



LXDRESEARCH
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Coursemojo Profiles Study

Emergent Bilingual Students



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NOVEMBER 2025



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MODERATE

LXD Research Recognition for Coursemojo

Coursemojo

This product has been rigorously evaluated and is hereby acknowledged for meeting the educational impact criteria of the Every Student Succeeds Act (ESSA), warranting a **Level 2** for "**Moderate**" Evidence. This recognition is based on its proven effectiveness in enhancing grade-level learning outcomes.

REVIEWED BY THE LXD RESEARCH EXPERT REVIEW PANEL

Rachel Schechter, Ph.D.
Founder of LXD Research

NOVEMBER 2025

DATE

PROGRAM DESCRIPTION

Coursemojo is an innovative teaching and learning assistant designed to meet the diverse needs of all learners. As a curriculum-aligned tutor for students, Mojo takes the texts and tasks from the curriculum and transforms them into interactive and differentiated experiences for students. Mojo also provides real-time data visibility for teachers into student misconceptions so teachers can be more strategic with their conferencing and class discussions. This platform is aligned specifically with top-rated, middle school English Language Arts (ELA) curricula. Importantly, Coursemojo prioritizes the social experience of learning rather than promoting isolated screen time.

STUDY DETAILS

Sample Description

- Sample: 1,572 Emergent Bilingual 6th-graders in 13 schools
- Location: Large County in Texas

Implementation Time Frame

- August 2024–May 2025

Methodology

- Design: Quasi-experimental with matched treatment (n = 280) and comparison (n = 1,292) groups; surveys, interviews
- Assessment Measure: NWEA MAP reading, Texas state test STAAR
- Statistical Controls: School characteristics, student demographics, special education status, socioeconomic factors, and baseline achievement

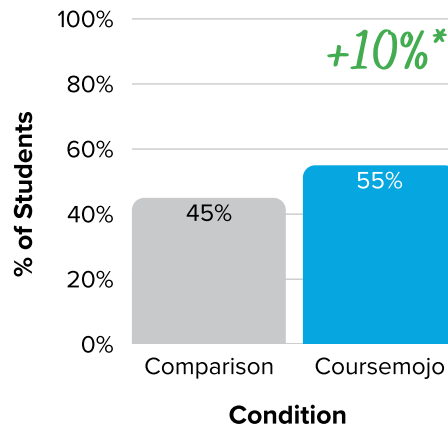
STUDY SUMMARY

Coursemojo partnered with a large, diverse school district in Texas where two middle schools using Coursemojo were compared to 11 comparison schools. LXD Research conducted a quasi-experimental study to examine the impact of Coursemojo's AI-powered teaching platform on sixth grade English Language Arts achievement using multiple measures. Individual student data from the 2024–25 school year was used to estimate program impacts. To assess program implementation, teachers and students completed surveys to provide feedback and reflections on their experience. LXD Research conducted interviews with district and school leaders at the end of the year. Student data, survey results, and interview findings were triangulated to provide a comprehensive evaluation of Coursemojo in this Texas district.

KEY FINDINGS

- Emergent Bilingual students in Coursemojo schools had **significantly higher ELA proficiency rates** compared to non-Coursemojo schools.
- Within the two schools using Coursemojo, Emergent Bilingual students with **higher use** were also associated with **higher state test scores**.

STAAR Approaching/Meets/Exceeds



Emergent Bilinguals with Coursemojo had higher pass rates than the comparison group. Higher dosage users had the highest pass rates.

*Note: Means are estimated marginal means after conducting a linear regression controlling for student and school characteristics and using cluster robust standard errors; ($\beta = 0.10$, $p < .001$, Cox's index = 0.25).

