




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.

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

Moderate Evidence Criteria	Alignment to Requirements	Detail
Quasi-experimental Study.	Meets	A quasi-experimental study design where students in schools using <i>myPerspectives</i> during the 2016–2019 school years were matched to similar schools using other secondary literacy programs.
Show a statistically significant and positive effect on student outcomes.	Meets	<p>Schools using <i>myPerspectives</i> for one year demonstrated a significantly higher ELA proficiency rate than control schools using other secondary literacy programs.</p> <ul style="list-style-type: none">  Students in <i>myPerspectives</i> schools showed significantly greater literacy performance by 1.6% than control schools within one year.  Grade 7 students in <i>myPerspectives</i> schools significantly outperformed their control counterparts by 3.2%.  Grade 8 students in <i>myPerspectives</i> schools significantly outperformed their control counterparts by 2.7%.

For more information, visit:
savvas.com/evidencebased

Savvas.com
 800-848-9500

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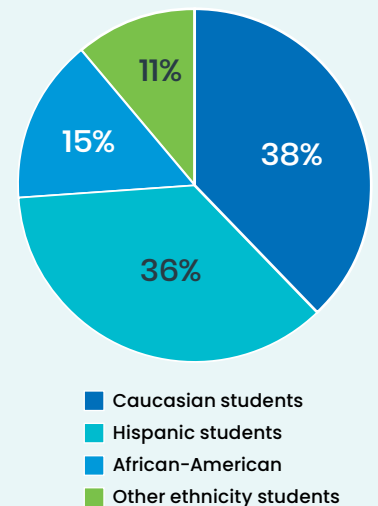


Study completed by: JEM & R.
 Available here

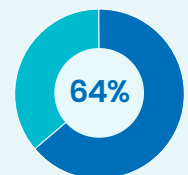
Year: 2016–2019

Study description: The study examined if *myPerspectives* is associated with higher ELA performance on state assessment performance by comparing schools using *myPerspectives* to closely matched control schools using other secondary literacy programs in the states of CA, OH and PA. A total of 600 *myPerspectives* and control schools were represented in the sample at grades six, seven, eight and eleven.

The final sample was diverse including:



Additionally, 64% of students considered economically disadvantaged.



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