerspectives* program in helping students attain critical English Language Arts skills and to document usage and implementation of the *myPerspectives* program. The study employed a summative field test research design where teachers used the *myPerspectives* English Language Arts program with their students for the entire school year.

The study addressed the following overarching evaluation questions:

1. How is *myPerspectives* typically implemented in classrooms? How long does it take teachers to feel comfortable using the program? What conditions support optimal implementation?
2. Is there a relationship between *myPerspectives* and improvements in student literacy skills? What reading gains, if any, are observed and how large are these gains? Does growth vary by subpopulations?
3. What effects (anticipated or unanticipated) does *myPerspectives* have on affective dimensions of student learning? Does it affect teacher preparation and practices?
4. What do teachers and students think about *myPerspectives*? How do the teachers and students rate the perceived usefulness and quality of program features?

## Participants and Setting

A total of five schools were recruited to participate in the study located in Ohio, Illinois, Kentucky and Colorado. The study schools were members of public school districts located in urban, suburban and rural areas. The final study sample included 656 students from 34 classes with nine teachers. The study sample demonstrated some variation in ethnicity and considerable variation in socioeconomic status as evidenced by eligibility for free or reduced lunch status.

Figure 1 presents the sample demographics.

		Count	Column %
Grade	7th	330	50.3%
	9th	326	49.7%
Gender	Male	344	52.4%
	Female	312	47.6%
Ethnicity	White	507	77.4%
	Hispanic	27	4.1%
	African American	71	10.8%
	Asian	8	1.2%
	Native American	2	0.3%
	Other	40	6.1%
IEP Status		46	7.8%
Gifted Status		8	2.0%
Second Language Learner Status		5	0.8%
Free/Reduced Lunch Status		137	52.3%

## Measures

Multiple measures were used to assess student achievement, program implementation, and student attitudes as well as teacher perceptions of the *myPerspectives* program.

The Measure of Academic Progress (MAP), developed by Northwest Evaluation Association<sup>1</sup>, was selected as the outcome measure of student English Language Arts skills. The MAP is an untimed computer adaptive interim assessment that measures instructional readiness and student growth. As part of the summative field test, students completed both the Reading Comprehension and Language Use MAP tests during the fall (September – November) and late spring (May). The Reading Comprehension test measures Information Text, Literary Text and Vocabulary. The Language Use Test measures students' usage of writing strategies, writing application and style, mechanics, and grammar.

The main unit of analysis for the MAP is the RIT (Rash unit) scale. Based on the Rasch Model (1PL), this score enables valid comparisons to be made with different items and different students which is essential for computer adaptive testing<sup>1</sup>. These RIT scales are stable, equal interval scales that use individual item difficulty values to measure student

achievement independent of grade level (that is, across grades), and range from a score of 140 to 300. When appropriate, the Percentile Rank is also provided.

In order to measure program implementation and teacher perceptions, evaluators collected data through observations, surveys, and interviews with English Language Arts teachers. English Language Arts teachers also completed weekly implementation logs. This information provided researchers with a detailed data source on what was occurring in classrooms in terms of English Language Arts instruction. The biannual classroom observations and interviews with classroom teachers provided critical insight into the nature of use and the effectiveness of the English Language Arts materials used with students.

