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AT CHARLES RIVER MEDIA

Coursemojo Efficacy Study
Grades 5 & 6, 2025–2026
MAAP & i-Ready



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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 who did not use the program.
- At least one quasi-experimental study with the proper design and implementation with at least two teachers and a multi-site sample of 350 students showed statistically significant, positive findings.
- 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. A quasi-experimental study design using standardized assessment data, an analysis of student growth, and educator feedback demonstrates 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 5&6
2025–2026

ESSA MODERATE II LXD RESEARCH

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
14 treatment and 14 comparison schools; 1,854 unique students in grades 5-6 (981 treatment / 873 comparison).
Outcome samples (treatment / comparison): i-Ready 851 / 755; MAAP 921 / 810

Demographics
91.5% Black, 5.9% Latinx, 2.5% White, <1% Other
3.5% Limited English Proficiency
17.5% Special Education

Location
Public School District in Mississippi

Time Frame
Fall 2025 - Spring 2026

Methodology
Design: quasi-experimental matched comparison

Assessment Measures
i-Ready ELA Diagnostic Assessment, MAAP State Assessment

Analysis
ANCOVA and logistic regression models controlling for baseline performance, special education status, and grade. Effect sizes (Hedges' g) calculated using the model's residual standard deviation.

STUDY SUMMARY

Coursemojo partnered with a large urban district in Mississippi where elementary and middle schools used Mojo during the 2025-2026 school year. LXD Research conducted a quasi-experimental study, involving 14 treatment schools and 14 matched comparison schools, to examine the impact of the program on 5th and 6th grade student literacy outcomes using multiple measures. All participating schools maintained their core High-Quality Instructional Materials (HQIM), utilizing *Wit & Wisdom* in 5th grade and *StudySync* in 6th grade. Individual student data from the 2025-2026 school year were used to measure program impacts. A teacher survey, interviews with district leaders, and product usage data were used to assess program implementation. Multi-source data were triangulated to provide a comprehensive evaluation of Coursemojo in this Mississippi district.

Results indicate that Coursemojo produced significant positive impacts on students' ELA diagnostic and state test scores, after controlling for baseline scores, special education status, and grade level. The positive impacts of Coursemojo were particularly pronounced for students with Individualized Education Programs (IEPs) and students who were 3 or more grade levels behind.

KEY FINDINGS

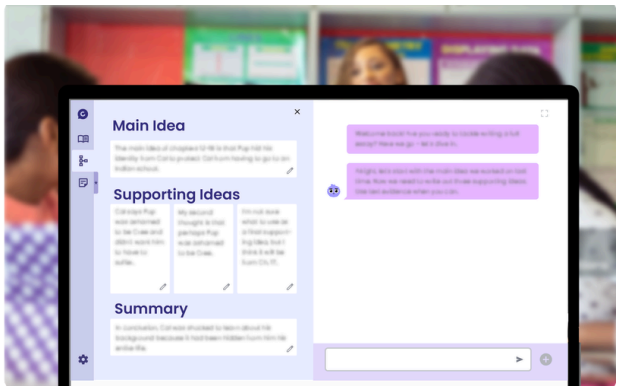
- **Mississippi Academic Assessment Program (MAAP) Treatment Effect:** Students using Coursemojo had significantly higher MAAP scores than Comparison students, passed the MAAP at a higher rate (67% vs 63%), and had significantly higher odds (28%) of passing after adjusting for prior-year passing status, grade level, and special education status.
- **i-Ready Treatment Effect**: Students using Coursemojo had significantly higher end-of-year i-Ready scores than Comparison students, with 23% higher odds of meeting their annual typical growth target, 33% higher odds of meeting their annual stretch growth target, and 30% higher odds of moving up at least one i-Ready placement level.
- **Subgroup Treatment Effect:** Among students with IEPs and students who were 3 or more grade levels behind, those using Coursemojo had significantly higher end-of-year i-Ready scores and significantly higher odds of passing the MAAP.
- **Educator Feedback**: Coursemojo promoted student engagement, supported differentiated instruction, fostered learning, and improved teacher well-being.

