Imagine MyPath Students in Texas Show Gains on NWEA Map Growth and STAAR Assessments

Overview

During the 2023–2024 academic year, Graham Independent School District in Texas implemented Imagine MyPath with students in Grades K–8. Over the course of the school year, 1,301 students used Imagine MyPath Math and 1,260 students used Imagine MyPath Reading, with an average usage of 10.5 hours and 10.3 hours respectively. To measure changes in math and reading skills, Imagine Learning analyzed NWEA MAP Growth and State of Texas Assessments of Academic Readiness (STAAR) assessment data.

Graham Independent School District

Demographics	
American Indian/Alaskan Native	< 1%
Asian	<1%
Black/African American	2%
Hispanic	31%
Two or More Races	1%
White	66%
Economic Disadvantage	63%
Special Education	21%
Emergent Bilingual	14%

Results

First, multiple linear regressions were computed to investigate the relationship between the number of lessons that students passed in Imagine MyPath and the growth that they achieved on the NWEA MAP Growth and STAAR assessments. After controlling for baseline achievement, grade level, and other demographic factors, passing more lessons in Imagine MyPath was found to generate a positive and statistically significant impact on both math and reading NWEA MAP Growth RIT score growth (Figures 1 and 2, $p < .01$). Similarly, passing more lessons in Imagine MyPath was found to generate a positive and statistically significant impact on both math and reading STAAR scores (Figures 3 and 4, $p < .01$).

Figure 1. Association Between Imagine MyPath Math Lessons Passed and Fall-to-Spring NWEA MAP Growth Math Growth, Grades K–8

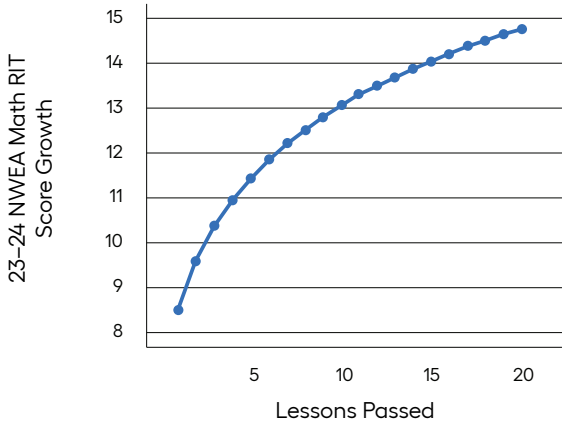


Figure 2. Association Between Imagine MyPath Reading Lessons Passed and Fall-to-Spring NWEA MAP Growth Reading Growth, Grades K–8

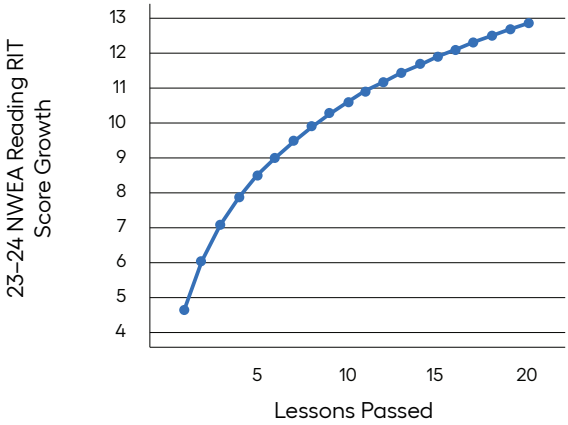


Figure 3. Association Between Imagine MyPath Math Lessons Passed and 2023–2024 STAAR Math Growth, Grades 4–8