COURSEMOJO STUDY DESIGN



1,572 Emergent Bilinguals 6th Grade



Fall 2024 Literacy Assessments

Coursemojo

9 months of Coursemojo Use in 2 out of 13 Schools



Spring 2025 Literacy Assessments



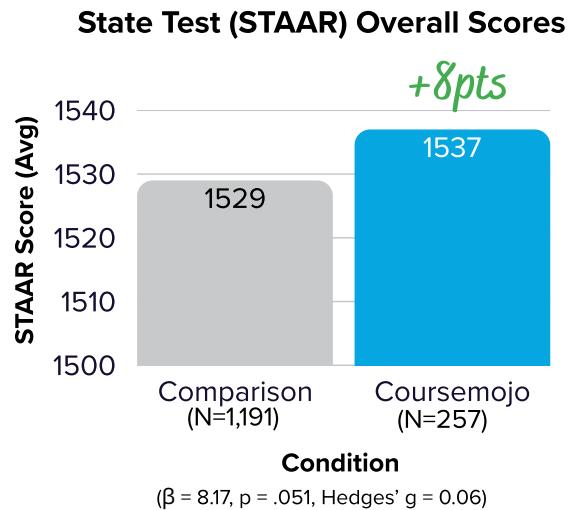
Analysis of Results

END-OF-YEAR STATE TEST RESULTS

The State of Texas Assessments of Academic Readiness (STAAR) serves as the standardized academic achievement test for the state of Texas. The test provides overall scale scores as well as performance levels, which include Does Not Meet, Approaching, Meeting, and Exceeding Grade Level.

When controlling for baseline scores, student demographics, and school characteristics, Emergent Bilingual students using Coursemojo outperformed their comparison peers on the STAAR in average overall scale scores. While the difference did not clear standards for being statistically significant, it represents a meaningful improvement in student performance.

*Note: Means are estimated marginal means after conducting a linear regression model controlling for student and school characteristics, with cluster robust standard errors.

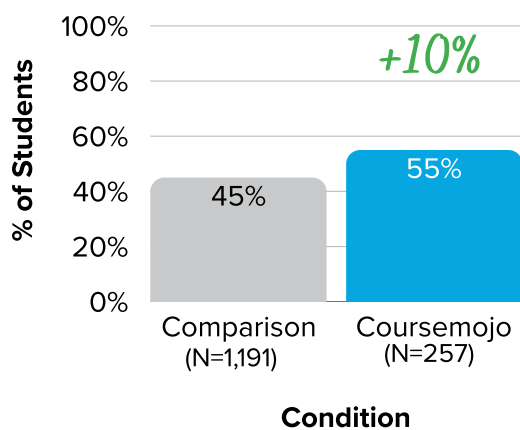


Emergent Bilingual students using Coursemojo earned higher average STAAR scores and showed greater rates of passing and meeting grade-level expectations than similar students who did not use the program.

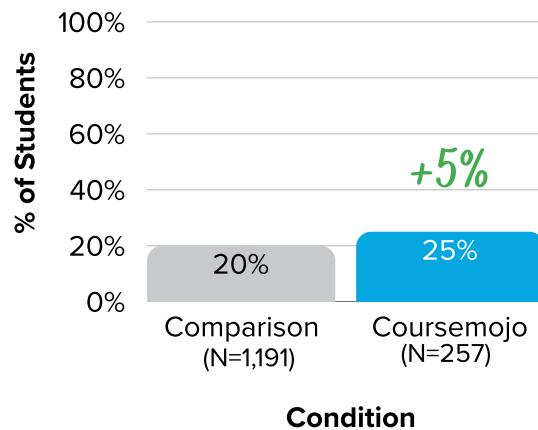
Among Emergent Bilingual students, those who participated in Coursemojo were significantly more likely to demonstrate “Passing” knowledge and skills—defined as Approaches, Meets, or Masters—than students in the comparison group. Fifty-five percent of Coursemojo students reached the Approaches/Meets/Masters level, compared with 45% of comparison students. Coursemojo students were also significantly more likely to be “Meeting or Exceeding Grade Level,” with 25% achieving this benchmark compared with 20% in the comparison group.

The additional 10% of Emergent Bilinguals achieving a Passing level and 5% achieving a Meeting grade-level outcome represent meaningful differences associated with Coursemojo participation, consistent with statewide performance metrics used in Texas.