COURSEMOJO STUDY DESIGN



HOW COURSEMOJO WORKS

The platform works alongside existing high-quality instructional materials. In this district the core curriculum was *Wit & Wisdom* in 5th grade and *StudySync* in 6th grade. Teachers were asked to incorporate AI-powered activities several times per week 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 in real-time to help teachers facilitate more effective conferencing and whole-class discussions.



COURSEMOJO USAGE

Students engaged with about 18 activities over the course of the school year, with considerable variation; some students engaged with as few as 2 activities while others entered as many as 47. Students' use spanned an average of 6.2 months from first to last login, with activity recorded in about 13 of those weeks; there was more use among 5th graders in the first half of the year and more 6th grade use in the second half. Students used Mojo an average of 1.2 days per active week. On average, students reached at least 60% completion on 12.1 activities and completed 5.7 writing activities.

Coursemojo Usage

Variable	N	Mean	Median	SD	Range
Total active days	981*	15.6	15	7.8	2-36
Total active weeks	981	12.8	12	5.8	2-27
Duration (first–last login, weeks)	981	27.0	30	9.1	1-40
Avg. active days/week	981	1.2	1.2	0.2	1-2.5
Activities entered	981	18.1	18	8.9	2-47
Activities complete**	981	12.1	11	7.6	0-40
Total writing activities	981	5.7	4	5.1	0-23

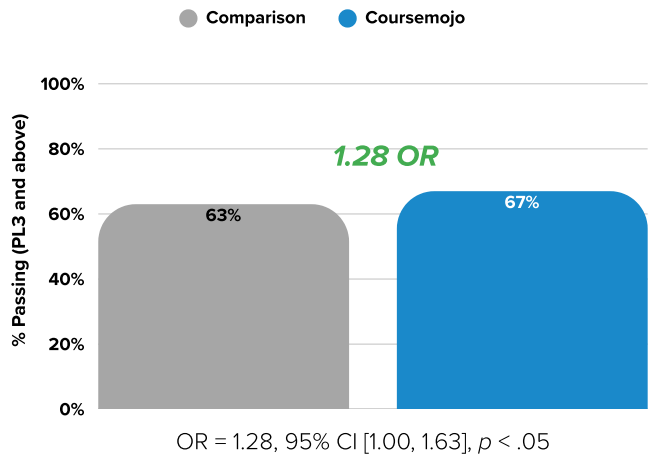
*N = 981 Coursemojo students included in the i-Ready analysis, MAAP analysis, or both.
** An activity is considered complete upon reaching at least 60% progress; the count provided is a subset of activities entered. Average active days per week is calculated over weeks with any recorded activity.

STUDENT OUTCOMES: MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP 2025-2026 Gains

Students using Mojo (N = 921) had significantly higher MAAP 2026 scores than Comparison students (N = 810; β = 1.6, p < .01, Hedges' g = 0.15) after adjusting for prior-year MAAP score, special education status, and grade. In addition, Coursemojo students passed the MAAP (scored PL3 or above) at a higher rate than Comparison students (67% vs. 63%) and had higher odds (28%) of doing so, after adjusting for prior-year passing status, grade level, and special education status.

