



**LXDRESEARCH**  
AT CHARLES RIVER MEDIA

# **Coursemojo Efficacy Study**

## **Grade 6, 2024–2025**

### **NWEA MAP & STAAR**



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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**

**CERTIFIED BY:**

**EVIDENCE**  
for **ESSA**

**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 curricula. Importantly, Coursemojo prioritizes the social experience of learning rather than promoting isolated screen time.

### STUDY DETAILS

#### Sample Description

- Sample: 3327 6th-graders in 13 schools,
- Location: Large County in Texas

#### Time Frame

- August 2024 - May 2025

#### Methodology

- Design: Quasi-experimental with matched treatment (n=541) and comparison (n=2786) groups; surveys, interviews
- Assessment Measure: NWEA MAP reading, STAAR (Texas state test)
- Statistical Controls: School characteristics, student demographics, special education status, socioeconomic factors, and baseline achievement

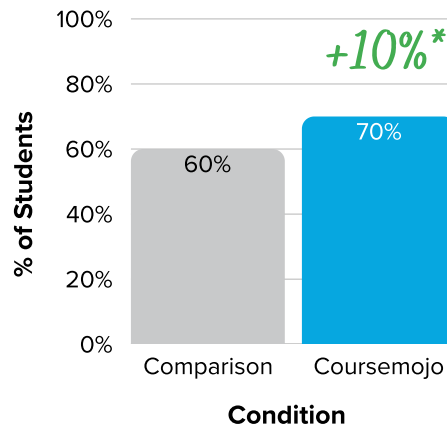
### STUDY SUMMARY

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 (ELA) achievement using multiple measures. Individual student data from the 2024-2025 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

- Coursemojo schools had **significantly higher STAAR scores and pass rates** compared to non-Coursemojo schools.
- Coursemojo's AI-powered instruction **successfully differentiated to meet students needs** and accelerate their growth (Special Education and Economically Disadvantage groups).
- Within the two schools using Coursemojo, **higher use** was associated with **higher state test scores**.

### STAAR Approaching/Meets/Exceeds



**Coursemojo schools 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 = 0.26).

### COURSEMOJO STUDY DESIGN



3327 Students  
6<sup>th</sup> Grade



Fall 2024  
Literacy  
Assessments

Coursemojo

9 months of  
Coursemojo Use in  
2 out of 13 Schools



Spring 2025  
Literacy  
Assessments



Analysis of  
Results

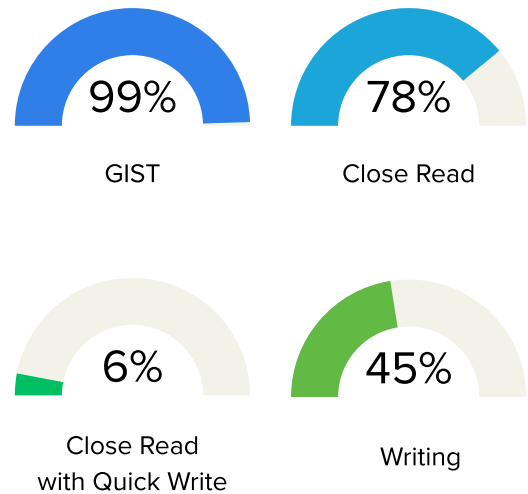
## HOW COURSEMOJO WORKS

The platform integrates seamlessly with existing high-quality instructional materials, in this district the core curriculum was Wit & Wisdom. Teachers were asked to incorporate AI-powered activities daily as part of independent practice during the literacy period. Students engage with texts through a structured three-tiered approach that builds comprehension and writing skills systematically. The AI assistant provides immediate, personalized feedback during activities while collecting data to help teachers facilitate more effective whole-class discussions.

### Activity Types

Coursemojo offers four primary activity types designed to develop different literacy skills.