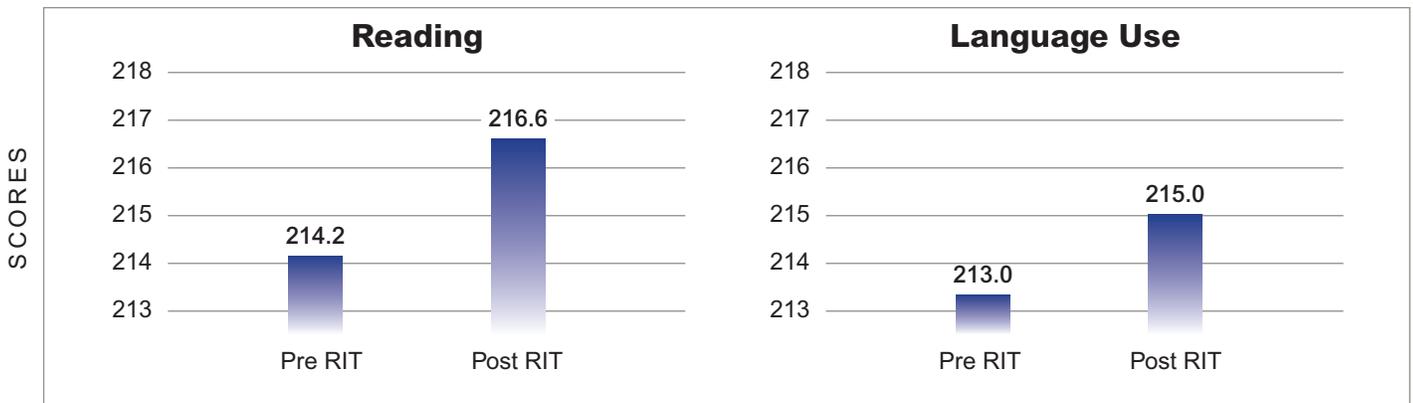
Additionally, student surveys were administered in the winter and spring of the study year. Study surveys gathered information on attitudes toward English Language Arts and perceptions of the *myPerspectives* program.

## Student Performance Results

### Results for *myPerspectives* Students

Students using *myPerspectives* achieved statistically significant gains in Reading Comprehension and Language Use achievement on the MAP after one year of program implementation. Improvement among *myPerspectives* students can be seen in growth of RIT scores, see Figure 2. This finding is further supported by an obtained effect size gain of .26 for Reading Comprehension and .32 for Language Use. An effect size can be represented as a percentile rank above the average baseline score. *myPerspectives* students gained 7 percentiles in Reading Comprehension and 9 percentiles in Language use.

Figure 2: *myPerspectives* Seventh and Ninth Grade Student Performance Results



The results were analyzed by implementation level in order to determine if different *myPerspectives* implementation was associated with different levels of learning gains. Teachers were separated into three groups (below average, average and above average) based on consistent implementation of all program parts and subcomponents. Figures 3 and 4 demonstrate that average and above average implementation more positively impacted student learning gains.

Figure 3: *myPerspectives* Reading Student Performance Results Implementation Level