Percent Passing MAAP 2026



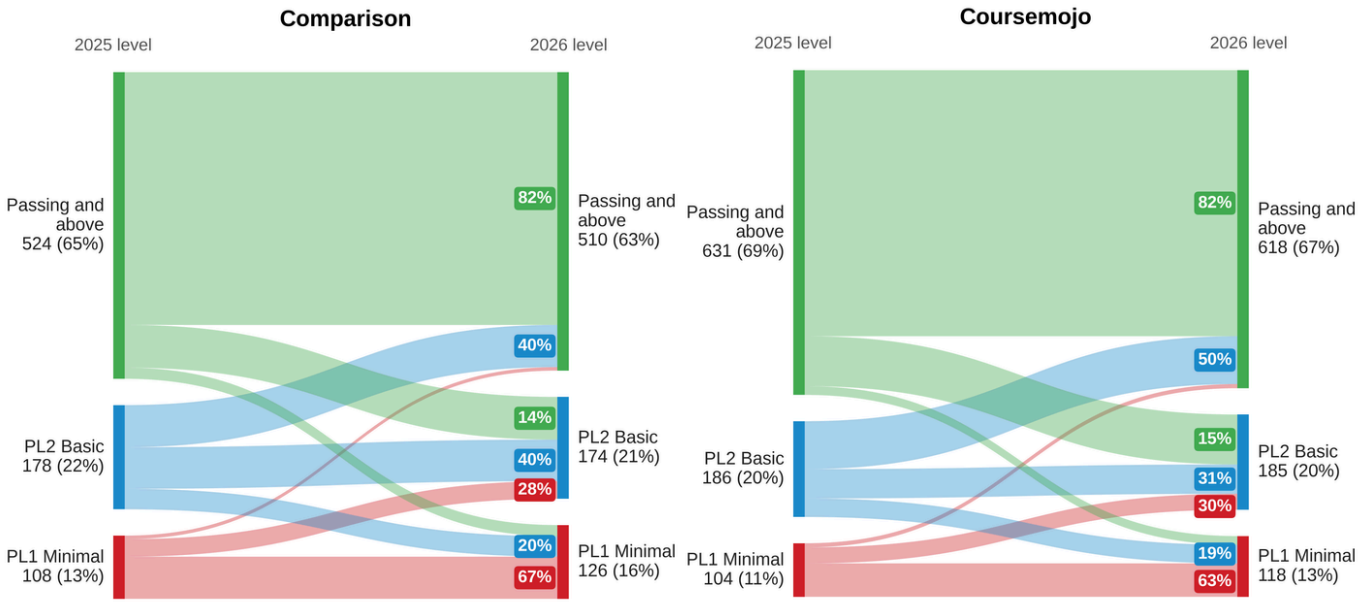
OR = 1.28, 95% CI [1.00, 1.63], $p < .05$

Note. Bars show unadjusted percentages; the odds ratio is adjusted for covariates.

Improving MAAP ELA Performance Level

Among students who scored below Passing in 2025, 35% of Coursemojo students reached Passing in 2026, compared with 27% of Comparison students. After adjusting for 2025 performance level, special education status, and grade level, Coursemojo students in this group had 63% higher odds of reaching Passing (OR = 1.63, 95% CI [1.08, 2.47], p < .05). The following plots show where students from each 2025 performance level ended up in 2026, colored by starting level. For example, among students who scored Basic (PL2) in 2025, 50% of Coursemojo students moved up to Passing and above, compared with 40% of Comparison students. Percentages beside each level show the share of all students in that group.

