

EVIDENCE OF EFFECTIVENESS

A Summary of the Results from the Formative 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 unit formative field test of its *myView* English Language Arts program. This study was conducted in first and fourth grade classrooms during the 2018-2019 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 *myView* program in helping students attain critical English Language Arts skills and to document usage and best implementation practices of the *myView* program. The study employed a formative field test research design where teachers used the *myView* English Language Arts program Unit 2 with their students.

The study addressed the following overarching evaluation questions:

1. Is there a relationship between usage of *myView* and improvements in literacy achievement? Does this vary by student characteristics and levels of implementation?
2. What other potential outcomes are associated with *myView*?
3. What do teachers and students think about *myView*?
4. How do teachers use *myView* in their classrooms, and how can it be best employed to improve student outcomes?

Participants and Setting

A total of two schools in two districts were recruited to participate in the study located in Illinois and Pennsylvania. The study schools were members of public-school districts. The final study sample included 55 students from four classes with five teachers. The majority of the study sample was Caucasian with over half, 62%, of students qualified for free/reduced lunch. Students from all ability levels, 27% low-ability, 42% mid-ability and 31% high-ability levels were represented in the study . Ability levels were determined by pre-test scores,

Measures

The Unit 2 assessment from the *myView* program was administered to students at the beginning and end of the study period to obtain pre-post outcome data. The assessment consisted of 31 questions. In grade 1, the assessment included 30 multiple choice questions and one writing assignment. In grade 4, the assessment included 24 multiple choice questions and 7 other question types (matching, fill in the blank, short essay).

In order to measure program implementation and teacher perceptions, evaluators collected data through observations, online implementation logs, and focus groups with *myView* teachers. 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 *myView* materials used with students.

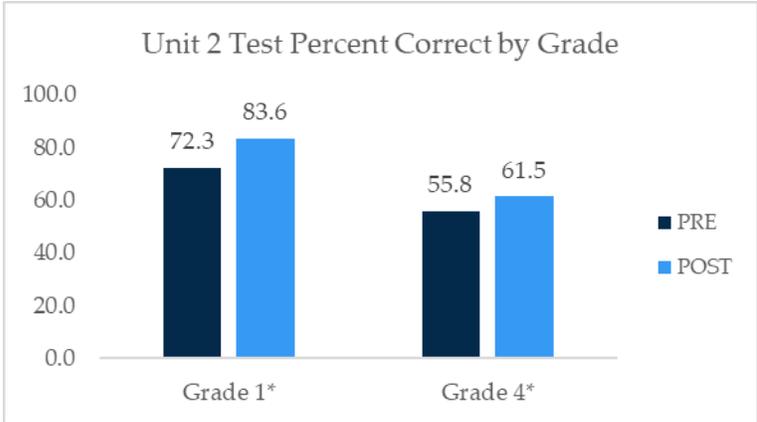
Additionally, student surveys were administered at the end of the study. Study surveys gathered information on student opinions and perceptions of the *myView* program.

Student Performance Results

Results for *myView* Students

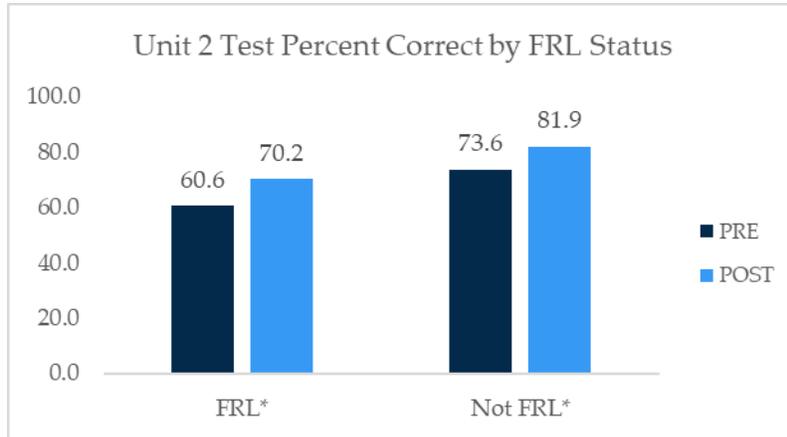
Students using *myView* achieved statistically significant gains in literacy achievement on the Unit Test after the implementation of Unit 2. Overall students in first and fourth grade increased by 9%. Students in first grade increased by 11.3% and students in fourth grade increased 5.7%. See Figure 1.

Figure 1: *myView* First and Fourth Grade Student Performance Results



The results were analyzed by free/reduced lunch status of students participating in the study. As seen in Figure 2, student receiving free/reduced lunch and those not receiving free/reduced lunch achieved statistically significant gains after one unit of implementation. Students not receiving free/reduced lunch increased by 8.3% and students receiving free/reduced lunch had a slightly larger increase of 9.6%.

Figure 2: myView Student Performance Results by Free/Reduced Lunch Status



The Unit 2 assessment was also analyzed by subpopulations in order to determine whether significant growth was observed among different types of *myView* students. Results showed significant gains among almost all subgroups of *myView* students. That is, females, males, low-ability student and mid-ability students all demonstrated significant gains from pre- to post-testing on the Unit 2 assessment. See Figure 3.

