Research Brief

San Antonio Independent School District - SAN ANTONIO, TEXAS

Edgenuity MyPath®

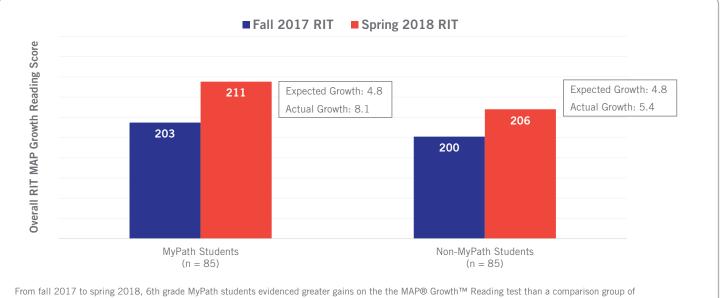## MyPath™ Students Outperform Their Peers by 33 Percent on the MAP® Growth™ Reading Assessment

During the 2017–2018 school year, San Antonio Independent School District (SAISD) implemented Edgenuity® MyPath with struggling 6th grade readers at Eloise Japhet Academy. Results confirmed that MyPath students demonstrated greater gains on the MAP Growth Reading test than a matched comparison group of nonparticipating peers at Lowell Middle School whose baseline demographics and MAP Growth reading scores were similar to those of the treatment group at the beginning of the intervention. (see Figure 1). In addition, 6th grade MyPath students, on average, nearly doubled the expected fall-to-spring reading RIT gain of 4.8 points (as determined by the NWEA® normative sample).

ELOISE JAPHET ACADEMY PARTICIPANTS:

Enrollment: 85 Students
Hispanic:	98%
Causcasian:	2%
Female:	48%
Male:	52%

Figure 1: Eloise Japhet Academy MyPath Students and Comparison Group, Grade 6
Performance on the MAP Growth Reading Assessment, Fall 2017 to Spring 2018

From fall 2017 to spring 2018, 6th grade MyPath students evidenced greater gains on the the MAP® Growth™ Reading test than a comparison group of nonparticipating peers.

Challenge

Located in downtown San Antonio, SAISD is the 13th largest district in Texas. During the 2017–2018 school year, the district offered middle schools the opportunity to use MyPath with students performing below grade level on the MAP Growth and State of Texas Assessments of Academic Readiness (STAAR) Reading assessments. The district wanted to find a differentiated, online intervention solution that would help improve the reading comprehension and vocabulary of struggling students. The district examined a number of reading intervention programs and selected MyPath because of its ability to provide targeted assessments and personalized, age-appropriate content to keep learners engaged and motivated.

Solution

Eloise Japhet Academy decided to pilot the program because it liked that MyPath provides only the reading content and practice students need to succeed. The school appreciated the fact that the foundational reading paths focus on comprehension strategies, while the basic and intermediate reading paths focus on text analyses, grammar and mechanics, and writing as it relates to reading.

The school implemented MyPath as a supplemental resource with students enrolled in a Tier 2 Intervention class. Every other week, 85 6th graders used MyPath in a computer lab setting in three fifty-minute sessions. The classroom teacher monitored student progress and provided one-on-one support for students struggling with their individual learning paths.

Lessons Learned

Data showed that MyPath had a quantitative impact on students' reading achievement. The school intentionally executed two strategies to maximize student learning.

- **Supportive Strategies to Encourage Self Efficacy:** The teacher clearly defined academic and behavioral expectations, outlined standards for acceptable work, and clarified the support available to students and under what conditions students could obtain it. The teacher encouraged accountability by monitoring their own progress, engagement, and achievement through the program's Attendance Log and Dashboard reports. The teacher also carefully reviewed the Student Gradebook to evaluate assignment and quiz scores, track course progress, and determine whether students were spending sufficient time in the program. The classroom structure was well-defined, and students were motivated to make progress in their online lessons. When students finished a lesson, they were able to use stickers to mark their progress on posters hanging in the classroom.

- **Targeted Feedback through Individualized Conferences:** As students completed their online lessons, the teacher conducted one-on-one meetings with students to check for understanding and provide additional guidance if necessary, and review topics before students advance to the next lesson. The teacher was able to use this time to provide targeted feedback for students or correct conceptual misunderstandings, as well as praise students for their effort and persistence.