

MyPath students outperform their peers by 55 percent on the Renaissance Star 360 Reading[®] Assessment

During the 2018–2019 school year, Birdville Independent School District (ISD) implemented Edgenuity MyPath with struggling 6th grade students in three middle schools. As Figure 1 shows, MyPath students demonstrated significantly greater gains on the Renaissance Star 360 Reading Assessment than a comparison group of equivalent nonparticipating peers ($p = .015$). Further, a regression analysis that controlled for fall scores and gender revealed that MyPath reading students were predicted to have **spring 2019 Renaissance Star 360 Reading scores that were 43.5 points higher than peers who did not use the program** ($p = .042$).

BIRDVILLE ISD MYPATH PARTICIPANTS:

Enrollment: 80 students

Hispanic:	44%	Male	65%
White	33%	Free/Reduced-Price Lunch	59%
Black	19%	Special Education	15%
Asian	3%	English Learner	20%
Pacific Islander	<1%		
Multiracial	<1%		

Data also show that from fall 2018 to spring 2019, MyPath students demonstrated nearly two years' reading growth. The 6th grade MyPath students (performing at the 20th percentile) were expected to gain 50 scale score points on the Renaissance Star Reading Assessment (as determined by the 2014 normative sample) and the 6th grade comparison group (performing at the 25th percentile) were expected to gain 53 scale score points. While the actual scale score gain demonstrated by MyPath students surpassed the typical fall-to-spring gain by 45 points, the comparison group fell short of their growth goal by 10 points (see Figure 2).

Figure 1. Birdville ISD MyPath Students and Comparison Group, 6th Grade

Performance on the Renaissance Star Reading Assessment, Fall 2018 to Spring 2019

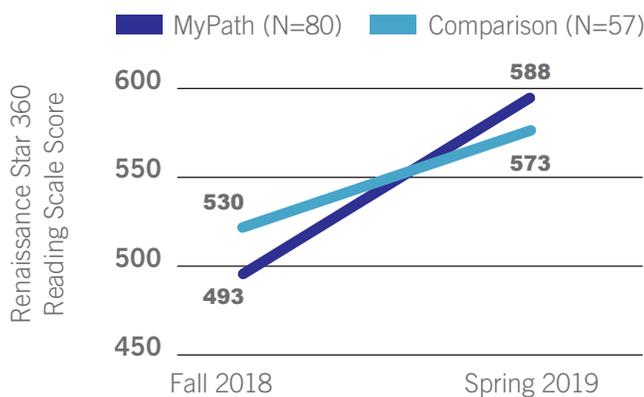
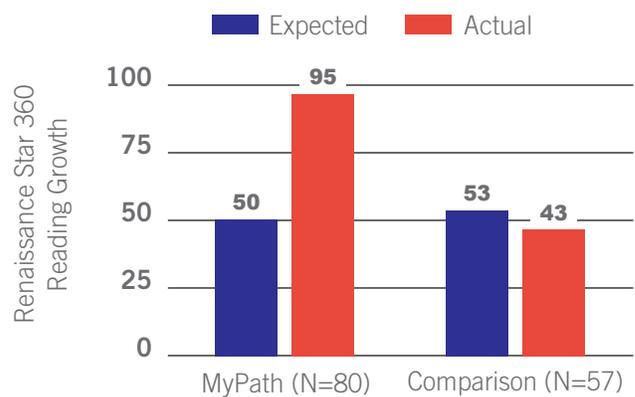


Figure 2. Birdville ISD MyPath Students and Comparison Group, 6th Grade

Growth on the Renaissance Star Reading Assessment, Fall 2018 to Spring 2019



As Figure 3 notes, data also showed that regardless of demographic profile, all subgroups demonstrated statistically significant scale score gains on the Renaissance Star 360 Reading Assessment from fall 2018 to spring 2019. Notably, MyPath helped close the reading gap between students with disabilities and general education students. In fall 2018, students with disabilities were performing 60 points below general education students on the fall 2018 Renaissance Star 360 Reading Assessment. However, by spring 2019, they were performing 18 scale score points above the general education students. While both groups made significant gains, students with disabilities exhibited gains that were almost double those of the general education students (162 points versus 83 points, respectively, $p = .002$).