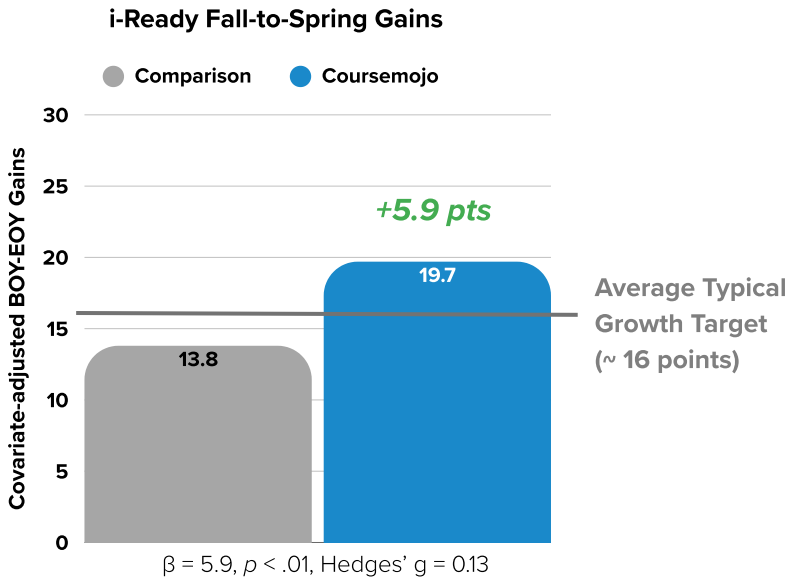
MAAP ELA Performance Level Movement



STUDENT OUTCOMES: I-READY ELA DIAGNOSTIC ASSESSMENT

i-Ready Fall-to-Spring Gains

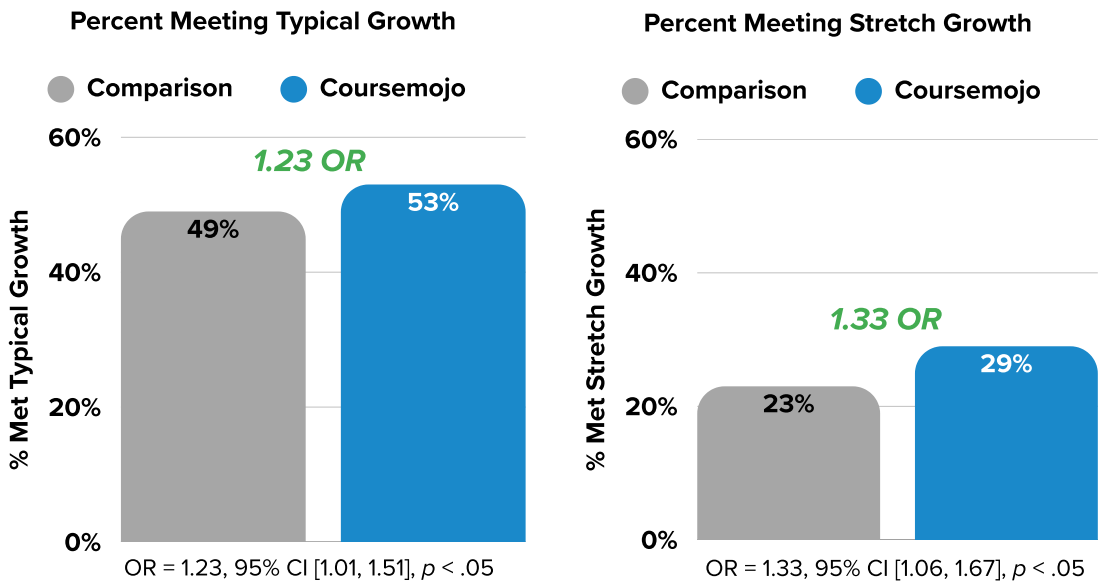
Students in grades 5 and 6 using Coursemojo (N = 851) had significantly higher end-of-year (EOY) i-Ready scores (Adj. M=562.2) than students in the Comparison group (N = 755; Adj. M=556.3), after adjusting for beginning-of-year (BOY) baseline scores, special education status, and grade level. Individually, Grade 5 had significant gains from BOY to middle-of-year (MOY) and Grade 6 had significant gains from BOY to EOY, driven primarily by MOY-to-EOY growth.



Note. i-Ready Early On Grade Level minimum scale scores: Grade 5 = 581; Grade 6 = 598.

Meeting i-Ready Growth Targets

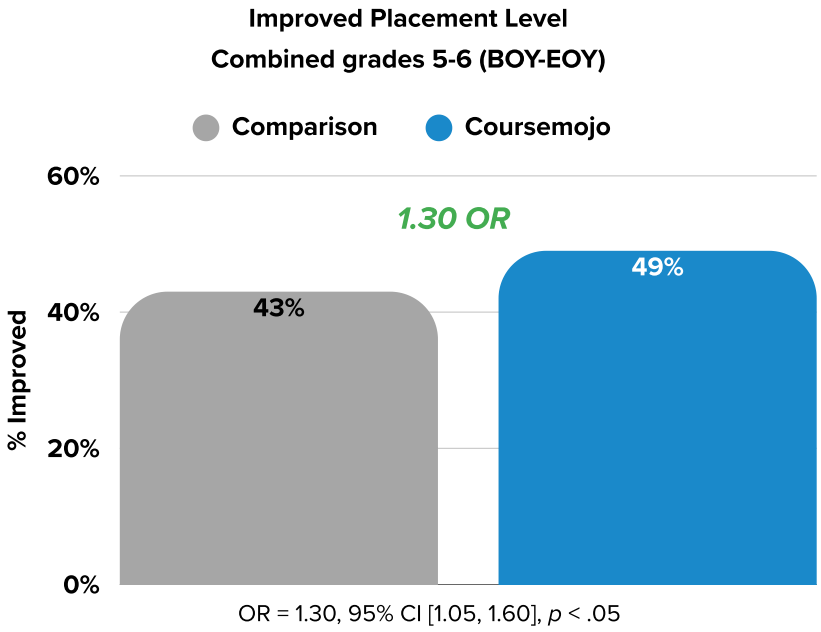
Coursemojo users in grades 5 and 6 had 23% higher odds of meeting their annual **typical** growth target and 33% higher odds of meeting their annual **stretch** growth target than Comparison students after adjusting for starting placement level, special education status, and grade level.