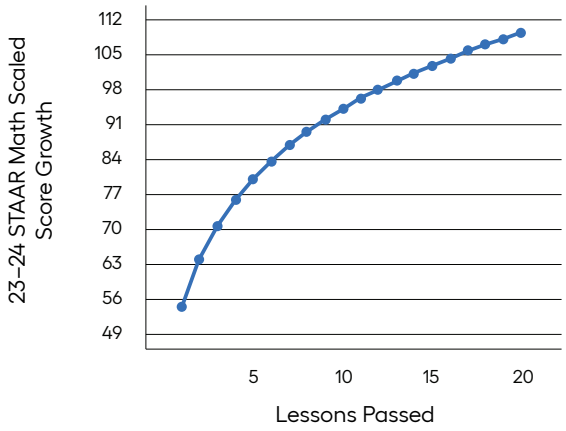
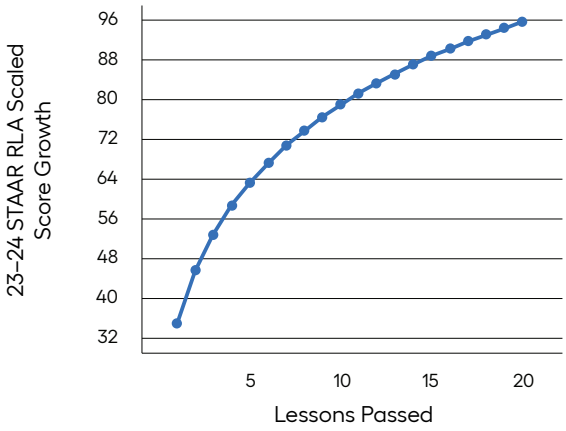


Figure 4. Association Between Imagine MyPath Reading Lessons Passed and 2023–2024 STAAR Reading Growth, Grades 4–8



Second, students who passed more than the median number of Imagine MyPath lessons their grade level (high-fidelity users) were statistically matched (based on assessment scores and demogrpahics) to students who passed less than the median number of Imagine MyPath lessons (low-fidelity users). The high-fidelity Imagine MyPath Math users scored an average of 3.48 points higher on the Spring 2024 NWEA MAP Growth math assessment (Figure 5, $p < .01$)[1] and 27.21 points higher on the STAAR math assessment compared to their low-fidelity user peers (Figures 6, $p < .01$)[2]. Similarly, the high-fidelity Imagine MyPath Reading users scored an average of 6.46 points higher on the Spring 2024 NWEA MAP Growth reading assessment (Figure 7, $p < .01$)[3] and 20.23 points higher on the STAAR reading assessment compared to their low-fidelity user peers (Figure 8, $p = .02$)[4].

Figure 5. Adjusted Average NWEA MAP Growth Math Growth Among High v. Low Imagine MyPath Math Users, Grades K–8

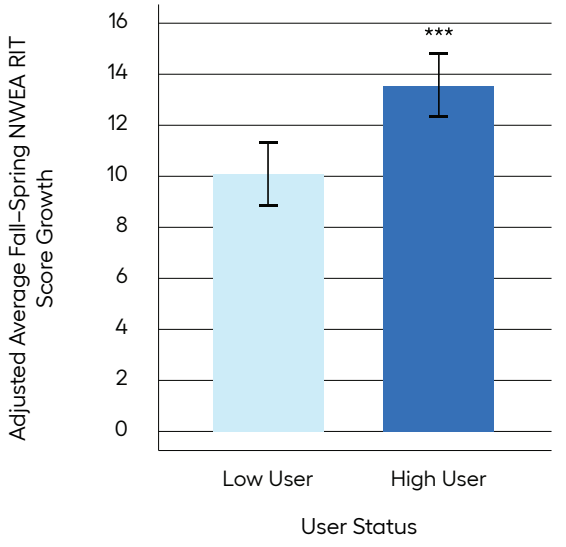
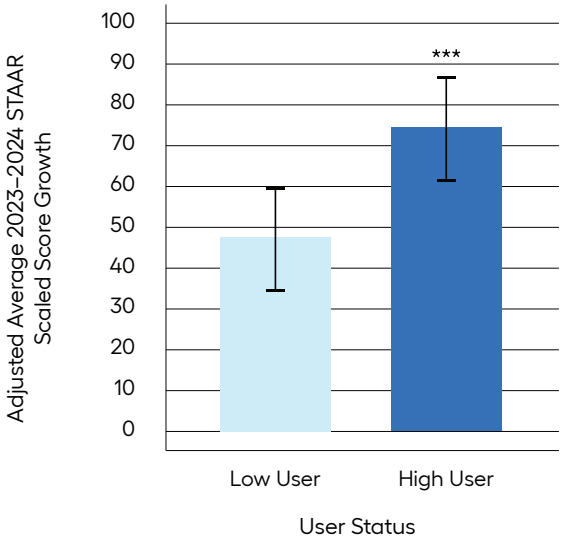


Figure 6. Adjusted Average STAAR Math Growth Among High v. Low Imagine MyPath Math Users, Grades 4–8



1 The median lessons passed per grade in the NWEA MAP Growth math analytical samples were: 7 for Kindergarten, 28 for Grade 1, 25 for Grade 2, 30.5 for Grade 3, 25 for Grade 4, 14 for Grade 5, 2 for Grade 6, 0 for Grade 7, and 2 for Grade 8.