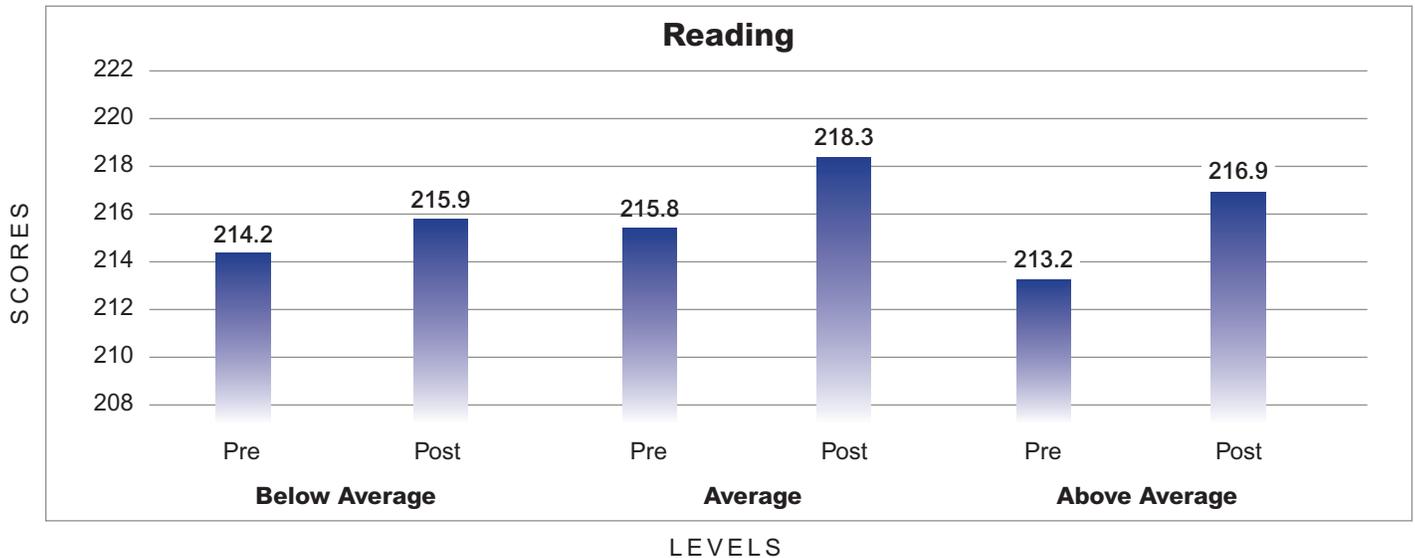
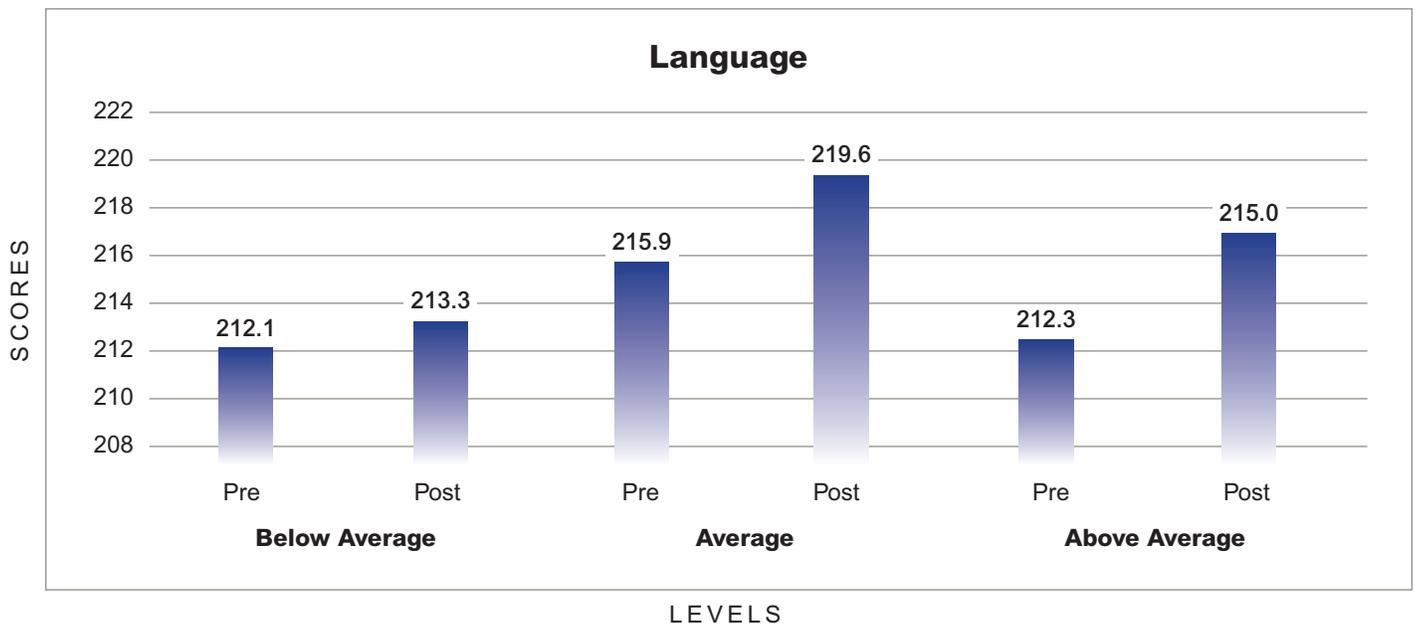