Figure 3. Birdville ISD MyPath Students, 6th Grade

Performance on the Renaissance Star Reading Assessment by Demographic Group, Fall 2018 to Spring 2019

Demographic		Number of Students	Renaissance Star Reading Fall 2018 Score	Renaissance Star Reading Spring 2019 Score	Growth	p Value	Effect Size
6th Grade		80	493	588	95		
Gender	Male	52	494	607	113	.000	0.83
	Female	28	491	552	62	.002	0.64
Free/Reduced-Price Lunch	Yes	47	477	570	93	.000	0.68
	No	33	515	613	98	.000	0.88
Special Education	Yes	12	442	603	162	.000	1.74
	No	68	502	585	83	.000	0.65
LEP Status	Yes	16	417	479	62	.042	0.56
	No	62	507	615	108	.000	0.93
Ethnicity	White	26	535	644	109	.000	0.79
	Hispanic	35	485	570	85	.000	0.65

Challenge

Located outside Fort Worth, Texas, Birdville ISD is a K–12 public school district with more than 23,000 students. The district wanted to find an engaging way to help struggling middle school students close learning gaps in reading. Birdville ISD selected Edgenuity MyPath because it offered differentiated instruction.

Solution

Students used MyPath an average of 30 minutes per day, three days per week, during 50-minute class periods.

Lessons Learned

Teachers reported that MyPath was helpful as a resource because it:

- **Supported struggling students:** Teachers reported that the program helped students who were struggling master skills and standards at their own speed. Tammy Daniel, Coordinator of Online Learning, adds, “Our teachers used MyPath to reteach topics. The videos were a phenomenal resource because they allowed students to relearn the material at their own pace. Students could rewind and pause as needed to take notes or hear a concept again, which was very useful.”
- **Supported teachers:** Teachers took advantage of professional development training, Edgenuity’s help center, and online customer support to assist with implementation. Daniel notes, “Our teachers were blown away by the support they received. The company had thought through everything. From helping us get students set up in the system, to advising on implementation models, and helping us use data to drive instruction, Edgenuity ensured we had all the resources we needed to help our students succeed.”

Appendix

This study used a matched-comparison group design that consisted of (1) MyPath students and (2) a comparison group whose baseline characteristics were similar at the beginning of the school year. The more similar the two groups are at baseline, the more likely that the observed difference between the two groups after the intervention can be attributed to the intervention itself, and not to other preexisting differences. In Figure 4, a p -value of less than 0.05 indicates that two groups are statistically different from each other. Results show that the comparison groups' fall Renaissance Star 360 scores were not statistically different at the start of the school year. In addition, the two groups were similar on all demographic characteristics except for gender: 35% of students in MyPath and 54% of students in the comparison group were female ($p < .05$).

Figure 4. Birdville ISD, 6th Grade Students

Baseline Equivalence Between Treatment and Comparison Group Students

Demographic		Treatment		Comparison		p
		N	Renaissance Star Reading Fall 2018 Score	N	Renaissance Star Reading Fall 2018 Score	
All Students		80	492.75	57	530.14	.209
Gender	Female	28	490.54	31	563.06	.940
	Male	52	493.94	26	490.88	.053
Free/Reduced-Price Lunch	Eligible	47	477.11	36	535.61	.172
	Not Eligible	33	515.03	21	520.76	.873
Special Education	SPED	12	441.58	8	339.50	.169
	Not SPED	68	501.78	49	561.27	.038
LEP	Current LEP	16	417.31	14	393.07	.694
	Not LEP	62	506.61	43	574.77	.029
ESL	Yes	16	417.31	14	393.07	.694
	No	64	511.61	43	574.77	.044
At-Risk	Yes	41	468.00	35	483.66	.687
	No	39	518.77	22	604.09	.022
Ethnicity	Black	15	493.09	8	526.20	.268
	Hispanic	35	485.03	26	441.12	.245
	White	26	534.46	21	631.33	.063