

## 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® from Savvas meets ESSA’s “Moderate” evidence criteria

Moderate Evidence Criteria	Alignment to Requirements	Detail
Quasi-experimental Study.	<b>Meets</b>	A quasi-experimental study design where students in schools using <i>myView Literacy</i> during the 2021-2022 school year were matched to similar students in schools using other elementary literacy programs.
Show a statistically significant and positive effect on student outcomes.	<b>Meets</b>	<p>Third and fourth grade levels significantly outperformed the comparison group on State of Texas Assessments of Academic Readiness (STAAR).</p> <ul style="list-style-type: none"> <li>Third and fourth grade <i>myView Literacy</i> students outperformed the comparison students by 11 points.</li> <li>Hispanic <i>myView Literacy</i> students outperformed Hispanic comparison students by 15 points.</li> <li>Economically disadvantaged <i>myView Literacy</i> students outperformed economically disadvantaged comparison students by 16 points.</li> </ul>

View the [myView Literacy Research Evidence Base](#)

View the [myView Literacy Logic Model](#)

For more information, visit:

[savvas.com/evidencebased](https://savvas.com/evidencebased)

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## myView<sup>®</sup>

LITERACY

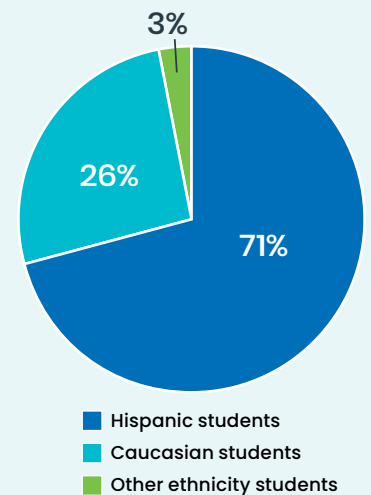
Study completed by: JEM & R.

[Available here](#)

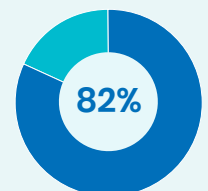
Year: 2021-2022

**Study description:** The study examined if *myView Literacy* is associated with higher ELA performance by comparing closely matched students who attended schools using *myView Literacy* versus control schools using other elementary literacy programs in the state of Texas. A total of 181 *myView Literacy* and control schools and 3,334 students were represented in the sample.

The final sample was diverse including:



Additionally, 82% of students were considered economically disadvantaged.



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