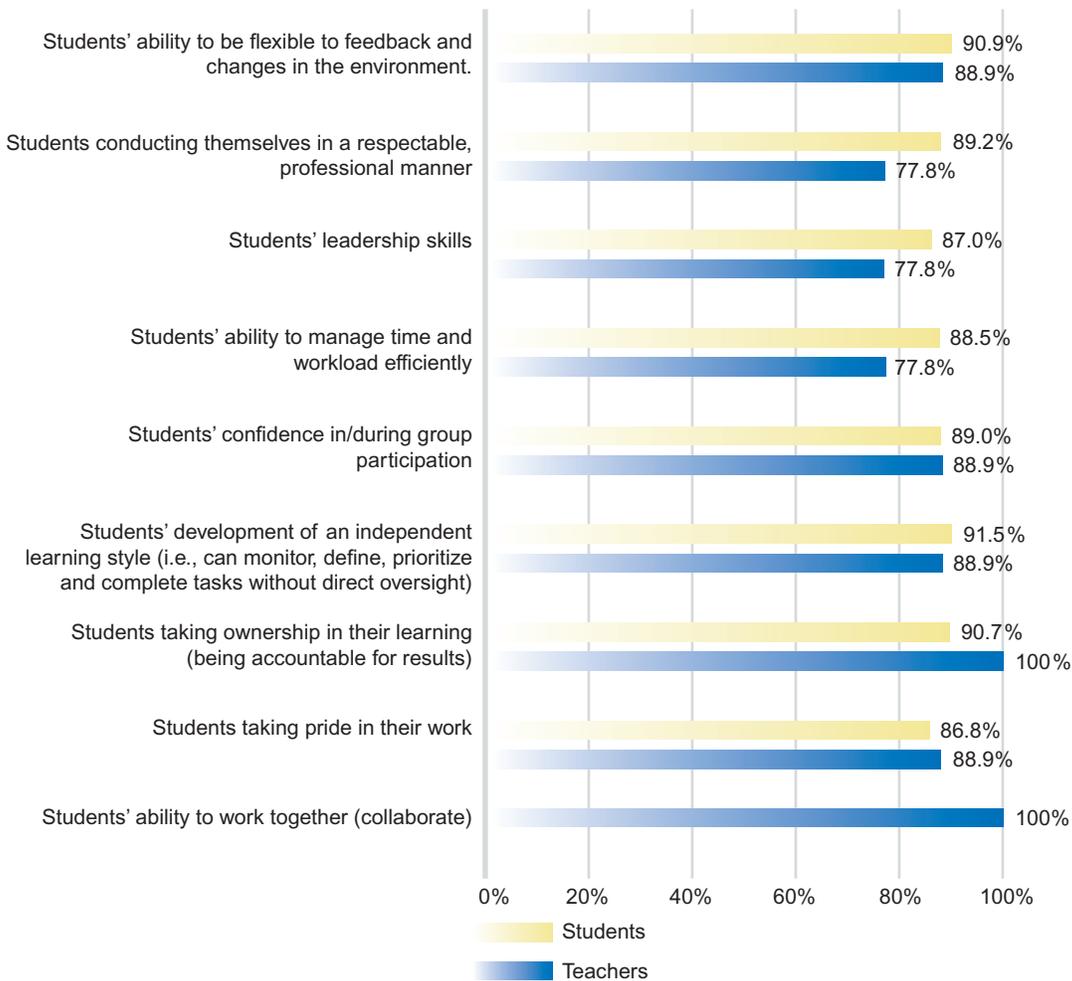
Figure 4: *myPerspectives* Language Use Student Performance Results Implementation Level



The MAP Reading Comprehension and Language Use RIT scores were also analyzed by subpopulations in order to determine whether significant growth was observed among different types of *myPerspectives* students. Results showed significant gains among all subgroups of *myPerspectives* students. That is, females, males, minorities, non-minorities, special education students, and students receiving free/reduced lunch all demonstrated significant gains from pre- to post-testing on both MAP Assessments.

In addition to measuring student outcomes, teachers and students were surveyed to measure the impact of *myPerspectives* on the promotion of life skills. Results were overwhelmingly positive as seen in Figure 5.

