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Coursemojo Efficacy Study Grades 6–8 on ATLAS 2025–2026: Focus on Students with Disabilities



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OCTOBER 2026

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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

OCTOBER 2026

DATE

Understanding ESSA Evidence

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Educators search for high-quality research and evidence-based solutions to strengthen grant applications, to support comprehensive and targeted instruction, or to implement new programming in their schools. Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations.

Educational programs document their evidence of design, effectiveness, and impact in order to be eligible for federal funding. While there is no singular authority that determines a program's tier, the Department of Education's Office of Educational Technology provides standards to assess the varying levels of strength of research for education products.

The categories for ESSA Evidence are: strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness, or demonstrates a rationale to be effective (Tier 4).

This product meets the requirements for Tier 2:

- In a quasi-experimental design, students who used the program are examined against a comparison group through matching.
- This program has at least one quasi-experimental study with the proper design and implementation, with at least two teachers and a multi-site sample of at least 350 students, showing statistically significant, positive findings. This study shows a positive finding for the SPED subgroup.
- The study uses a program implementation that could be replicated.
- A third-party research organization has reviewed the documentation for ESSA validation.



When product designers leverage learning sciences to design and evaluate the effectiveness of their programs, educators can better target instruction, and students' skills soar. Multiple quasi-experimental studies using standardized assessment data, an analysis of student growth, and educator feedback demonstrate this product's efficacy, meeting the criteria for LXD Research's ESSA Tier 2 Evidence.

– Rachel Schechter, Ph.D., Founder of LXD Research

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Coursemojo

EFFICACY STUDY SUMMARY
GRADES 6–8
2025–2026

ESSA MODERATE II

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 a set of tools for teachers designed to help all teachers execute the moves of effective teachers, including a live dashboard to use for conferencing, real-time trends in student misconceptions with suggested discussion questions, and celebrations of exemplary work. This platform is aligned specifically with top-rated, English Language Arts curricula. Importantly, most of the Coursemojo activity involves students collaborating with one another rather than engaging in isolated screen time.

STUDY DETAILS

Sample Description
Analytic sample of 2,922 students, grades 6–8: 797 Coursemojo users in 3 schools, 2,125 non-users in 7 schools

Demographics (treatment group)
56.7% FRPL-eligible
50.2% Black, 24.7% White, 16.2% Latinx, 6.9% Asian
15.2% English Language Learners
10.5% students with IEPs (SPED)

Location
Large district in Arkansas — 39 schools, about 21,105 students, 80% minority, 66.4% economically disadvantaged

Time Frame
- Spring 2025 (baseline) to Spring 2026

Methodology
Design: quasi-experimental matched comparison

Assessment Measure:
- 2026 Summative ATLAS ELA Scale Score, with 2025 ATLAS as baseline
- Linear regression controlling for baseline ATLAS score, grade, FRPL, ELL, SPED, race/ethnicity, and gender; SEs clustered by school-grade

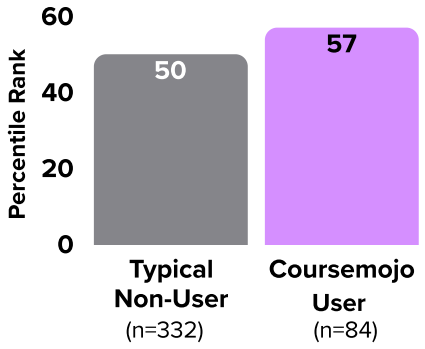
STUDY SUMMARY

LXD Research conducted a year-long, matched quasi-experimental study of Coursemojo in a large Arkansas district, where the program was licensed for the full 2025–26 school year in three middle schools. Students who used Coursemojo were compared with matched students who did not, using spring 2025 and spring 2026 ATLAS ELA scores. Users averaged about 20 activities over roughly 12 active weeks, with the steadiest use in sixth grade. Educator surveys were collected early in the school year so the Coursemojo product team could incorporate feedback into future releases, including adjustments made during the study year. Interviews were conducted in the spring and reflected on the full year of use.

KEY FINDINGS

- **All Students:** Coursemojo 2026 ATLAS scores were similar to those of non-users after controlling for baseline scores and demographics. Weeks of use and days per week were not associated with test-score outcomes.
- **SPED Students:** Students with disabilities who used Coursemojo scored about 3 points higher on the 2026 state ELA assessment than non-users, about 7 percentile points.
- **Bottom Quartile Readers:** Users who started in the bottom quartile and completed more activities were more likely to move out of it.
- **Educator Feedback:** Coursemojo supported the delivery of high-quality instruction, differentiation, and student engagement.
- **Admin Feedback:** Coursemojo's curriculum alignment supported implementation, when teachers actively facilitated its use.