2 The median lessons passed per grade in the STAAR math analytical sample were: 25.5 for Grade 4, 14 for Grade 5, 3 for Grade 6, 0 for Grade 7, and 1 for Grade 8.

3 The median lessons passed per grade in the NWEA MAP Growth math analytical samples were: 19 for Kindergarten, 43 for Grade 1, 38 for Grade 2, 10 for Grade 3, 7 for Grade 4, 12 for Grade 5, 3 for Grade 6, 1 for Grade 7, and 2 for Grade 8.

4 The median lessons passed per grade in the STAAR math analytical sample were: 7 for Grade 4, 10 for Grade 5, 3 for Grade 6, 1 for Grade 7, and 2 for Grade 8.

Figure 7. Adjusted Average NWEA MAP Growth Reading Growth Among High v. Low Imagine MyPath Reading Users, Grades K–8

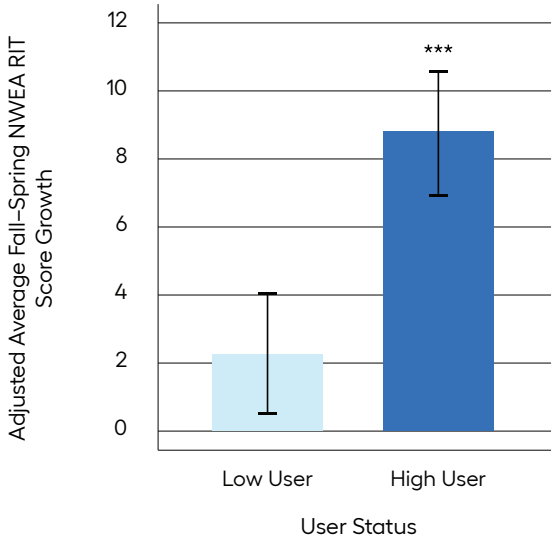
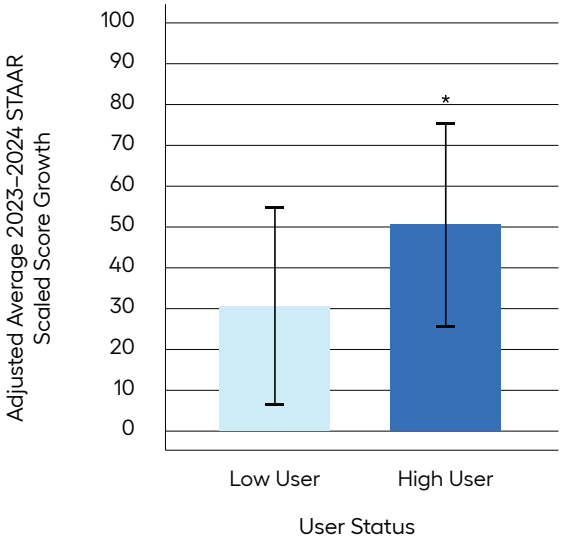


Figure 8. Adjusted Average STAAR Reading Growth Among High v. Low Imagine MyPath Reading Users, Grades 4–8



Note: Error bars represent the standard errors of the average RIT score growth. ***: $p < .001$, **: $p < .01$, *: $p < .05$

Taken together, these results provide evidence for the effectiveness of Imagine MyPath in supporting math and reading skill growth of students in Grades K–8. Results from the correlational analyses reveal that students experience accelerated growth by passing more lessons. Additionally, the matched analyses show that students who used the program with higher-fidelity experienced statistically significantly more growth than students who spent less time in the program. These results highlight the importance of sustained engagement with Imagine MyPath to maximize educational outcomes for all students.