

# Imagine MyPath Contributed to Success on NWEA MAP Growth Assessments

## Overview

During the 2023–2024 academic year, a public school district in Texas implemented Imagine MyPath as a supplemental resource for reading and math for students in Grades 1–5. There were 4,441 students who used Imagine MyPath Reading for an average of 21 hours and passed 22 lessons per student. In Imagine MyPath Math, 4,430 students used the program for an average of 21 hours and passed 27 lessons per student. To measure the impact of Imagine MyPath on student achievement, Imagine Learning used multiple linear regression to examine how student growth from fall to spring on the NWEA MAP

Growth assessments was associated with the number of lessons that students passed in the program. Imagine Learning further examined these associations for students with a special education classification.

Public School District, TX

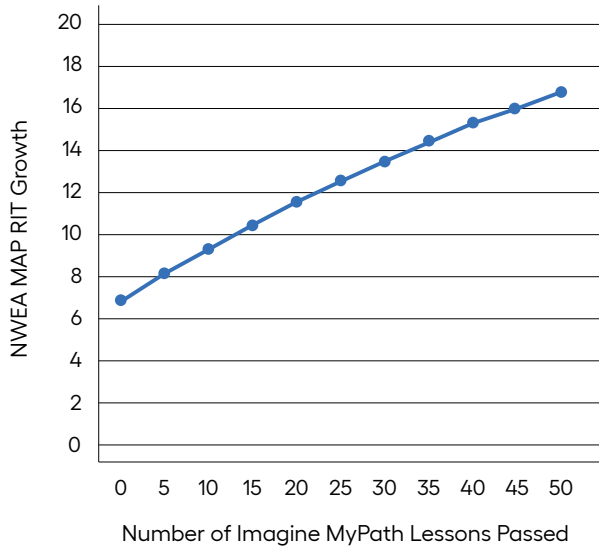
Demographics	Reading Sample (n = 4441)	Math Sample (n = 4430)
Asian	1%	1%
Black/African American	4%	4%
Hispanic/Latinx	90%	89%
White	5%	5%
English Learner	21%	21%
Special Education	21%	21%
Free/Reduced Lunch Price	86%	86%

## Results

From Fall 2023 to Spring 2024, the number of reading lessons students passed in Imagine MyPath was significantly associated with RIT score growth on the NWEA MAP Growth Reading assessment ( $p < .001$ ; Figure 1). Additionally, the number of math lessons students passed in Imagine MyPath was significantly correlated with RIT score growth on the NWEA MAP Growth Math assessment ( $p < .001$ ; Figure 2).

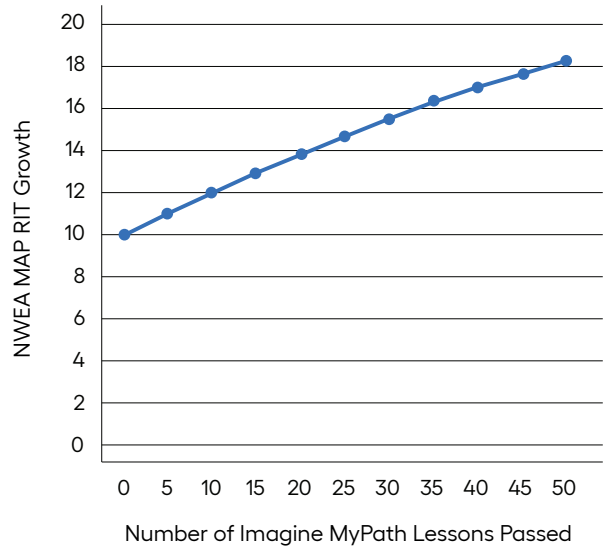
To further understand how Imagine MyPath contributed toward the growth of students with a SPED classification, these correlations were computed separately for students with and without the classification. While associations between Imagine MyPath lessons passed and growth were significant regardless of SPED classification, those with the classification demonstrated a more accelerated growth in both math and reading (all  $p < .001$ , Figures 3 and 4). For example, SPED students that passed no math lessons would be expected to increase their RIT score by 5 points between fall and spring, while non-SPED students that passed no math lessons would be expected to increase their RIT score by 11 points. However, this gap noticeably closes when students pass 50 math lessons over the course of the school year, with both SPED and non-SPED classified students expected to increase their RIT score equally by 18 points (see Figures 3 and 4).

**Figure 1.** Association between NWEA MAP Growth Reading Gains (Fall 2023 to Spring 2024) and number of reading lessons passed in Imagine MyPath in Grades 1–5.



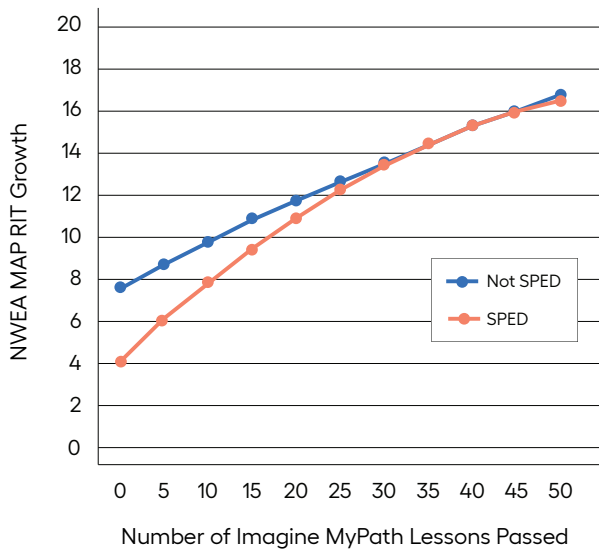
Note:  $p < .001$ ,  $n = 4,441$

**Figure 2.** Correlation between NWEA MAP Growth Math Gains (Fall 2023 to Spring 2024) and number of math lessons passed in Imagine MyPath in Grades 1–5.



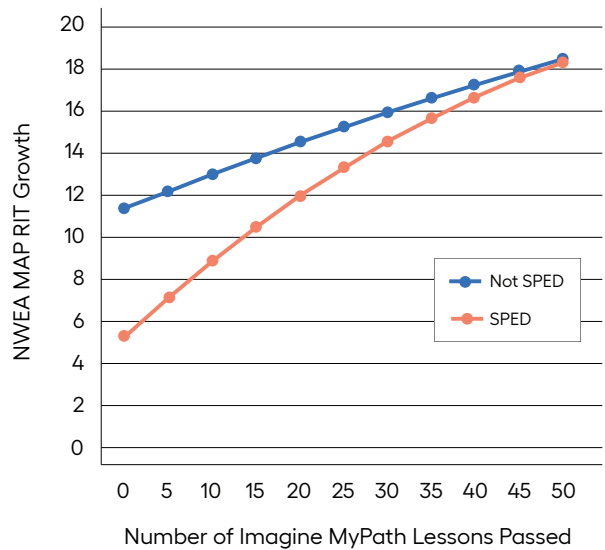
Note:  $p < .001$ ,  $n = 4,430$

**Figure 3.** Correlation between NWEA MAP Growth Reading Gains (Fall 2023 to Spring 2024) and number of reading lessons passed in Imagine MyPath for Grade 1–5 students with and without a SPED classification.



Note:  $p < .001$  for SPED and Non-SPED

**Figure 4.** Correlation between NWEA MAP Growth Math Gains (Fall 2023 to Spring 2024) and number of math lessons passed in Imagine MyPath for Grade 1–5 students with and without a SPED classification.



Note:  $p < .001$  for SPED and Non-SPED