Advantage of Coursemojo Users over Non-Users Among Students with Disabilities on ATLAS State Test (Percentile Rank)



significant effect on SPED students:
+7 pts
(.18 ES; *p* = .017)

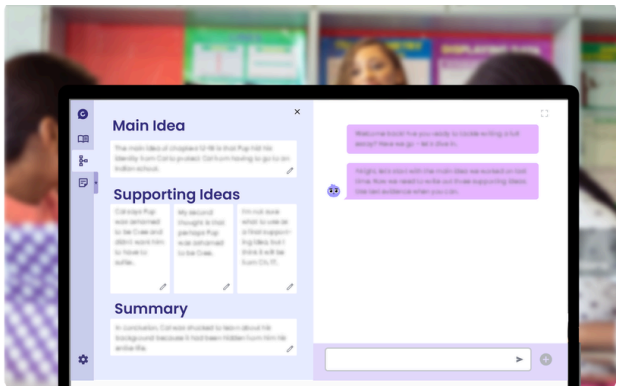
*Adjusted difference = 3.03 points (SE = 1.17, clustered by school-grade; $p = .017$). Percentile ranks show where a typical non-user with a disability starting at the 50th percentile would be expected to finish the year, not actual percentile ranks.

COURSEMOJO STUDY DESIGN

2,922 Students Grades 6–8 → Spring 2025 ATLAS (Baseline) → Coursemojo Licensed for the Full School Year in 3 Middle Schools → Spring 2026 ATLAS → Analysis of Results

HOW COURSEMOJO WORKS

The platform integrates 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 (Target Task) during the literacy period. Students engage with texts through a structured, three-tiered approach that systematically builds comprehension and writing skills. The AI assistant provides immediate, personalized feedback during activities while collecting real-time data to help teachers facilitate more effective conferencing and whole-class discussions.

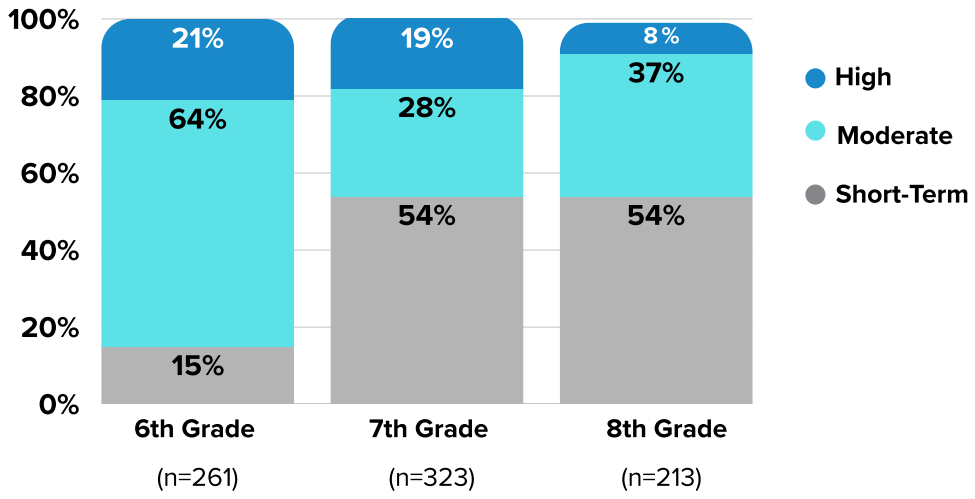


USAGE FREQUENCY

Students engaged in an average of 20 activities over the school year, with considerable variation: some entered as few as 2 activities, while others entered as many as 54. In a typical active week, students completed just over 1 activity, with High Use students completing closer to 2. Students were active for an average of 12.5 weeks (roughly 2.9 months) across the school year. An activity is counted as completed at 60% progress. Students completed an average of 76% of the activities they entered, with half completing more than 80%.

Students were grouped by Coursemojo usage level based on how long they engaged with the platform and how often. Students with fewer than 12 weeks of use are described as Short-Term. Students with 12 or more weeks of use are organized into two groups: High Use (1.5+ days/week) and Moderate Use (less than 1.5 days/week). Sixth graders used the program the most consistently across the year. Weeks are counted as weeks with any recorded activity.