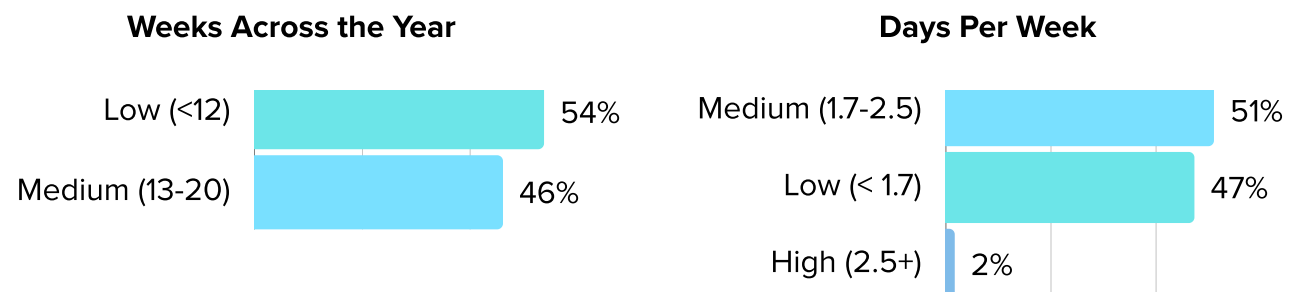
- **GIST Activities** (99% student participation): Focus on reading comprehension, asking students to identify main ideas and key details from texts they read
- **Close Read Activities** (78% participation): Emphasize vocabulary development and deeper textual analysis, guiding students through strategic reading of complex passages
- **Writing Activities** (45% participation): Support students through the complete writing process, from planning to revision, with AI-powered scaffolding
- **Close Read with Quick Write** (6% participation): Combine vocabulary work with brief writing responses, connecting reading and writing skills



Each activity provides embedded accessibility features including read-aloud functionality, voice-to-text options, and support in over 50 languages, ensuring all students can access grade-level content regardless of their individual needs.

## USAGE FREQUENCY

Students on average used Coursemojo for 22 days with a large variation among them. Students used it as little as 2 days and as much as 49 days out of the 180 school days during the 2024-25 academic year. In terms of weeks, students used Coursemojo during an average of 12 weeks, which is about a third of the weeks during the school year (assuming 36 weeks). This comes down to an average of 1.7 days per week with a range from a single day to three days per week. Students engaged in an average of 24 activities during the school year, with a range from as little as 1 activity to as many as 56 activities. Typically, students did one activity each day they used Coursemojo and some did up to 2. In an average week, students did just under 2 activities, with some students doing as many as 4 different Coursemojo activities per week.

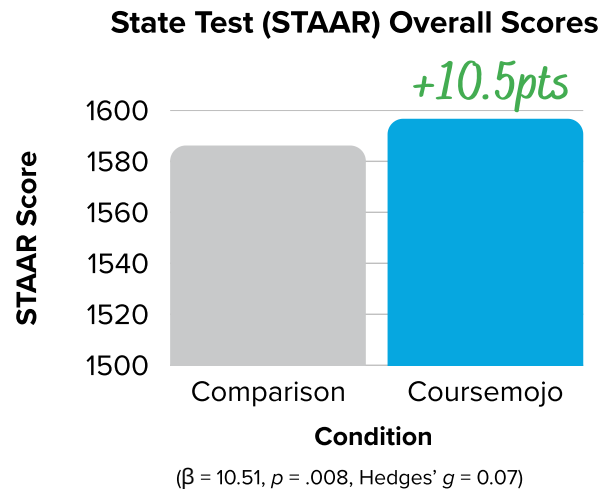


## END OF YEAR RESULTS

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, Coursemojo students outperformed comparison students on the STAAR in terms of average overall scale score.

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

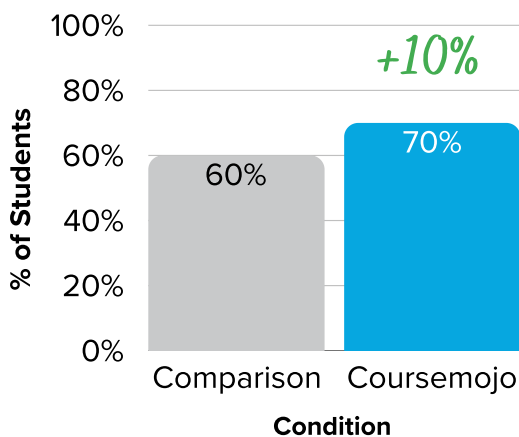


**Coursemojo students showed higher scores on the state test, as well as more students passing and meeting grade level expectations than comparison students.**

Coursemojo students were **significantly more likely to demonstrate 'Passing' knowledge and skills** (defined as Approaches, Meets, or Masters) than the comparison students, with 60% passing in the comparison group and 70% passing in the Coursemojo group. Coursemojo students were also **significantly more likely to be 'Meeting or Exceeding Grade Level'** than the comparison students, with 37% meeting grade level in the comparison group and 40% meeting grade level in the Coursemojo group.

