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 meets ESSA’s “Demonstrates a Rationale” evidence criteria**

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<thead>
<tr>
<th>Demonstrates a Rationale Evidence Criteria</th>
<th>Alignment to Requirements</th>
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| High-quality research findings or positive evaluation that show the program is likely to improve student outcomes | **Meets** myView Literacy’s authorship team are experts in the field of elementary literacy:  
• María Guadalupe Arreguín-Anderson, Ed.D. – University of Texas at San Antonio  
• Julie Coiro, Ph.D. – University of Rhode Island  
• Jim Cummins, Ph.D. – University of Toronto  
• Pat Cunningham, Ph.D. – Wake Forest University  
• Richard Gómez Jr., Ph.D  
• Elfrieda “Freddy” H. Hiebert, Ph.D. – CEO/President of TextProject  
• Pamela A. Mason, Ed.D. – Harvard University Graduate School of Education  
• Ernest Morrell, Ph.D. – University of Notre Dame  
• P. David Pearson, Ph.D. – University of California, Berkeley  
• Frank Serafini, Ph.D. – Arizona State University  
• Alfred Tatum, Ph.D. – University of Illinois at Chicago  
• Sharon Vaughn, Ph.D. – The University of Texas at Austin  
• Judy Wallis, Ed.D.  
• Lee Wright, Ed.D.  
Find their whitepapers representing the basis for myView Literacy [here](https://www.myviewliteracy.com). |

An effort to study the effects of the program is underway to inform stakeholders about the success of that intervention | **Meets** The myView Literacy publisher is currently recruiting for a formative field test. Initial study results will be available in Spring 2019. |

For more information, visit: [pearsonschool.com/evidencebased](https://www.pearsonschool.com/evidencebased)