Coursemojo Usage Group Patterns and Grade-Level Sample Sizes



Note: Bar sums may not total 100% due to rounding.

STUDENT OUTCOMES ON ATLAS ELA

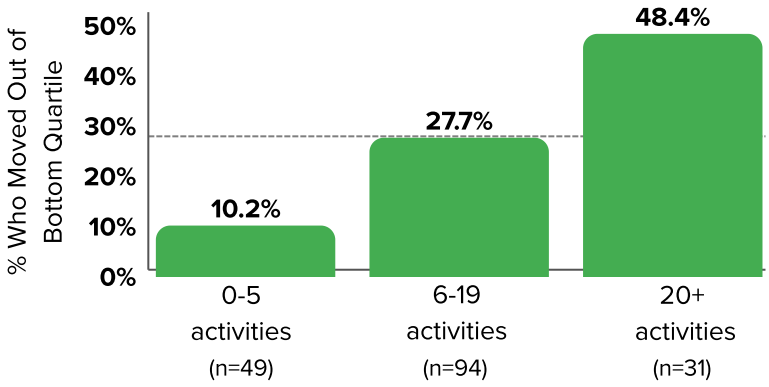
All Students

Coursemojo users and non-users finished the 2025–26 school year at essentially the same place on the ATLAS ELA assessment, overall, within each grade, and across levels of usage — this study did not find a measurable effect of Coursemojo on state test scores (.01 ES, p = .85). The one exception was students with disabilities, who scored about 3 points higher than non-user peers (.18 ES, about 7 percentile points; p = .017); given the modest sample size, this finding is best read as a promising, exploratory lead for further study rather than a confirmed effect. Educators consistently reported that Coursemojo strengthened instruction, differentiation, and engagement, even though that perceived value did not show up in test scores this year — a gap the study can observe but not explain.

Bottom-Quartile Students

Among the district's lowest-scoring students who used Coursemojo (n = 174), 26.4% moved out of the bottom quartile by spring, compared with 28.9% of all bottom-quartile students in the matched sample. Within the user group, those who completed more activities were more likely to move out: students who moved out completed an average of 15.1 activities, compared with 9.8 for those who did not (p = .003), and each additional completed activity was associated with about 6% higher odds of moving out (OR = 1.06, p = .006; partial r = .21, p = .004, controlling for starting score). This analysis compares users to each other, not to non-users, and is concentrated at one of the middle schools and in eighth grade.

Bottom-Quartile Students: Movement by Activities Completed



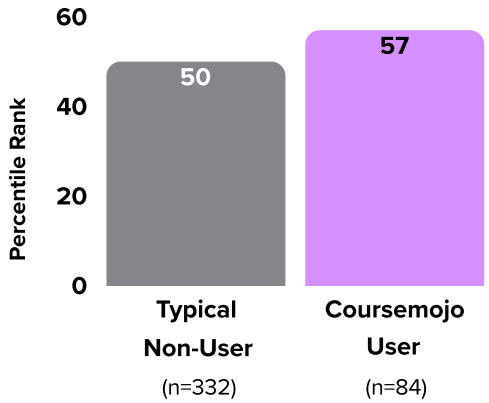
29% of students moved from the Bottom Quartile across the District

Special Education Students

Among students with disabilities, Coursemojo users scored about 3 points higher than non-user peers on spring ATLAS ELA, about 7 percentile points (.18 ES; p = .017) relative to a typical non-user with a disability, after adjustment for baseline scores, demographics, and grade.

*Adjusted difference = 3.03 points (SE = 1.17, clustered by school-grade; p = .017). Percentile ranks show where a typical non-user with a disability starting at the 50th percentile would be expected to finish the year, not actual percentile ranks.

Advantage of Coursemojo Users over Non-Users on ATLAS State Test (Percentile Rank)



EDUCATOR VOICES

To complement quantitative assessment data, LXD Research analyzed Coursemojo survey data and conducted in-depth interviews with educational leaders. Findings from these efforts describe educators' perceptions of instructional value and implementation. They complement, but do not by themselves confirm, the test-score findings.

The Coursemojo Survey

The survey was administered in Fall 2025, through Google Forms, to capture teacher feedback and experiences using Mojo. Survey items asked teachers about their perceptions of Mojo's impact on student learning, instructional support, support for specific student populations, and general feedback and enhancement suggestions.