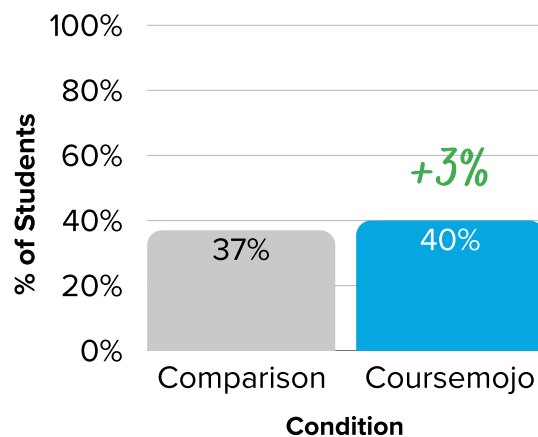
The additional 10% of students achieving a 'Passing Grade Level' and 3% of students achieving a 'Meeting Grade Level' indicate a meaningful difference as a function of Coursemojo use, according to pertinent metrics used statewide in Texas.

**STAAR Approaching/Meets/Exceeds**



( $\beta = 0.10, p < .001, \text{Cox's index} = 0.26$ )

**STAAR Meets/Exceeds**

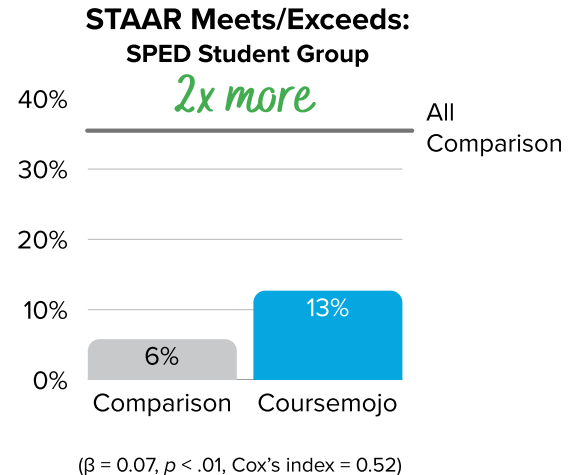
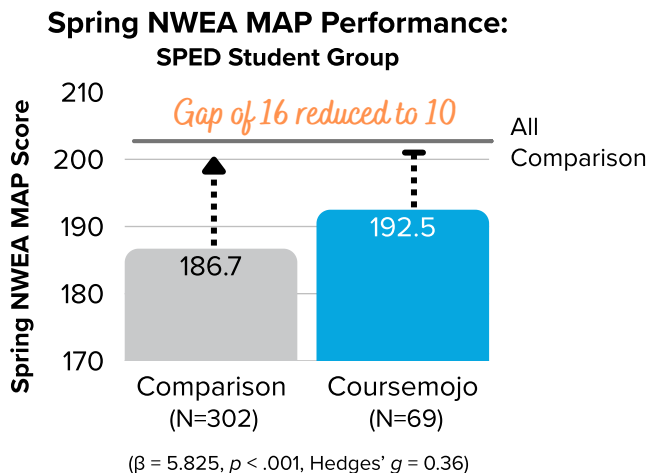


( $\beta = 0.03, p < .01, \text{Cox's index} = 0.10$ )