Note. Bars show unadjusted percentages; the odds ratio is adjusted for covariates.

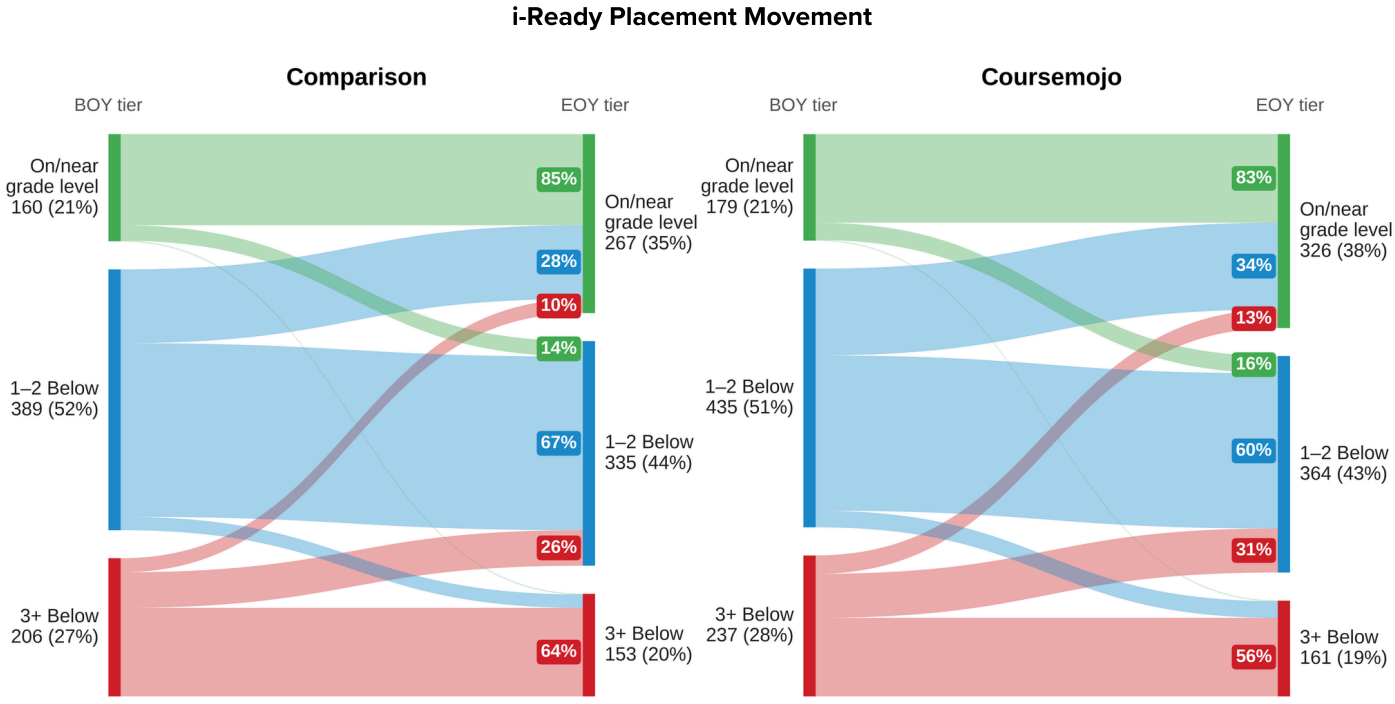
Improving i-Ready Placement Level

Coursemojo students had 30% higher odds of moving up at least one placement level from BOY-EOY, after adjusting for starting placement, special education status, and grade level.