Across 54 districts, 322 teachers completed the survey. The key insights draw from teacher responses nationwide, as well as from five teachers from this district who completed the survey. Data presented from all districts are based on weighted averages and means in order to accurately reflect the feedback of the entire teacher population, ensuring that districts with more respondents have a proportionally greater impact on the final score.

Key Survey Insights

- **High Levels of Enjoyment**. Across all 54 districts, 90% of teachers reported that they enjoy using Mojo in their classroom (average 3.72/5).

  In this district, an even greater percentage of teachers reported that they enjoy using Mojo (average 4.2/5), with open responses pointing specifically to Mojo's interactive elements, clear curricular connections, and the ability to monitor real-time student progress.

> *"I like that I can watch student progress and determine how well they are following along with the instruction via the colored bubbles. I like that there is a clear objective provided for each lesson."*
>
> District Teacher

- **Positive Impact on Learning**. The great majority of teachers surveyed nationwide (94.3%) reported that Mojo has a positive impact on student learning.

  In this district, the 5 teachers perceived a positive impact on student learning (average 4.0/5).

- **Strong Support for Teaching and Differentiating Instruction**. Across districts, survey data revealed Mojo's strong, consistent support for various aspects of teaching. Mojo was rated as most helpful for implementing curriculum, with 90% of teachers reporting this (average 3.8/5). In addition, 88% reported that Mojo helped them respond to student data and misconceptions in the moment (average 3.8/5), and 86% of teachers reported that it helped them ensure all students get meaningful feedback (average 3.8/5). Nationwide, 83% of teachers reported that it helped them understand each student's level of comprehension (average 3.6).

  In this district, teachers reported that Mojo supported them in implementing their curriculum (average 4.4/5), responding to student data and misconceptions in the moment (average 4.0/5), and understanding each student's level of comprehension (average 4.0/5). Most teachers also felt it helped them ensure all students get meaningful feedback (average 3.4/5), with more favorable ratings among teachers from one of the two schools with survey respondents.

- **Reducing Stress & Workload.** Nationwide, 87% of teachers surveyed reported that implementing Mojo had a neutral or positive impact on their stress and workload, making their job easier and more enjoyable (average 3.6/5).

  In this district, all 5 teachers surveyed reported this impact (average 4.0/5).

AREAS FOR IMPROVEMENT BASED ON EDUCATOR FEEDBACK

1. **Supporting Student Subgroups.** Survey data suggest Mojo varied in its support for different student populations. Across districts, 86% of teachers endorsed its support for students at or above grade level (average 3.9/5). Mojo also shows solid results for students below grade level, with 76% of teachers endorsing its support for this group (average 3.4/5). Two-thirds of teachers (67%) felt it offered adequate support for English language learners (average 3.4/5). It was rated least helpful for students with special needs (average 3.2/5), indicating a potential area for product improvement or specialized training. In open responses, teachers provided specific refinements, including simplified feedback, example sentence stems, and lower Lexile options so these students don't get discouraged.

   Survey results in this district were generally consistent with the national picture, with Mojo having the strongest support for students at or above grade level (average 4.4/5), and moderate support for students below grade level and English Language Learners (each averaging 3.4/5). Teachers in this district reported lower ratings for Mojo's support for students with special needs (average 2.6/5). When asked for enhancement suggestions, teachers requested features that accommodate diverse learning needs, specifically asking for lesson modifications for special education and below-grade-level students.

> *"I would love to see modifications of assignments for students below grade level/ IEPs/ ect. or a way to adjust the exit tickets at the end as an educator."*
>
> District Teacher

2. **Teachers also requested that the AI evaluation system be more flexible and consistent**. They reported that the AI often requires exact phrasing, sometimes marks correct answers as incorrect, and grades identical answers differently, all of which lead to student frustration. Teachers in this district articulated this request.

> *"There have been a couple of times that I have worked with the class step by step on a lesson. We've entered the same data together, but occasionally we've received different responses for the same input. Not sure why that has happened."*
>
> District Teacher

> *"I need the AI to be a bit more flexible. A lot of the times students are very frustrated with its responses and don't find them helpful."*
>
> District Teacher

PRODUCT UPDATES BASED ON FEEDBACK

Since the Fall 2025 survey, Coursemojo has released updates that speak directly to the areas educators flagged. Responding to requests for a more flexible and consistent AI evaluation system, teachers can now override Mojo's scoring of a student response from either the dashboard or the transcript, and the plagiarism flag has been refined to account for college-level syntax, with teachers retaining final judgment about originality. For the students teachers rated Mojo as least equipped to serve, Mojo now provides on-demand accommodations, including sentence stems and more targeted feedback, and teachers can ask a student to redo an individual question or advance a student at their own pace.