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

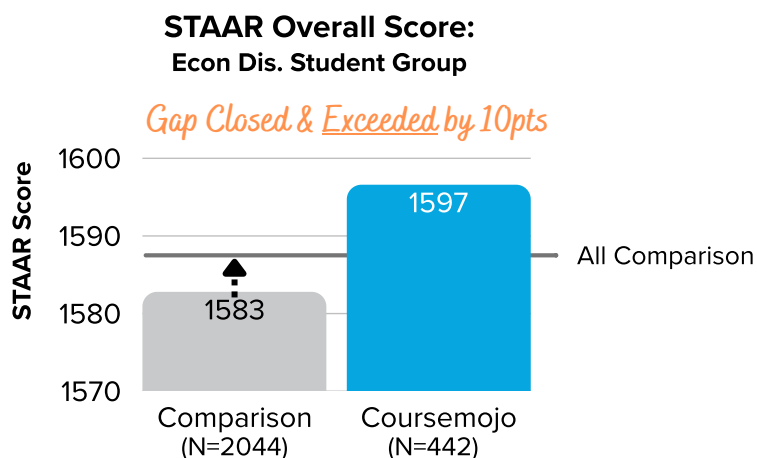
## END OF YEAR RESULTS: SPECIAL EDUCATION

Students receiving special education services demonstrated remarkable gains through Coursemojo implementation, with the platform substantially reducing longstanding achievement gaps. For SPED students, Coursemojo students outperformed comparison students on both the Winter and Spring NWEA MAP assessments. In addition, there significantly more SPED students 'Meeting Grade Level' on the STAAR assessment in the Coursemojo schools than in comparison schools at the end of the year, such that 2 times more SPED students in the Coursemojo group were meeting or exceeding grade level at the end of the year. This pattern suggests that the platform's systematic support and individualized scaffolding created the conditions for substantial growth by year's end.



## END OF YEAR RESULTS: ECONOMIC DISADVANTAGE

Students from economically disadvantaged backgrounds showed strong and consistent gains throughout the year with Coursemojo implementation. By the end of the school year, economically disadvantaged students using Coursemojo outperformed comparison students. In addition, more economically disadvantaged students in Coursemojo schools were considered 'Passing Grade Level' and 'Meeting Grade Level' on the STAAR assessment than economically disadvantaged comparison students. This pattern suggests that the platform's immediate feedback and individualized support helped these students build foundational skills rapidly, creating a strong base for continued growth throughout the year.

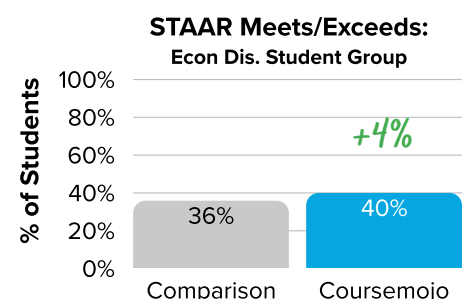
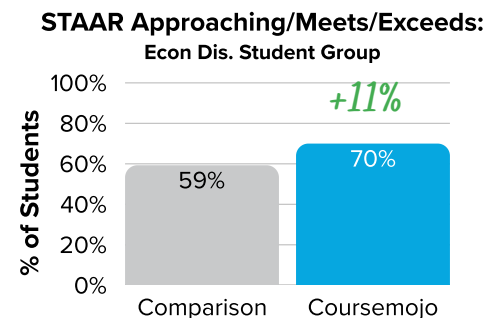


\*Note: Means are estimated marginal means after conducting a linear regression model controlling for student and school characteristics, with cluster robust standard errors.