STAAR Approaching/Meets/Exceeds



STAAR Meets/Exceeds

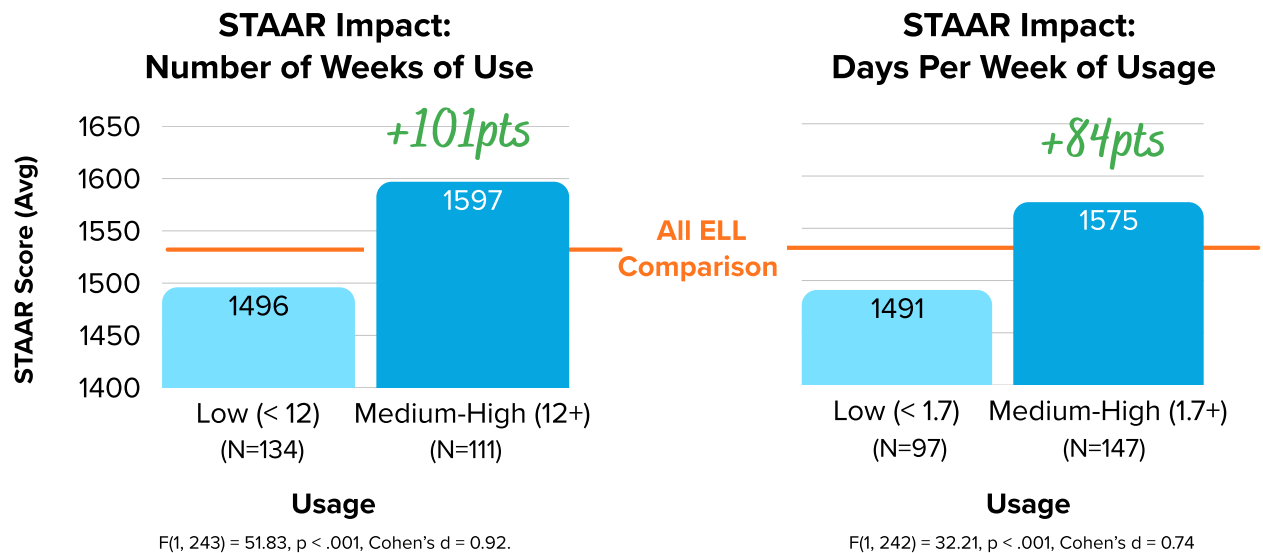


*Note: Means are estimated marginal means after conducting a linear regression model controlling for student and school characteristics, with cluster robust standard errors.

USAGE COMPARISONS

Among Emergent Bilingual students, more consistent and regular engagement with Coursemojo was associated with notable improvements in STAAR performance. Consistency was measured both by the number of weeks students used Coursemojo and the average number of days per week they engaged during those active weeks. Students were categorized into dosage groups using the same thresholds as the overall analysis: Low usage (fewer than 12 weeks; fewer than 1.7 days/week) and Medium–High usage (12 or more weeks; 1.7 or more days/week). This categorization allows us to examine how increased exposure to Coursemojo relates to learning gains for Emergent Bilingual learners specifically.

Analyses show strong evidence that Emergent Bilingual students who used Coursemojo for 12 or more weeks achieved substantially higher STAAR scores than those who used it for fewer than 12 weeks. Medium–High users scored 1597, compared with 1496 among Low-usage students—a difference of 101 points, suggesting that roughly 12 weeks of implementation may represent an important threshold for this group. A similar pattern emerged when examining days of weekly use: students who averaged at least 1.7 days per week scored 1575, compared with 1491 for those below that threshold, a difference of 84 points. Emergent Bilingual students' performance rates were twice as high as those of their comparison peers. Together, these findings indicate that sustained and regular engagement with Coursemojo is associated with meaningful academic gains for Emergent Bilingual students.



CONCLUSION

This study demonstrates that Coursemojo can serve as an effective instructional tool for Emergent Bilingual students in middle school English Language Arts. Sixth-grade Emergent Bilingual students who used Coursemojo showed stronger academic performance than their peers in comparison schools, with a ten percentage point difference in STAAR passing rates, representing a meaningful improvement.

The dosage analysis reveals that consistent engagement matters. Students who used Coursemojo for at least twelve weeks or averaged nearly two days per week achieved substantially higher scores than those with less regular use, suggesting that sustained implementation is particularly beneficial for students developing academic language proficiency. These findings underscore the platform's potential to support multilingual learners through differentiated, curriculum-aligned instruction while pointing to the importance of establishing regular usage patterns for maximum impact.



LXD Research is an independent research firm that evaluates educational programs with ESSA-aligned methods.

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Coursemojo

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