Other updates build on what educators described as the program's strength: individualized support paired with active teacher facilitation. A floating control panel keeps the most-used tools within reach during class, including pause, misconceptions, celebrations, and a new conferencing tool that surfaces students showing confusion or limited effort. An activity timer, individual question fast-forward, and the ability to lock the target task give teachers finer control over pacing. New post-activity and cross-activity reports identify trends and recommend small groups, and upgraded leader dashboards and PLC supports extend that visibility to school and district leaders.

INTERVIEWS

Interviews with a district literacy coordinator and a middle school principal provided valuable insights into educators' experiences implementing Coursemojo. Across both interviews, the leaders described how Coursemojo complemented classroom instruction, supported teachers in meeting diverse student needs, and increased student engagement through personalized learning.

Key implementation insights include:

- **Curriculum Alignment:** Coursemojo's alignment with the district's high-quality instructional materials and Tier 1 literacy practices was a key factor supporting implementation. "The first thing that sold me was the fact that it was directly aligned to our HQIM... there aren't many support tools that are directly aligned to what teachers will be teaching." *–District Literacy Coordinator*

- **Enhanced Teacher Support:** Coursemojo's adaptive feedback helped educators provide more individualized support to students. The interviewees emphasized that the platform was most effective when paired with active teacher facilitation, allowing educators to monitor student progress. "The fact that Mojo is able to differentiate based on, um, student responses for each and every one of them, that's something that the teacher can't necessarily do effectively when you have a larger number." *–District Literacy Coordinator*

- **Higher Student Engagement:** Increased student engagement was a key benefit of Coursemojo. The leaders observed strong engagement across a range of learners, including multilingual learners, and shared that personalized feedback encouraged students to participate more actively and confidently. "Teachers were more active in the facilitation during class as well. So I think that really influenced the students' engagement, and we did begin to see better, higher performance on assignments." *–Middle School Principal*

Additional Quotes from Interviewees

"Coursemojo's biggest strength is that it brings that one-on-one support, that individualized support... one of the greatest needs and gaps that I hear teachers talk about is being able to spread themselves enough in one class to support all student needs. So I think Coursemojo does that really well."

Middle School Principal

"When I did the demo, I was sold immediately. The part that sold me so quickly was its connection to our text and no matter what I put in, it was able to respond to me... and help me to think through."

District Literacy Coordinator

CONCLUSION

Over the 2025–26 school year, Coursemojo did not produce a measurable effect on state ELA test scores. Coursemojo users and non-users finished at essentially the same place once starting scores and backgrounds were accounted for, whether overall, within each grade, or across levels of usage.

The study did surface a few things worth carrying forward. Students with disabilities were the one group to show a measurable gain. It was small (.18 ES, about 7 percentile points) and statistically reliable ($p = .017$), but exploratory and based on a modest sample, so it is best treated as a lead rather than a confirmed effect. Notably, this is also the group teachers identified as Coursemojo's weakest area of fit, which points to a real opportunity in both product development and future study. Descriptively, sixth graders used the program considerably more than seventh and eighth graders, a usage pattern worth understanding as the district considers implementation.

Educators across surveys and interviews consistently reported that Coursemojo strengthened instruction, differentiation, and engagement. That perceived value is real and worth noting, but it did not translate into higher state test scores this year, a gap the study can observe but not fully explain. This gap can occur in several ways that the study cannot separate: the test may not capture everything teachers observed, the comparison classrooms may have produced similar learning with strong existing curricula, or perceived usefulness, which reflects how well a tool fits daily practice, may not by itself indicate an effect on scores.