Overall Score:  $\beta = 13.805, p < .001$ , Hedges'  $g = 0.09$

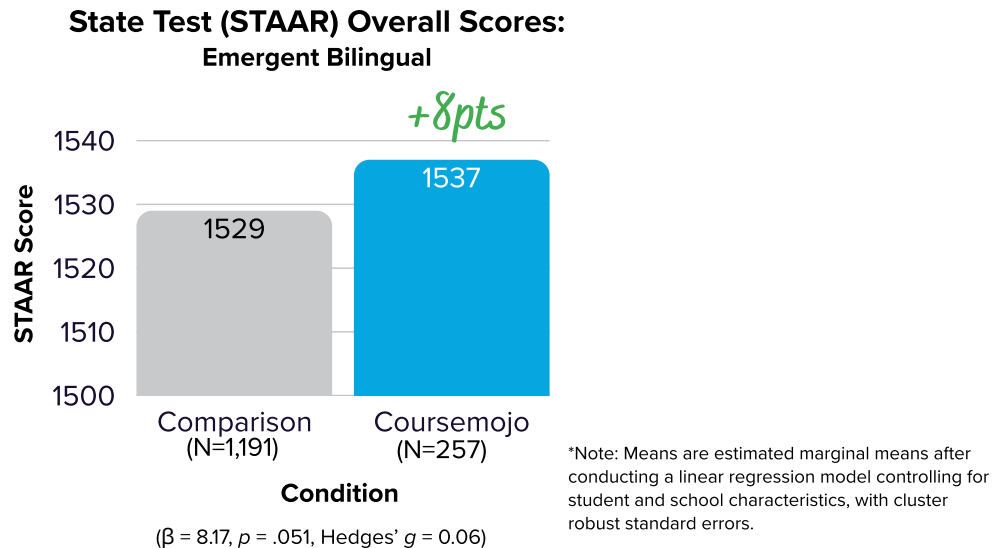
Approaching/Meets/Exceed:  $\beta = 0.11, p < .001$ , Cox's index = 0.29

Meets/Exceed:  $\beta = 0.04, p < .01$ , Cox's index = 0.11



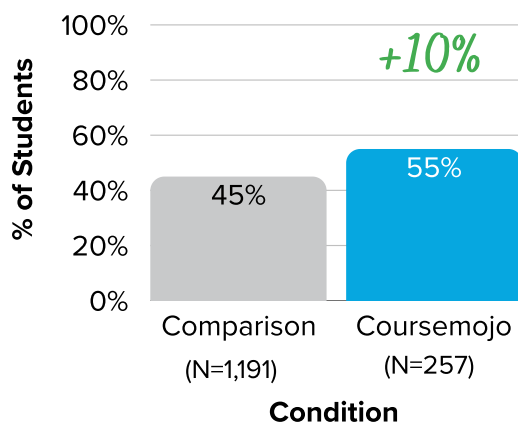
## END OF YEAR RESULTS: EMERGENT BILINGUALS

Emergent Bilinguals also showed strong and consistent gains throughout the year with Coursemojo implementation. 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.

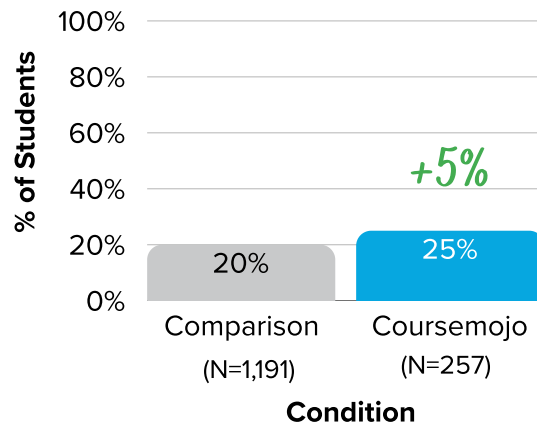


Among Emergent Bilingual students, those who participated in Coursemojo were significantly more likely to demonstrate “Passing” knowledge and skills—defined as Approaches, Meets, or Masters—than students in the comparison group. Fifty-five percent of Coursemojo students reached the Approaches/Meets/Masters 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: Emergent Bilingual