Note. Excludes students who began at Mid or Above Grade Level, who could not move up a level (Coursemojo n = 774; Comparison n = 686). Bars show unadjusted percentages; the odds ratio is adjusted for covariates.

The following plots provide details about students' placement level movement. Percentages beside each level show the share of all students in that group. Percentages on the flows show the share of each starting (BOY) level moving to each ending level, colored by starting tier. For example, in the Comparison group, 64% remained 3+ Below, while 56% of students in the Coursemojo group remained at that lowest level.

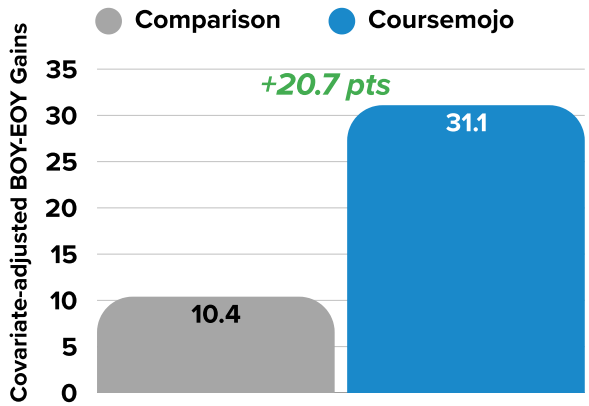


SUBGROUP IMPACTS

Students with IEPs

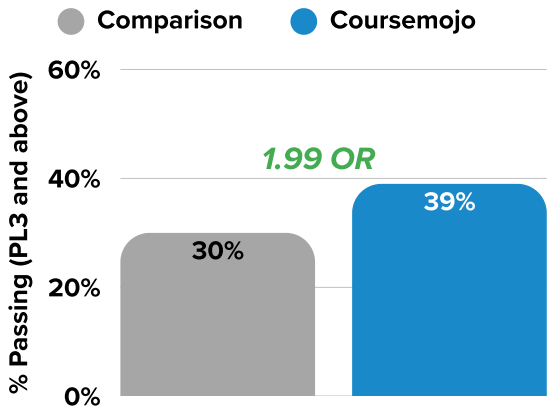
5th and 6th grade students with IEPs and using Coursemojo (N = 149) had significantly higher EOY i-Ready scores (Adj. M = 516.6) than their peers in the Comparison group (N = 137; Adj. M = 495.9), after adjusting for baseline scores and grade level. There was also a significant effect from MOY-EOY, with almost a 15-point difference in gains ($p < .05$, Hedges' g = 0.27). On the MAAP, students with IEPs using Coursemojo had nearly twice the odds of passing after adjusting for prior-year passing status and grade level.