> *"The interaction that occurs when students and I discuss the questions asked by the system. These prompts help students elaborate, justify, and refine their understanding of the presented content."*
>
> **District Teacher**

Study Limitations

This was a matched quasi-experimental study rather than a randomized trial, which limits how firmly any result can be read as caused by the program. Matching achieved baseline equivalence (baseline scores differed by 0.14 SD), but some differences remained: treatment students were less likely to be eligible for free or reduced-price lunch (57% vs. 74%) and more likely to be White. The analysis controlled for baseline achievement, free/reduced-price lunch status, race and ethnicity, special education status, English learner status, and grade, with standard errors clustered by school-grade; the special education result remained significant under this approach. Unmeasured differences may remain, and use varied within licensed schools: no eighth graders used Coursemojo at one school, while usage at another ranged from 23% to 57% by grade. The special education result was similar when limited to comparison-only schools (ES .15, $p = .039$). Attrition was similar for licensed and other schools overall (15.3%; 1.2-point differential) and higher at licensed schools for students with disabilities (19.2% vs. 14.5%; not significant). Six students who began using Coursemojo after February 28 were excluded. The association between activities completed and movement out of the bottom quartile is exploratory and should not be read as evidence the program itself raised scores.

Recommended Next Steps

Two priorities stand out. First, a focused look at Coursemojo's impact for students with disabilities, ideally with features adapted to their needs, since this was the one group to show a measurable gain and the area teachers flagged as the weakest fit. Second, any future evaluation would benefit from knowing how students and schools come to use the program. Several schools in this study served as comparison sites only, one was treatment only, and two contained both Coursemojo and non-users; licensed-class rosters would show what determined who used it and allow a more rigorous evaluation. A longer implementation period would help as well.

Supporting Statistical Detail

BASELINE EQUIVALENCE — PRETEST ATLAS

Relevant to: *report page 1, study details and methodology; page 7, study limitations*

Analytic sample: 797 Coursemojo students and 2,125 matched comparison students. Six Coursemojo students who first used the program after February 28, 2026 were excluded.

Group	N (T / C)	Mean T	Mean C	Hedges g
All students (grades 6–8)	797 / 2,125	1052.84	1049.44	0.200
Grade 6	261 / 675	1055.97	1052.46	0.228
Grade 7	323 / 529	1055.13	1051.60	0.218
Grade 8	213 / 921	1045.52	1045.99	−0.026
Students with disabilities (all grades)	84 / 332	1038.02	1036.71	0.099

Note. *Pretest = spring 2025 ATLAS ELA scale score. T = Coursemojo; C = comparison. Hedges g is the difference in means divided by the pooled standard deviation, with a small-sample correction. The standard for baseline equivalence is $|g| \leq 0.25$. The within-grade standardized baseline difference for all students is 0.14 SD.*

Supporting Statistical Detail

BASELINE EQUIVALENCE — DEMOGRAPHICS

Relevant to: *report page 1, sample demographics; page 7, study limitations*

All students (Coursemojo n = 797; comparison n = 2,125)

Variable	Treat %	Comp %	Diff (% pts)	Hedges g
Female	48.8	48.5	0.3	0.007
English learner	15.2	17.6	−2.4	−0.063
Free/reduced-price lunch	56.7	73.5	−16.7	−0.366
IEP (special education)	10.5	15.6	−5.1	−0.146
Race: Asian	6.9	3.0	3.9	0.201
Race: Black	50.2	59.2	−9.0	−0.182
Race: Hispanic	16.2	19.4	−3.2	−0.084
Race: Multiracial/Other	2.0	2.4	−0.4	−0.026
Race: White	24.7	16.0	8.7	0.226
Grade 6	32.7	31.8	1.0	0.021
Grade 7	40.5	24.9	15.6	0.348
Grade 8	26.7	43.3	−16.6	−0.345

Students with disabilities (Coursemojo n = 84; comparison n = 332)

Variable	Treat %	Comp %	Diff (% pts)	Hedges g
Female	36.9	39.5	−2.6	−0.052
English learner	14.3	11.4	2.8	0.087
Free/reduced-price lunch	71.4	81.3	−9.9	−0.245
Race: Asian	0.0	1.8	−1.8	−0.151
Race: Black	72.6	76.5	−3.9	−0.090
Race: Hispanic	15.5	11.1	4.3	0.133
Race: Multiracial/Other	2.4	2.7	−0.3	−0.020
Race: White	9.5	7.8	1.7	0.062
Grade 6	35.7	32.8	2.9	0.061
Grade 7	40.5	21.7	18.8	0.436
Grade 8	23.8	45.5	−21.7	−0.446

Note. *Treat = Coursemojo; Comp = comparison. Hedges g and Cohen's h are both shown for binary variables. Differences above 0.25 in absolute value: Free/reduced-price lunch, Grade 7, Grade 8 (all students); Race: Asian, Grade 7, Grade 8 (students with disabilities), each below the 0.50 demographic limit. Matching was not exact on grade, so grade distributions differ (Coursemojo students skew toward 7th grade, comparison students toward 8th); every model adjusts for grade, baseline score, and the demographic variables shown.*