### STAAR Meets/Exceeds: Emergent Bilingual



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

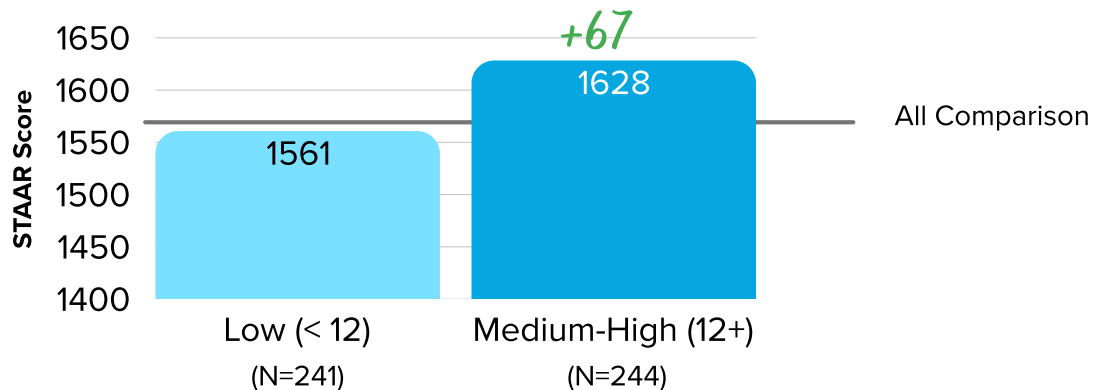


## USAGE COMPARISONS

Students who engaged with Coursemojo more consistently and regularly demonstrated a discernible improvement in their academic performance. The number of weeks students used Coursemojo, as well as the days per week of engagement, were considered as indicators of consistent and regular use. Students were categorized into three usage groups based on the number of weeks of usage as well as the days per week of engagement, on the weeks that Coursemojo was used: low usage (less than 12 weeks; less than 1.7 days), medium usage (between 12-20 weeks, 1.7-2.5 days), and high usage (more than 20 weeks; 2.5+ days).

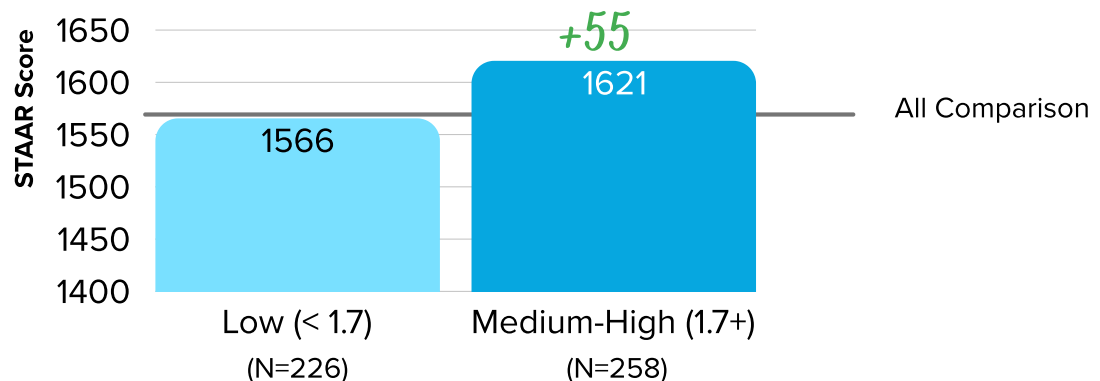
Analyses revealed evidence that when students use Coursemojo for more than 12 weeks (Medium or High use), their average STAAR score is greater than that of the students who used Coursemojo for 12 or fewer weeks (Low use). This suggests a potential threshold for minimum use requiring at least 12 weeks of implementation to see score improvements. Similarly, there is evidence that students who used Coursemojo for at least 1.7 days per week on average scored higher on STAAR than students who used it for less than 1.7 days per week.

**STAAR Impact:  
Coursemojo Number of Weeks of Use**



$F(1, 483) = 31.83, p < .001$ , Cohen's  $d = .51$ .

**STAAR Impact:  
Coursemojo Days Per Week of Usage**



$F(1, 482) = 20.53, p < .001$ , Cohen's  $d = 0.41$ .



## EDUCATOR AND STUDENT VOICES

To complement quantitative assessment data, LXD Research analyzed feedback from 45 students and 12 teachers through structured surveys, along with in-depth interviews with educational leaders. These qualitative findings provide validation for academic gains while revealing implementation dynamics that contributed to positive outcomes.

**High Student Engagement: Students demonstrate strong effort and buy-in** Survey data revealed sustained student engagement with the platform, with 91% of students providing high ratings for effort in Coursemojo activities (average 4.2/5) and 84% indicating they "often" or "always" persist through challenging activities (average 3.9/5). Additionally, 78% of students rated Coursemojo as helping them learn "quite a bit" or "very much" (average 3.5/5).