i-Ready Fall-to-Spring Gains
Students with IEPs



β = 20.7, $p < .01$, Hedges' g = 0.35

Percent Passed MAAP 2026
Students with IEPs

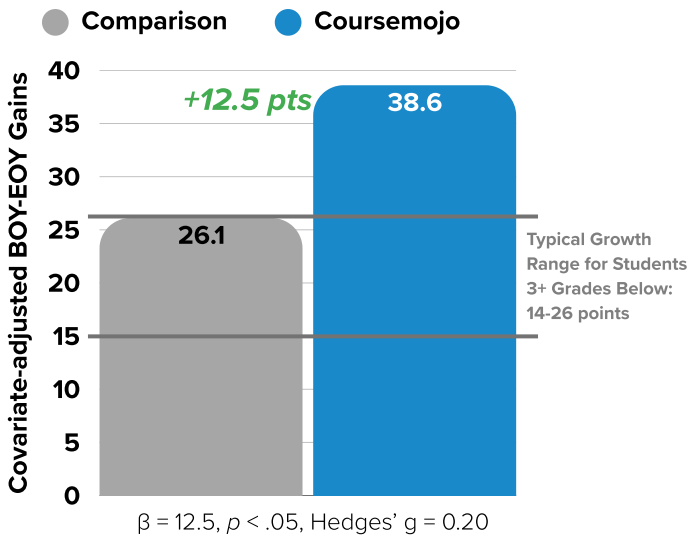


OR = 1.99, 95% CI [1.12, 3.63], $p < .05$

Students 3+ Grades Below

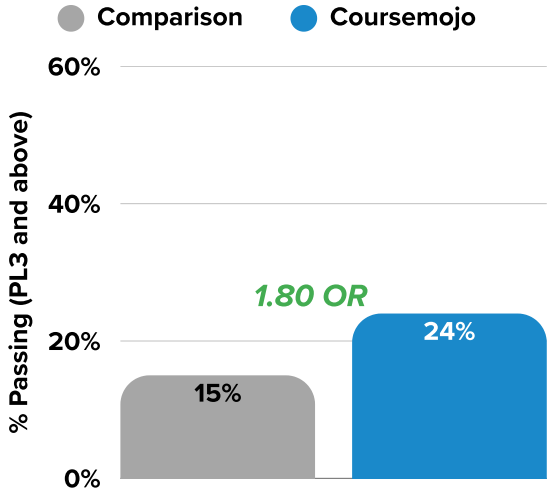
Students in grades 5 and 6 who started the school year 3 or more grade levels behind and used Coursemojo (N = 237) had significantly higher EOY i-Ready scores (Adj. M = 513.0) than Comparison group students (N = 206; Adj. M = 500.5) in the same starting level, after adjusting for baseline scores, special education status, and grade level. There was also a significant effect from MOY-EOY, with more than a 17-point difference in gains favoring the Coursemojo group ($p < .01$, Hedges' g = 0.31), driven primarily by Grade 6 (about 24 points; $p < .01$, Hedges' g = 0.39). On the MAAP, Coursemojo students in this group had 1.8 times the odds of passing after adjusting for prior-year passing status, grade level, and special education status.

i-Ready Fall-to-Spring Gains
Students 3+ grade levels below



β = 12.5, $p < .05$, Hedges' g = 0.20

Percent Passing MAAP 2026
Students 3+ grade levels below



OR = 1.80, 95% CI [1.11, 2.94], $p < .05$

EDUCATOR VOICES

To complement quantitative assessment data, LXD Research analyzed Coursemojo survey data and conducted in-depth interviews with educational leaders. The survey was administered in Fall 2025, from within the Coursemojo platform, to capture teacher feedback and experiences using Mojo. Across 54 districts, 322 teachers completed the survey. Within this district, 15 teachers responded. Four district leaders from this district participated in interviews, conducted in Spring 2026, to gain insight into the ground-level implementation dynamics, leadership vision, and observed classroom impacts.

Key Insights

High Levels of Enjoyment. Survey data revealed exceptional levels of platform enjoyment; 100% of teachers surveyed from the district reported they enjoy using Mojo in their classroom (average 4.1/5), outperforming the national average of 90% (average 3.7/5).

In interviews, a District ELA Coach described students as "ecstatic" about earning in-platform accolades and frequently asked if they were using Mojo that day. In class, Mojo fostered student discourse and "paired thinking." Leaders described the personalized, real-time feedback as a core driver of engagement, which a Principal described as creating a "no pushback" environment.

Positive Impact on Student Learning. 94.3% of teachers surveyed nationwide reported that Mojo has a positive impact on learning (average 3.8/5). District-specific results were even more favorable, with 100% of teachers endorsing this positive impact (average 4.2/5). In open survey comments and interviews, district educators praised Mojo for cultivating deeper learning, pushing students beyond surface-level answers, and promoting critical thinking, standards-aligned rigor, and text evidence citation. When paired with a school-wide daily writing push, a Principal noted that Mojo "boosted their overall confidence with their writing skills."

Strong Support for Teaching and Differentiating Instruction
Survey data revealed Mojo's strong support for various aspects of teaching and differentiation, with teachers from this district generally reporting higher satisfaction rates than teachers nationwide. In this district, 94% of teachers surveyed reported that Mojo helped them ensure all students get meaningful feedback (average of 4.5/5), and helped them with implementing curriculum (also 94%; average 4.1/5).

In open responses teachers likened Mojo to an automated instructional assistant, citing the real-time feedback as a feature that enhances learning and extends teachers' capacity during instruction.