Supporting Statistical Detail

ATTRITION

Relevant to: *report page 7, study limitations*

Table A3. Attrition (students with a valid baseline score)

Sample	Licensed schools lost	Other schools lost	Overall	Differential (pct. points)
Grades 6–8, all students	227 of 1,417 (16.0%)	331 of 2,239 (14.8%)	15.3%	1.2
Grades 7–8, all students	137 of 1,030 (13.3%)	204 of 1,590 (12.8%)	13.0%	0.5
Grades 6–8, students with disabilities	35 of 182 (19.2%)	60 of 413 (14.5%)	16.0%	4.7
Grades 7–8, students with disabilities	26 of 129 (20.2%)	40 of 285 (14.0%)	15.9%	6.2

Note. *Attrition is the share of students with a spring 2025 baseline score but no spring 2026 ATLAS score. Because students who left have no 2026 school, "licensed schools" means students enrolled in 2025 at Forest Heights, Mabelvale, or Pinnacle View (grades 7–8 rows), or students whose 2025 school sent at least 80% of its retained students to those schools (grades 6–8 rows); "other schools" sent 20% or fewer. Groups are defined without reference to Coursemojo usage. Defining groups by recorded usage instead would show 0.2% attrition for users and 21.2% for non-users, largely because students who left early are non-users by definition. Students from schools that fed both licensed and other middle schools could not be assigned and are excluded (471 students, 31.2% lost; 80 students with disabilities, 31.3% lost). The difference for students with disabilities was not statistically significant (p = .18). Lost students with disabilities had baseline scores similar to those retained (1034.2 vs. 1034.7). Licensed-school status is inferred from enrollment, not from class rosters.*

Supporting Statistical Detail

EFFECT SIZES AND PERCENTILE EQUIVALENTS

Relevant to: *report page 1, key findings; page 3, student outcomes; page 7, conclusion*

Table A4a. Adjusted differences between Coursemojo and comparison students, spring 2026 ATLAS ELA

Sample	Coursemojo group	N (T / C)	Adj. diff (pts)	ES, d (95% CI)	p	Expected pctile.
All students	All Coursemojo users	797 / 2,125	0.2	0.01 (−0.09, 0.11)	.849	—
Grade 6	All Coursemojo users	261 / 675	0.8	0.05 (−0.21, 0.31)	.680	—
Grade 7	All Coursemojo users	323 / 529	−0.5	−0.03 (−0.19, 0.13)	.657	—
Grade 8	All Coursemojo users	213 / 921	0.2	0.01 (−0.14, 0.16)	.862	—
All students	High + Moderate (12+ weeks)	465 / 2,125	0.2	0.01 (−0.12, 0.14)	.864	—
All students	Short-Term (<12 weeks)	332 / 2,125	0.0	0.00 (−0.10, 0.10)	.959	—
Students with disabilities	All Coursemojo users	84 / 332	3.0	0.18 (0.03, 0.32)	.017	57th
Students with disabilities	High + Moderate (12+ weeks)	42 / 332	2.0	0.11 (0.00, 0.23)	.048	55th
Students with disabilities	Short-Term (<12 weeks)	42 / 332	4.1	0.24 (0.06, 0.42)	.010	59th

Note. *Linear regression of spring 2026 ATLAS score on group, controlling for spring 2025 score, grade, FRPL, English learner status, IEP status (omitted in the students-with-disabilities rows), race/ethnicity, and gender; standard errors clustered by school-grade (24 clusters; 8 for grade rows), t-based CIs. ES = adjusted difference ÷ the within-grade SD of spring 2026 scores for all matched students (17.2; grade-specific SD for grade rows). Expected percentile = where a typical non-user starting at the 50th percentile would finish (shown when p < .10; not an actual rank). High + Moderate = 12+ active weeks; Short-Term = fewer than 12. School fixed effects are not used because treatment varies within only two schools.*

Table A4b. Sensitivity checks

Analysis	Adj. diff (pts)	ES, d	p	N (T / C)
All students: published model (no clustering)	0.2	0.01	.667	797 / 2,125
SPED: published model (no clustering)	3.0	0.18	.009	84 / 332
SPED: SEs clustered by school	3.0	0.18	.039	84 / 332
SPED: comparison-only schools as comparison	2.5	0.15	.039	84 / 260
SPED: licensed-school non-users as comparison	3.1	0.18	.036	84 / 72

