

# 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 meets ESSA’s “Demonstrates a Rationale” evidence criteria.

Demonstrates a Rationale Evidence Criteria	Alignment to Requirements	
High-quality research findings or positive evaluation that show the program is likely to improve student outcomes	<b>Meets</b>	<p>The <i>myView Literacy</i>® authorship team consists of experts in the field of elementary literacy:</p> <ul style="list-style-type: none"> <li>• María Guadalupe Arreguín-Anderson, Ed.D. – University of Texas at San Antonio</li> <li>• Julie Coiro, Ph.D. – University of Rhode Island</li> <li>• Jim Cummins, Ph.D. – University of Toronto</li> <li>• Pat Cunningham, Ph.D. – Wake Forest University</li> <li>• Richard Gómez Jr., Ph.D.</li> <li>• Elfrieda “Freddy” H. Hiebert, Ph.D.–CEO/President of TextProject</li> <li>• Pamela A. Mason, Ed.D. – Harvard University Graduate School of Education</li> <li>• Ernest Morrell, Ph.D. – University of Notre Dame</li> <li>• P. David Pearson, Ph.D. – University of California, Berkeley</li> <li>• Frank Serafini, Ph.D. – Arizona State University</li> <li>• Alfred Tatum, Ph.D. – University of Illinois at Chicago</li> <li>• Sharon Vaughn, Ph.D. – The University of Texas at Austin</li> <li>• Judy Wallis, Ed.D.</li> <li>• Lee Wright, Ed.D.</li> </ul> <p>Find their whitepapers representing the basis for <i>myView Literacy</i> <a href="#">here</a></p>
An effort to study the effects of the program is underway to inform stakeholders about the success of that intervention	<b>Meets</b>	<p>A formative field test where teachers implemented Unit 2 of the <i>myView</i> program.</p> <p>Students using <i>myView</i> achieved statistically significant growth on the Unit 2 assessment after implementation of the unit.</p> <ul style="list-style-type: none"> <li>• Students increased by 9% on the Unit 2 test.</li> <li>• First grade students increased by 11.3% on the Unit 2 test.</li> <li>• Fourth grade students increased by 5.7% on the Unit 2 test.</li> </ul> <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](https://Savvas.com/EvidenceBased)



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Study completed by:

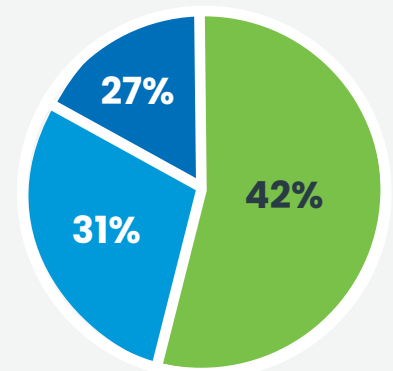
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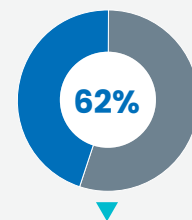
Year: 2018–2019

**Study description:** The study focused on improving first and fourth grade students’ critical literacy skills using a core elementary literacy program. Teachers implemented *myView* 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 diverse including students of all ability levels:



- Low-ability
- Mid-ability
- High-ability



qualified for free/reduced lunch

View the *myView Literacy* Logic Model [here](#)