**Figure 5: myPerspectives Impact on Promotion of Life Skills**



### myPerspectives Implementation

myPerspectives was implemented for the entire or majority of the school year at all participating schools. The majority of participating teachers implemented five days per week for an average 45-60 minutes a day. One school was on a four-day English Language Arts schedule. The average number of units attempted over the course of the school year was 2.8. The first unit took the longest to implement. This is expected as teachers and students adjust to a new English Language Arts program and following units were implemented at a quicker pace.

myPerspectives was implemented with varying degrees of implementation. All teachers were provided with implementation guidelines to support consistency in using key components and provide feedback. For the most, part teachers did consistently follow the implementation guidelines but adaptation did occur to meet students' needs and district requirements. Within each unit, teachers followed the unit flow implementing each part the majority of the time. The Unit Introduction was implemented 91% of the time, Whole Group 88% of the time and Small Group 75%. The least implemented part was Independent Learning at 53%.

Usage data was also collected on digital components. Teachers most frequently utilized the Digital Teacher’s Edition, Digital Student Edition (most to project during instruction), Audio Summaries, and Online Worksheets. While a few teachers did have students complete the Online Worksheets digitally, the majority printed the worksheets.

Three levels of implementation (below average, average and above average) were created based on key *myPerspectives* components implemented and percentage of units attempted. Triangulation of implementation logs, observations, and interviews indicated that three teachers were above average implementers, three teachers were classified average, and three were classified below average.

## Participant Feedback

### Student Attitudes

In addition to providing evidence of efficacy, other outcomes associated with use of the *myPerspectives* program were investigated. Students completed surveys in the winter and spring. Student satisfaction with the *myPerspectives* program was moderate. Students rated the *myPerspectives* reading materials and content, Realize (technology components) and small group activities very highly when asked to list what they liked most about the program. More than half the students also agreed that the Close Reads deepened their understanding of literature and the Comprehension Checks helped them to understand the main idea and details of the study. The majority of students reported they actively participated in learning about reading and grammar during the school year.

### Teacher Attitudes

More than half of teachers reported satisfaction with *myPerspectives* in general and they liked the organized format, the inclusion of whole-group, small-group, and independent learning skills. When asked to list what they liked most about *myPerspectives*, teachers mostly listed Realize (digital components), the Essential Questions, and Text Selections.

The majority of *myPerspectives* teachers reported that the program had a positive impact on academic skills, including comprehension, writing, grammar, and vocabulary skills. Additionally, the majority of teachers reported *myPerspectives* had a positive effect on college readiness and 21st century learning skills. Specifically teachers rated the program effective in impacting students’ development of an independent learning style, confidence in group setting, taking ownership in learning, taking pride in their work, and being open/flexible to feedback.

Teachers indicated the program had a positive influence on student engagement. The majority of teachers agreed that the reading materials kept student interest and students actively participated in learning.

## Conclusion

This study indicates that *myPerspectives* is effective at significantly increasing student literacy achievement. Results by *myPerspectives* subgroups also showed significant learning gains across different types of students including females, males, minorities and non-minorities, students receiving free/reduced lunch and special education students. *myPerspectives* teachers reported that students learned important English Language Arts skills over the course of the study. Teachers also reported *myPerspectives* prepared students for college and was effective in building student confidence. Students reported they particularly enjoyed using Realize (digital components) and small-group learning and that Close Reads and Comprehension Checks help to deepen their understanding. In sum, the research data as seen in this study indicates that the *myPerspectives* program is an effective and useful program for both teachers and students.

## About Academic and Product Research at Pearson

Pearson's Academic & Product Research team conducts formative and summative research that directly informs the development of K-12 instructional programs. This mission of this team is to provide Pearson's product developers with learner-centered insights and scientific data to drive the development of effective, industry-leading learning solutions.

## About JEM&R, LLC

Research and evaluation firm, JEM&R, LLC, was founded in 2008 by Miriam Resendez, President and Senior Researcher. Ms. Resendez has served as a principal investigator or senior researcher on numerous large-scale, complex evaluation studies involving diverse target populations and multiple agencies and stakeholders. She has over 15 years of experience in evaluation research and possesses expertise in database development and management, quantitative/qualitative data analysis, interviewing, and large-scale multi-site data collection methods, and project management.