Figure 3: myView Subgroup Student Performance Results

Student Group	Pre-Test	Post-Test	Gain
Male	66.3%	73.9%	7.6%
Female	65.8%	76.2%	10.4%
Low-Ability	44.3%	56.8%	12.5%
Mid-Ability	67%	78.3%	11.3%
High-Ability	83.9%	87%	3.1%
IL School	62%	71.5%	9.5%
PA School	76.9%	84.9%	8%

myView Implementation

myView was implemented for one unit, Unit 2, at participating schools. Participating teachers implemented five days per week for an average 80-90 minutes a day. At both sites, this time was split with a longer reading block in the morning and shorter writing block in the afternoon.

In general, all teachers implemented *myView* with fidelity and all were considered to have high implementation. All teachers implemented the Unit Introduction, Reading Workshop, Writing Workshop and Reading-Writing Bridge. During Guided Reading

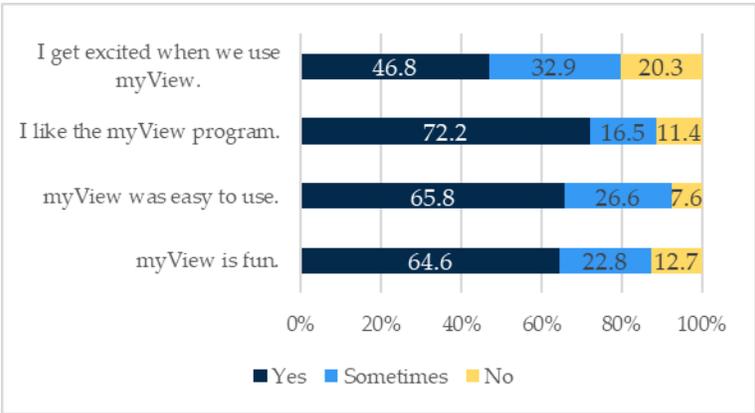
groups teachers most often implemented guided reading/leveled reading, conferring and independent reading. The most implemented activities from the Reading-Writing Bridge included academic vocabulary, reading like a writer/write like a reader, spelling and word study. All teachers completed the Project Inquiry performance-based assessment at the end of the unit.

Participant Feedback

Student Attitudes

In addition to providing evidence of efficacy, other outcomes associated with use of the *myView* program were investigated. Students completed surveys at the end of the study. Student satisfaction with the *myView* program was high. The majority of students agreed that *myView* helped them to learn more vocabulary words and increased their reading and writing skills. Additionally, students reported they liked the program components, assignments and format of the *myView* book. Students also indicated they enjoyed the *myView* program and thought it was fun and easy to use. The majority of students thought using *myView* was fun and preferred using *myView* over their previous reading program. See Figure 4.

Figure 3: *myView* Student Engagement Results



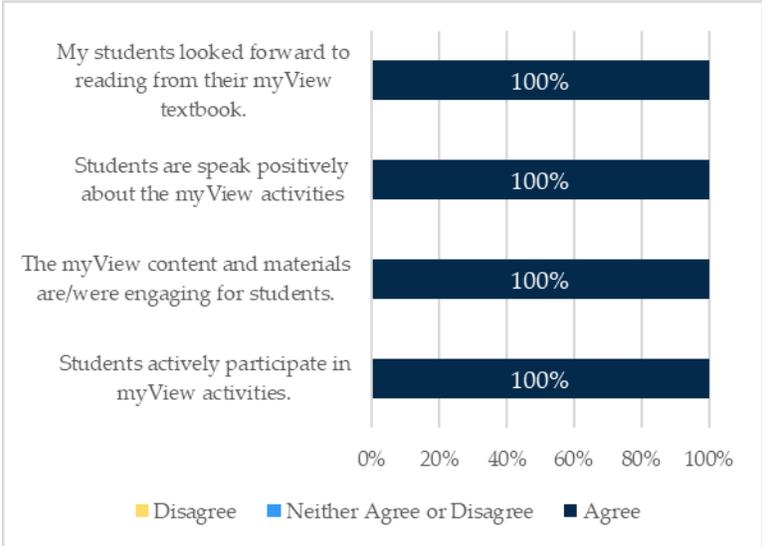
Teacher Attitudes

The teacher feedback on *myView* was overwhelmingly positive from both first and fourth grade teachers. All teachers were satisfied with the activities/components in the *myView* program. Additionally, all participating teachers were satisfied with program resources including the Teacher’s Edition, Student Interactives, Small Group Guide, Foundational Skills Kit and Assessment Guides.

All or nearly all *myView* teachers reported that the program had a positive impact on academic skills, including higher-order cognitive skills, grammar, spelling, vocabulary, writing, phonics, fluency and reading comprehension. Additionally, all teachers agreed that *myView* had a positive influence on their student’s ability to think creatively, solve problems and confidently participate in classroom activities. Nearly all teachers agreed that *myView* helped their students develop an independent learning style and to take pride in their work.

Teachers indicated the program had a positive influence on student engagement as seen in Figure 5. All teachers agreed that the reading materials kept student interest and students actively participated in learning.

Figure 5: Teacher Perceptions of Student Engagement



Conclusion

This study indicates that *myView* is indicates that students were clearly learning the content taught in Unit 2. Results by *myView* subgroups also showed significant learning gains across different types of students including females, males, students receiving free/reduced lunch and those not, low achieving students and high achieving students. *myView* teachers reported that students learned important English Language Arts skills over the course of the study. Teachers also reported *myView* a positive impact on academic skills, including higher-order cognitive skills, grammar, spelling, vocabulary, writing, phonics, fluency and reading comprehension. Students reported they enjoyed using the *myView* program and preferred it to their previous program.

About Academic and Product Research at Savvas

Savvas' 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 Savvas' product developers with learner-centered insights and scientific data to drive the development of effective, industry-leading learning solutions.

About JEM E 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.