imagine
mypath®

Imagine MyPath® Students in Grades 1–5 Demonstrate Significant Growth on NWEA MAP® Growth™ Reading and Math Tests

IMPLEMENTATION OVERVIEW

During the 2021–2022 academic year, Lammersville Unified School District implemented Imagine MyPath with students in Grades 1–5 to supplement their ELA and mathematics education. To measure the impact of Imagine MyPath on math and reading skills, Imagine Learning analyzed NWEA MAP Growth data from 1,023 Imagine MyPath students at seven elementary schools across the district. On average, students used Imagine MyPath for eight hours and passed eighteen lessons. To assess how program usage was associated with achievement, students were segmented based on their level of usage during the 2021–2022 academic year.

LAMMERSVILLE STUDENTS EXCEEDED NATIONAL AVERAGES

After a year of using Imagine MyPath, Lammersville students achieved higher than average scores on the NWEA MAP Growth Math and Reading tests. NWEA expects that the average student will perform at the 50th percentile whereas Lammersville USD students performed on average at the 73rd percentile for Math and the 65th percentile for Reading (see Figures 1 and 2 below). Additionally, as usage of Imagine MyPath increased, students saw greater MAP Growth gains in Math (see Figure 1).

STUDY SAMPLE DEMOGRAPHICS

Demographics	Imagine MyPath Users (N = 1,023)
1st Grade	10%
2nd Grade	21%
3rd Grade	25%
4th Grade	22%
5th Grade	22%
Male	53%
Asian	57.8%
White	17.6%
Hawaiian or Pacific Islander	9.7%
Black or African American	5.6%
American Indian	3.8%
Other	5.6%

Figure 1. NWEA MAP Growth Math Percentile Rank, Spring 2021 Lammersville USD Imagine MyPath Users Grades 1–5
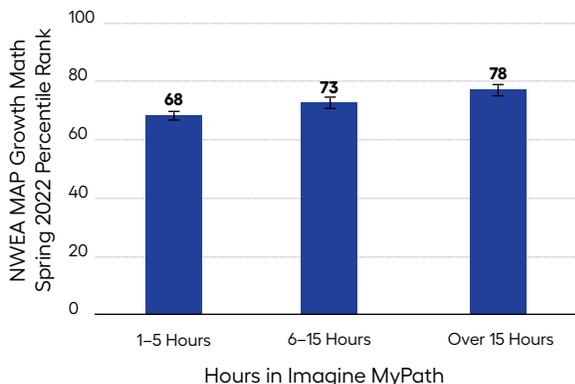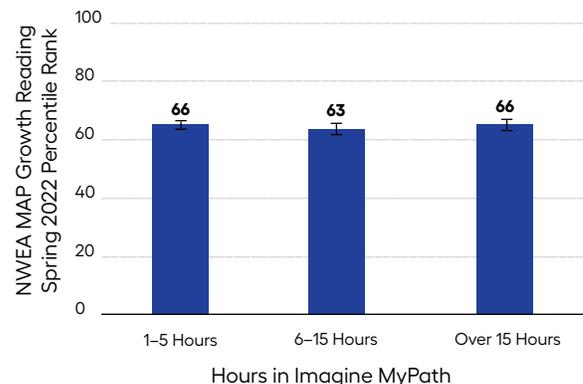

Figure 2. NWEA MAP Growth Reading Percentile Rank, Spring 2021 Lammersville USD Imagine MyPath Users Grades 3–5

IMAGINE MYPATH READING USAGE ASSOCIATED WITH ACHIEVEMENT OF EXPECTED GROWTH

Approximately half of the students who used Imagine MyPath Reading as a supplemental tool met their expected growth, with that percentage increasing as students spent more time on the program (see Figure 3). This is especially important given that these students are already performing above average. In this sample of students, the impact of program usage on meeting expected growth was not observed for Imagine MyPath Math (see Figure 4).

Figure 3. NWEA MAP Growth Reading Expected Growth, Fall 2020–Spring 2021 Lammersville USD Imagine MyPath Users, Grades 3–5
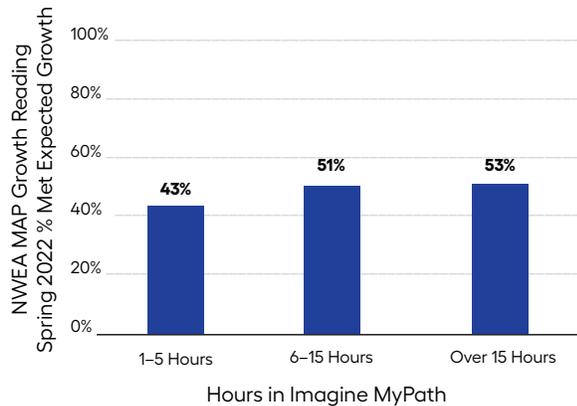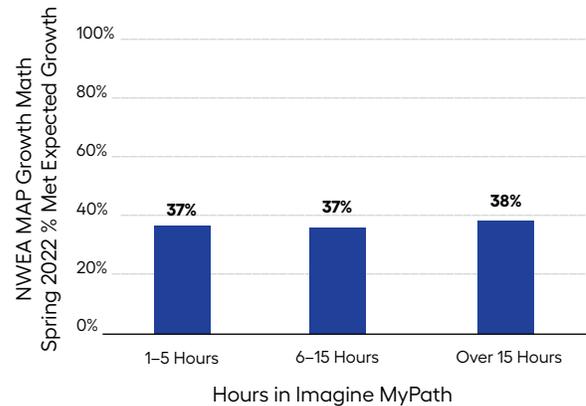
Figure 4. NWEA MAP Growth Math Expected Growth, Fall 2020–Spring 2021 Lammersville USD Imagine MyPath Users, Grades K–5

CONCLUSION

Taken together, after implementing Imagine MyPath as a supplemental resource for math and reading, Imagine Learning performed a post-hoc efficacy analysis and identified the following insights:

1. Students at Lammersville USD performed above average on the NWEA MAP Growth Math and Reading tests.
2. There was a positive association between increased usage of Imagine MyPath Math and NWEA MAP Growth Math percentile rank, with students in the upper percentiles having higher average levels of usage.
3. There was a positive association between increased usage of Imagine MyPath Reading and NWEA MAP Growth Reading gains, with over half of the students meeting expected growth after spending at least five hours in the program.

Additionally, it should be noted that these trends were identified even within an implementation that did not meet recommended levels of usage. Greater benefits from usage of Imagine MyPath may have been found had usage of Imagine MyPath more closely reached recommended levels of implementation. Overall, this study provides evidence for the positive impact that Imagine MyPath can provide to students and school districts.

Appendix

Subject	Usage Group	Number of Users
Math	1–5 Hours	378
	6–15 Hours	207
	Over 15 Hours	141
Reading	1–5 Hours	276
	6–15 Hours	141
	Over 15 Hours	134