**High Teacher Satisfaction: Educators report enhanced instructional capacity** Teacher feedback was overwhelmingly positive, with 100% of surveyed teachers rating their satisfaction with Coursemojo as "quite a bit" or "very much." Educators valued the platform's ability to extend their reach while maintaining their central instructional role, creating what they described as "co-teaching environments."

**Differentiation Impact : Platform provides personalized support at scale.** Educational leaders consistently highlighted Coursemojo's differentiation capabilities as essential to its effectiveness. The platform's ability to provide individualized scaffolding without stigmatizing struggling learners proved particularly beneficial for special education students and English language learners, enabling full participation in grade-level content.

*"Full engagement, a hundred percent engagement—that's something that I was able to notice... Every single time that a piece of differentiation came to the students' screen, they were able to meet the expectation. And that's how they continue to learn."*

**Principal**

*"I also thought about like, even on my best day [in the classroom], how I just didn't have enough extremities right? I didn't have enough hands to reach all of my students...my mind was blown by [Mojo's] ability to do that."*

**Instructional Specialist**

*"For especially our ESL and SPED students, I've seen teachers will use sentence stems, sentence frames and starters, but they'll give it to everyone, or they'll give everyone the same. And with Coursemojo, you're not getting it unless you need it."*

**Language Arts Program Director**

## CONCLUSION

This study provides robust evidence that Coursemojo's AI-powered platform enhances student learning outcomes in this district while promoting educational equity. Across multiple assessment measures—NWEA MAP Growth Reading and the comprehensive STAAR state test—Coursemojo students consistently outperformed their peers, with gains that strengthened throughout the 2024-2025 academic year. The 10.5-point advantage on STAAR scores, combined with significant improvements in passing rates (60% to 70%) and increases in students meeting grade level expectations (37% to 40%), demonstrates meaningful academic impact.

Most notably, Coursemojo demonstrates exceptional effectiveness in supporting historically underserved student populations. Special education students showed substantial gains on NWEA MAP assessments with significant effect sizes (0.36), while economically disadvantaged students outperformed comparison peers on STAAR by closing achievement gaps and exceeding typical performance levels. The platform's individualized scaffolding created conditions for these students to engage with grade-level content while receiving personalized support.

The dosage analysis reveals critical minimum implementation thresholds—students who engaged with Coursemojo for at least 12 weeks and used it for 1.7+ days per week showed significantly higher achievement than peers with lower usage patterns. This finding underscores the importance of systematic implementation and suggests that schools can achieve substantial gains when Coursemojo becomes an integral part of regular ELA instruction rather than an occasional supplement.

## STUDY LIMITATIONS

While this study provides compelling evidence for Coursemojo's effectiveness in this district, several limitations should be considered. The quasi-experimental design, while robust, cannot establish causation with the same certainty as a randomized controlled trial. The study was conducted in a specific Texas district with its particular demographics and using the Wit & Wisdom curriculum as core instructional material, which may limit generalizability to schools with different populations, curricula, or implementation conditions.

Additionally, the one-year timeframe captures immediate academic impacts but does not address longer-term retention of skills. The study focused exclusively on sixth-grade students, leaving questions about effectiveness across other grade levels. Finally, while implementation was relatively consistent across the two treatment schools, variation in teacher practices and student engagement with the platform likely influenced outcomes.

## RECOMMENDED NEXT STEPS

To build on these promising findings from this district, future research should examine Coursemojo's effectiveness across multiple grade levels and with different ELA curricula to establish broader generalizability. User research focusing on the platform's writing instruction components (which showed lower engagement rates than reading activities) could identify areas for enhancement. A multi-site randomized controlled trial would provide more definitive causal evidence, while longitudinal studies could illuminate whether observed gains persist over time and translate to success in subsequent grade levels.

This district implementation demonstrates that Coursemojo can be particularly valuable for supporting educational equity when properly implemented within comprehensive support systems that include ongoing professional development and classroom-based coaching for teachers.

*This brief summarizes findings from the LXD Research Coursemojo Real-Time Efficacy Study conducted during the 2024-2025 school year. Full methodology and detailed results are available in the complete research report.*



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**Coursemojo**

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