

2026 Evidence of Impact

The fun is real. So is the rigor. Independent researchers put Mission.io to the test, and the more Missions students ran, the more they learned.



LEVEL II
MODERATE
EVIDENCE
(2026)



LEVEL IV
DEMONSTRATES
RATIONALE
(2024)

Fifth graders who used Mission.io made statistically significant academic and engagement gains.

CONTENT KNOWLEDGE

$g = 0.34$

$p < .001$

WRITING PERFORMANCE

$g = 0.27$

$p = .015$

BEHAVIORAL ENGAGEMENT

$g = 0.17$

$p = .009$ vs. non-users

An independent, Instructure-conducted quasi-experimental study of 1,039 fifth graders across 53 classrooms (Bautista et al., 2026) found that Mission.io users ($n = 582$) significantly outperformed non-users ($n = 457$) on content knowledge, writing performance, and behavioral engagement. The study earns ESSA Level II, formally validated by Instructure on June 19, 2026.

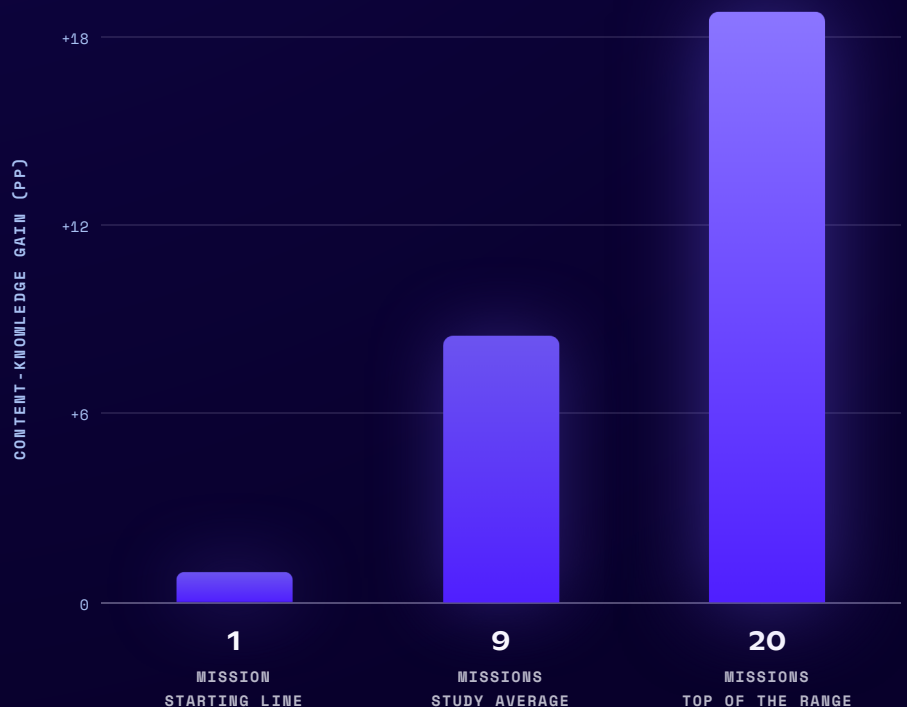
IN PLAIN ENGLISH Across 53 real classrooms, students who ran Missions came out ahead on what they knew, how they wrote, and how they showed up. The gains showed up consistently enough that the research bar calls them significant, not a fluke.

Every Mission moved the number.

+0.94

PERCENTAGE POINTS OF CONTENT KNOWLEDGE PER MISSION COMPLETED ($p < .001$). THE STRONGEST SIGNAL IN THE STUDY.

Writing followed the same pattern, climbing +0.035 rubric points with every session ($p = .049$).



IN THE STUDY, STUDENTS RAN MISSIONS ALL YEAR LONG. THE DOSE-RESPONSE PATTERN HELD ACROSS THE FULL RANGE.

THE BROADER RESEARCH BASE

 SCIENCE**Schools completing 10+ Missions significantly outperformed schools with no usage on science proficiency across Grades 4, 5, and 6.**

MISSION.IO, 2026b

- A retrospective correlational study found significant positive correlations between Mission.io usage and RISE science scores in 5th grade ($r = .239$, $p = .001$) and 6th grade ($r = .229$, $p = .002$). After controlling for demographics, Mission volume was a significant positive predictor of proficiency for the cross-grade composite ($B = +.0035$, $p = .011$) and 6th grade ($B = +.0025$, $p = .025$).
- Schools completing 10+ Missions significantly outperformed schools with no usage across all grades: 4th grade ($p = .029$), 5th grade ($p = .004$), 6th grade ($p < .001$), and the composite ($p = .003$).

IN PLAIN ENGLISH Schools that ran 10 or more Missions posted higher state science proficiency than schools that ran none. The pattern held in every grade tested.

 ENGAGEMENT**Teachers consistently report higher engagement, participation, and motivation during Missions.**

MILIEN ET AL., 2025; MISSION.IO, 2025, 2026c

- 90% of teachers ($n = 101$) rated students highly or exceptionally engaged during a Mission versus 57% for recess. Given a free block, 56% would reach for a Mission first, 3× the next option.
- 96.1% of teachers ($n = 127$) report increased engagement and 95.3% increased motivation.
- Complete whole-class engagement was rated 63.6% during Missions (treatment $n = 11$) versus 0% across overall instruction (full sample $n = 17$), a +63.6 pp gap; participation ran 72.7% versus 17.6% (+55.1 pp).

IN PLAIN ENGLISH Nine in ten teachers rate their class highly engaged during a Mission. Recess gets 57%. Given a free block, over half would reach for a Mission first.

 LITERACY**Mission.io improved reading and data analysis in Grades 3 and 5.**

MILIEN ET AL., 2025

In a quasi-experimental study of 240 students (treatment $n = 172$, control $n = 68$) across six Utah elementary schools:

- Fifth graders ($n = 81$) demonstrated significant gains in reading ($Z = -2.567$, $p = .010$) and data analysis ($Z = -3.814$, $p < .001$).
- Third graders ($n = 23$) showed similar improvements in both domains ($Z = -3.961$, $p < .001$; $Z = -3.429$, $p = .001$).

IN PLAIN ENGLISH Students who ran Missions made significant gains in reading and data analysis in Grades 3 and 5.

 DURABLE SKILLS**Built to grow collaboration, communication, and critical thinking.**

LANGFORD, 2023; MISSION.IO, 2025, 2026a

- Teachers ($n = 127$) rated impact on collaboration (82.7%), communication (81.1%), and critical thinking (75.6%) as high or significant.
- Across 380 schools ($n = 12,613$ student records), platform data showed sustained growth in collaboration and critical thinking over the school year.
- In Alpine School District, platform-measured collaboration scores rose from 46% to 85% and initiative from 58% to 75% over three years.

IN PLAIN ENGLISH Collaboration and critical thinking kept climbing, through the school year and across three years.

THE TAKEAWAY

The more Missions a class runs, the more students grow.

SEE THE FULL RESEARCH BASE AT [MISSION.IO/EVIDENCE](https://mission.io/evidence)