



Evidence Explained

ESSA emphasizes “evidence-based” approaches that have demonstrated a 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 meets ESSA’s “Promising” evidence criteria

Promising Evidence Criteria	Alignment to Requirements
Correlational study with statistical controls for selection bias	<p>Meets</p> <p>A summative field test where teachers implemented <i>myPerspectives</i> for an entire school year.</p>
Show a statistically significant and positive effect on student outcomes	<p>Meets</p> <p>Students using <i>myPerspectives</i> achieved statistically significant growth on the Measure of Academic Progress (MAP) after one year of implementation.</p> <ul style="list-style-type: none"> • Students grew by 2.5 RIT units on the MAP Reading Test. • Students grew by 2.5 RIT units on the MAP Language Test. <p>Additionally, students achieved statistically significant growth on all six goal strands of the MAP Reading and Language Use tests: Informational Text, Literary Text, Vocabulary Acquisition/Use, Grammar Usage, Writing Conventions and Mechanics and Writing Strategies.</p>

What does edreports.org say about *myPerspectives*?

[Edreports.org](http://edreports.org) found *myPerspectives* met expectations for standards alignment and usability in all grade levels. See the full review of *myPerspectives*.

For more information, visit:

pearsonschool.com/evidencebased



Study completed by:

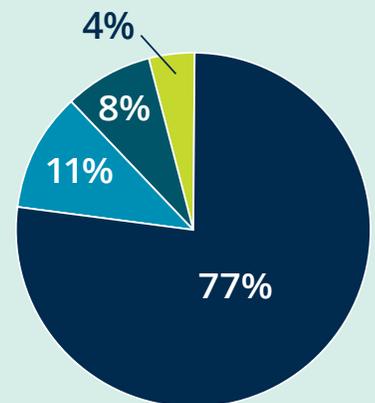
JEM & R, LLC

[Available here.](#)

Year: 2016-2017

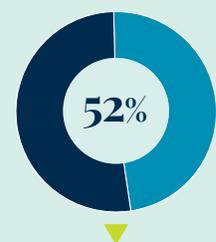
Study description: The study focused on improving seventh and ninth grade students’ critical literacy skills using a core secondary literacy program. Teachers implemented *myPerspectives* every day for the course of the school year for core reading instruction. Results were analyzed for 656 students taught by 9 teachers across 5 schools in 4 states, with matched pretest/posttest scores.

The final sample was diverse including:



- African-American students
- Caucasian students
- Hispanic students
- Other

Additionally:



qualified for free/
reduced lunch