Note. *The students-with-disabilities result is similar across alternative specifications and comparison groups.*

Supporting Statistical Detail

ACTIVITY COMPLETION AND MOVEMENT OUT OF THE BOTTOM PERFORMANCE QUARTILE, AMONG COURSEMOJO USERS

Relevant to: *report page 3, student outcomes; page 7, study limitations*

Finding

Among Coursemojo users who began the 2025–26 school year in the lowest-scoring quartile of the district (n = 174), 46 students (26.4%) had moved out of that bottom quartile by the spring ATLAS ELA assessment. For reference, 28.9% of all students in the district's bottom quartile in the matched sample moved out (n = 648; 29.7% of comparison students). Within the user group, the number of activities a student completed — reaching at least 60% progress, Coursemojo's own completion threshold — predicted this movement.

Students who moved out of the bottom quartile completed an average of 15.1 activities, compared to 9.8 among those who did not move out ($p = .003$). This relationship held after adjusting for each student's starting score, which matters because students who began closer to the quartile cutoff needed less growth to cross it: the odds of moving out increased by roughly 6% for each additional completed activity (OR = 1.06, $p = .006$), or about 32% for every five additional activities completed (OR = 1.32). The result was essentially unchanged after further adjusting for grade, FRPL status, ELL status, SPED status, and gender (OR = 1.07, $p = .003$). The partial correlation between activities completed and spring score, controlling for baseline score, was $r = .21$ ($p = .004$).

Why this result stands out

This is the one usage measure in the dataset that predicts an outcome. Weeks active ($p = .394$), days per active week ($p = .940$), and activities entered as opposed to completed ($p = .278$) showed no relationship with moving out of the bottom quartile, and average engagement showed only a weaker, non-significant trend ($p = .124$). Only completion count was statistically significant. That specificity suggests something about finishing activities, rather than simply logging time in the platform, that tracks with the strongest outcome movement found among users.

Caveats

Within users only, no comparison group. This analysis compares Coursemojo users to each other, not to non-users. It shows that among users, higher completers were more likely to move out of the bottom quartile; it does not establish that completing activities caused that movement. Students who complete more may differ in other ways (attendance, support, motivation) that independently predict improvement.

Concentrated in specific schools and grades. Of the 46 students who moved out, 29 (63%) attend Mabelvale MS and 27 (59%) are in 8th grade, both patterns that appear elsewhere in this study. This finding should not be read as independent confirmation of the Mabelvale or 8th-grade results; it substantially reflects the same students.

Movement is defined against a fixed cutoff. "Moved out of the bottom quartile" uses the district-wide 25th-percentile pretest score (1036) as a fixed threshold for both the pre- and post-test. A student's movement therefore reflects scale-score gain relative to that fixed point, not a change in district rank.

Bottom line

Activity completion — not time spent, not activities merely started — is associated with a higher chance that a low-scoring Coursemojo user moved out of the bottom performance quartile this year. It is the clearest dose-response signal in this dataset, but it is correlational, drawn from a modest sample, and concentrated in one school and one grade. It is a strong candidate for follow-up with a matched comparison design before it is treated as evidence of impact.

Table A5a. Summary statistics

Metric	Value	p-value
Students in this analysis (Coursemojo users starting in district's bottom quartile)	n = 174	—
Moved out of bottom quartile by spring	46 (26.4%)	—
Mean activities completed — moved out vs. stayed	15.1 vs. 9.8	p = .003
Odds ratio per additional activity completed (adj. for starting score)	OR = 1.06	p = .006
Odds ratio per +5 activities completed	OR = 1.32	p = .006
Odds ratio per additional activity, full covariate model (grade, FRPL, ELL, SPED, gender)	OR = 1.07	p = .003
Partial correlation, activities completed vs. spring score, controlling for baseline score	r = .21	p = .004

Table A5b. Movement out of the bottom quartile by number of activities completed (bins)

Activities completed (bin)	n	Mean activities completed	% moved out
0–5	49	3.1	10.2%
6–19	94	10.3	27.7%
20+	31	26.7	48.4%

Note. *Users were grouped into three bins by number of activities completed (0–5, 6–19, 20+); the bins are for display, and a test for trend across bins is significant (p = .002 after adjusting for starting score). The continuous estimates in Table A5a do not depend on where the bin boundaries fall and are the more reliable summary.*



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