Mojo also helped teachers understand each student's level of comprehension (reported by 94% of district teachers; average 4.2/5), and supported them in responding to student data and misconceptions in real time (reported by 88%; average 4.2/5). Rather than waiting until post-lesson grading to identify learning gaps, teachers used misconception and grouping data to pivot their live instruction, address misunderstandings on the spot, and re-group students dynamically based on their needs.

> *"I enjoy every aspect of the platform."*
>
> **District Teacher**

> *"The aspect that I enjoy most is [the] use of technology that challenge my scholars to dig deeper in their thinking skills."*
>
> **District Teacher**

> *"Coursemojo has truly been a blessing and a big help to my students learning."*
>
> **District Teacher**

> *"I thoroughly enjoy that Mojo is aligned with the standards being taught. It gives another resource to help me facilitate the students thinking and learning."*
>
> **District Teacher**

> *"It's another great tool to use for small group instruction. This allows students to interact with each other and learn from each other while also getting in the moment feedback something that I am not able to do during small group instruction for all groups."*
>
> **District Teacher**

EDUCATOR VOICES

Key Insights (Cont'd)

Workload Reduction & Platform Logistics

Survey and interview data suggest that implementing Mojo has a positive influence on teacher well-being. In this district, 100% of district teachers surveyed reported a neutral or positive impact on their overall stress and workload (average 3.8/5, compared with 87% and 3.6/5 nationally). Mojo worked best when teachers established successful usage routines, but operational challenges emerged when they over-relied on the platform. A Principal noted that they had to restrict usage to specific days because a teacher was using it for entire 90-minute blocks as "an excuse to not get up and actually teach effectively."

> *"The majority of teachers that worked with Coursemojo found it very beneficial. It lightened their workload..."*
>
> District ELA Coach

Additional Quotes from Teachers

> *"The real-time feedback it gives my students, as well as providing me, the teacher the tools I can use to help my students."*
>
> District Teacher

> *"Overall, this tool is highly effective. The students demonstrate strong engagement with each lesson, supporting collaboration and meaningful discussions. This is particularly significant because it can [help] students learn to facilitate a Socratic seminar within the Wit and Wisdom program."*
>
> District Teacher

> *"I enjoy that it challenges students to not give simple responses, but to actually think about what they say and to be more detailed in their responses. It promotes citing text evidence, which is a key skill students need to master."*
>
> District Teacher

> *"This is a great program for our scholars."*
>
> District Teacher

CONCLUSION

This study found positive differences favoring Coursemojo users in 5th and 6th-grade ELA outcomes on both the MAAP state assessment and the i-Ready diagnostic assessment. The i-Ready differences were larger for students with IEPs and for students who started the year 3 or more grade levels behind. These students also had higher odds of passing the MAAP. Teachers and district leaders also reported benefits for engagement, differentiated instruction, and teacher well-being.

Study Limitations

The quasi-experimental design used in this study cannot establish causation with the same certainty as a randomized controlled trial, even though the extensive use of covariates and multiple assessment measures strengthens causal inference. Among other limitations, the research team did not conduct direct classroom observations or student interviews during implementation, relying instead on interviews with district leaders and teacher survey data; observations and feedback from students could have revealed a more nuanced understanding of learning processes and other outcomes. Finally, usage data showed that many students used the platform less often than may be optimal. For this reason, the overall treatment effects may underestimate the platform's potential impact under more intensive implementation conditions.

Recommended Next Steps

To build on this study, LXD Research recommends a focused look at Coursemojo's impact for subgroups such as English Language Learners, ideally with more features adapted to their needs. The ELL group was small in this study, but a participating Principal observed signs of struggle. Coursemojo would also benefit from understanding the specific dosage of Coursemojo that maximizes positive impacts, including the optimal frequency, intensity, and duration of use. It is also worth a deeper dive into optimal use contexts, approaches to training, and implementation support to ensure Mojo’s effective and sustainable use.

This brief summarizes findings from the LXD Research Coursemojo Real-Time Efficacy Study conducted during the 2025-2026 school year. Full methodology and detailed results are available in the complete research report.



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Coursemojo

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