imagine
mypath®

Increased Use of Imagine MyPath Leads to Improved Success on NWEA MAP Growth

Overview

Canyon Independent School District (Canyon ISD) serves over 10,000 students across 21 schools in northern Texas. During the 2023–2024 academic year, Canyon ISD implemented Imagine MyPath with elementary and middle school students. On average, students used Imagine MyPath for an average of 7 hours for math instruction and 8 hours for reading.
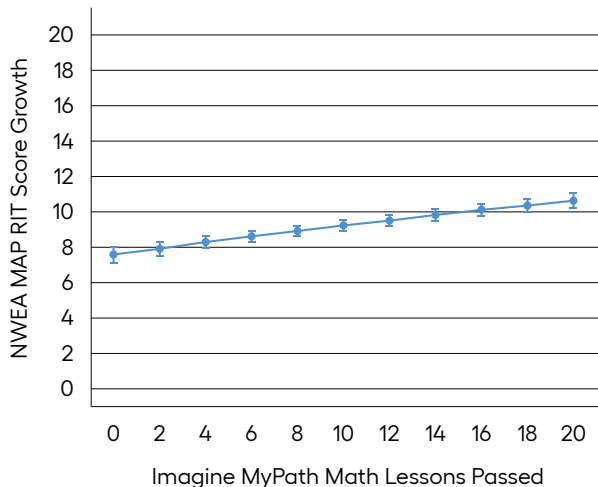
Canyon ISD, TX

Demographics	Math Sample	Reading Sample
White[1]	92.3%	91.9%
Hispanic	30.9%	31.0%
African American or Black	6.5%	6.8%
Free or Reduced-Price Lunch	45.6%	45.9%
Limited English Proficiency	3.8%	3.9%

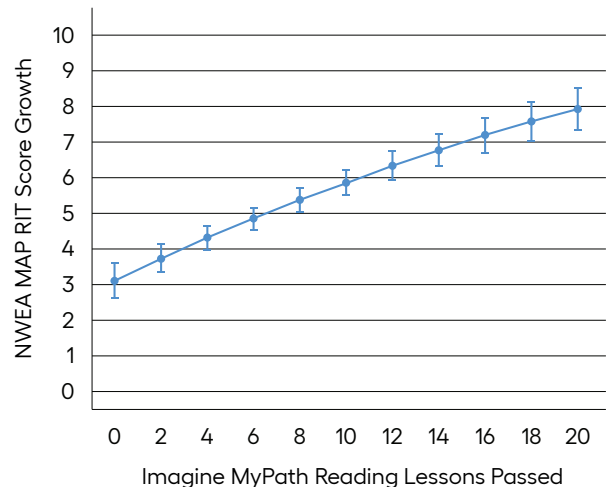[1] Note that students can identify as multiple races.

Results

Imagine Learning analyzed NWEA MAP Growth assessment data to evaluate the impact of Imagine MyPath on reading and math achievement for Grade 3–6 students. Multiple linear regressions were used to investigate the relationship between the number of lessons that students passed in the Imagine MyPath program and improvement in NWEA MAP Growth scores. Passing more math lessons in Imagine MyPath was found to be associated with increased NWEA MAP Math RIT score growth (Figure 1). Similarly, passing more reading lessons in Imagine MyPath was associated with increased NWEA MAP Reading RIT score growth (Figure 2). Each of these findings were statistically significant.

Figure 1. Association between Number of Math Lessons Passed in Imagine MyPath and NWEA MAP Math RIT Score Growth, 2023–2024, Grades 3–6
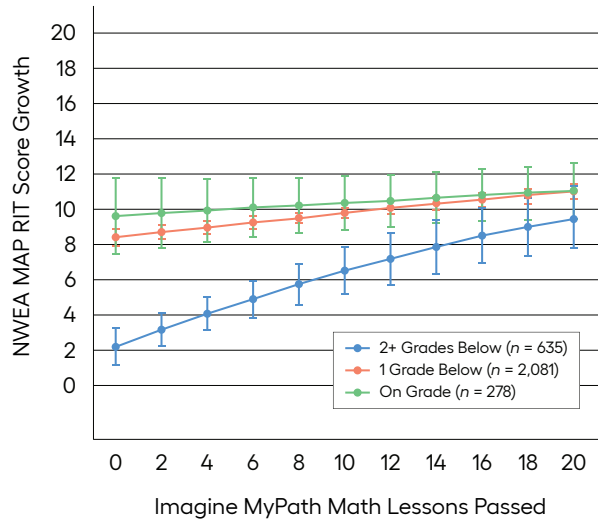

Note: $p < .001$, $n = 2,904$

Figure 2. Association between Number of Reading Lessons Passed in Imagine MyPath and NWEA MAP Reading RIT Score Growth, 2023–2024, Grades 3–6
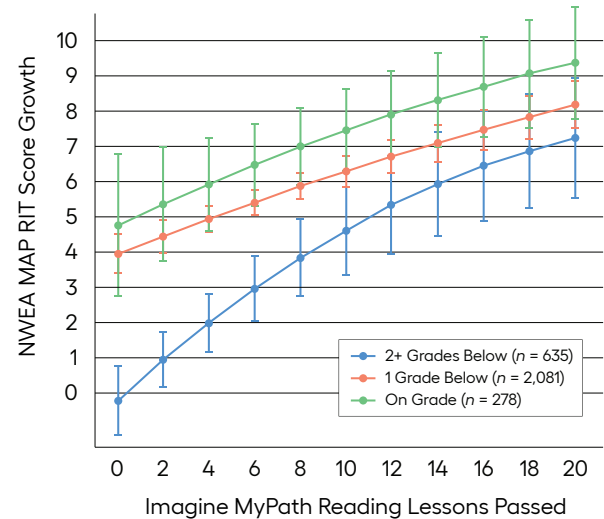

Note: $p < .001$, $n = 2,995$

Results were further disaggregated by students' initial grade level placement within the Imagine MyPath program with nearly all students being placed on grade level, one grade level below, or two or more grades below grade level. For math, significant growth was observed for students across all three categories, but the association between Imagine MyPath program use and NWEA MAP RIT score growth was strongest for students initially placed two or more grades below their enrolled grade (Figure 3). A similar finding was also observed for reading (Figure 4).

Figure 3. Association between Number of Math Lessons Passed in Imagine MyPath and NWEA MAP Math RIT Score Growth by Initial Grade Level Placement in Imagine MyPath, 2023–2024, Grades 3–6

Note: One grade below is statistically significant ($p < 0.001$)

Figure 4. Association between Number of Reading Lessons Passed in Imagine MyPath and NWEA MAP Reading RIT Score Growth by Initial Grade Level Placement in Imagine MyPath, 2023–2024, Grades 3–6

Note: All groups are statistically significant ($p < 0.05$)

Conclusion

These findings demonstrate the effectiveness of Imagine MyPath in enhancing math and reading skills for Grade 3–6 students. Passing more lessons in Imagine MyPath accelerated growth as measured by the NWEA MAP Growth assessment. Further, particular benefits were observed for students placed below their grade level at the beginning of the school year and who would benefit from additional intervention. It is anticipated that, with similar engagement with Imagine MyPath, districts with characteristics like those of Canyon ISD might achieve comparable results.