



CommonLit Español Teacher Professional Learning Study in Mexico

Fall 2022



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Executive Summary

CommonLit Lecciones Guiadas are Spanish-Language digital guided lessons that are freely available on the Commonlit website (commonlit.org). The lessons teach reading in a structured way to promote student-to-student, student-text, and student-teacher interaction. This study utilized a quasi-experimental mixed methods approach to compare student achievement and self-efficacy outcomes among two groups – those with teachers who participated in professional development training called *Estrategias de Lectura Interactiva en CommonLit* and those that did not. Evaluators compared growth in reading comprehension growth of both groups from pretest to post-test as well as teacher perceptions of student engagement, and self-reported efficacy to teach reading using best practices.

The results underscored the promise of *Lecciones Guiadas* and the aligned teacher professional learning. First, the reading comprehension growth of students whose teachers participated in the sessions (treatment group) was significantly higher than that of students whose teachers did not participate in the sessions (controlling for baseline equivalence of reading pretest scores). The **effect size was +0.29 standard deviations**. Second, teachers reported that *Lecciones Guiadas* increased opportunities for teamwork and interaction among students, greater student engagement, motivation, and curiosity, and improved student reading and questioning – relative to traditional modes of teaching.

Reading Growth Among Students in Treatment and Comparison Groups



Reading growth among students whose teachers participated in teacher training was significantly greater than students who did not receive the training.

Introduction

About CommonLit Español

CommonLit is a nonprofit education technology founded in 2013 dedicated to closing the opportunity gap in reading instruction worldwide through resources to promote reading, writing, speaking, listening, problem-solving, and collaboration. CommonLit offers a free digital library of reading lessons for 3rd through 12th grade students that has grown to serve over 10 million students and teachers per school year regularly – available in English and Spanish through CommonLit Español which primarily serves a Latin America audience. The digital reading lessons offer a supportive and interactive experience for students and include assistive technology like read-aloud, Guided Reading Mode, one-click translation, and more. The whole experience is optimized to serve students in economically disadvantaged schools; the platform is mobile optimized and saves student work even in times of intermittent internet access.

The screenshot displays the CommonLit Español website interface. At the top, there is a navigation bar with the CommonLit logo and a search bar. Below the navigation bar, there are tabs for "EXPLORAR CONTENIDO", "MI PANEL DE CONTROL", "La biblioteca", and "Favoritos". The main content area is titled "LA BIBLIOTECA" and features a search bar with the placeholder text "Buscar por título, autor o palabra clave".

On the left side, there is a "FILTROS" (Filters) sidebar with several sections:

- TIPO DE CONTENIDO**: Includes "Textos" and "Lecciones guiadas" (marked as "Nuevo!").
- GRADO O CURSO**: Lists grade levels from 3º Grado to 12º Grado.
- RANGO LEXILE**: Includes "mín." and "máx." fields and an "ENVIAR" button.
- GÉNEROS**: A dropdown menu.
- RECURSOS LITERARIOS**: A dropdown menu.
- IDIOMAS**: A dropdown menu.

The main content area is divided into several sections:

- CATEGORÍA**: Four large tiles for "Textos", "Lecciones guiadas", "Unidades", and "Contenido en inglés".
- TEXTOS PARA FESTEJAR EL MES DE LA HISTORIA AFROAMERICANA**: A collection of text cards, including:
 - EL JOVEN MARTIN LUTHER KING, JR.** by Joanne Mattern (4th Grado, Biography, 430L).
 - ME GRITARON NEGRA** by Victoria Santa Cruz (8th Grado, Poem, No prosa).
 - EL MOVIMIENTO "LAS SENTADAS"** by UShistory.org (8th Grado, Informational Text, 930L).
 - ROSA PARKS** by Nikki Giovanni (9th Grado, Poem, No prosa).
 - PEQUEÑOS GRANDES GESTOS** by Jesús Colón (6th Grado, Memoir, 760L).
- CUENTOS DE ESCRITORES LATINOAMERICANOS PARA JÓVENES**: A collection of text cards, including:
 - CASA TOMADA** by Julio Cortázar (Este cuento narra cómo dos hermanos son lentamente).
 - TAN AMIGOS** by Mario Benedetti (En este texto se narra una conversación entre dos).
 - EL AHOGADO MÁS HERMOSO DEL MUNDO** by Gabriel García Márquez (El cuerpo de un hombre ahogado).
 - LOS DOS RUISEÑORES** by José Martí (En este texto se relata la historia de un emperador que, a través de la figura de un ruiseñor, aprende).
 - ¡LINDO PUEBLO!** by Javier de Viana.

At the bottom right of the interface, there is a "Ayuda" (Help) button.

CommonLit Español serves an international audience, primarily in Latin America with free interactive reading lessons and resources to promote strong instructional practices in reading comprehension and writing.

About Lecciones Guiadas

Lecciones Guiadas are digital reading lessons in Spanish that offer a guided and supportive experience for teachers and students. Each *Leccion Guiada* includes a high-interest short story or informational text for students to read, as well as prompts that teachers ask to support high-quality classroom dialogue (prompts include: “Think and Share”, “Turn and Talk”, “Write” and “Find Evidence”), and post-reading evaluation questions designed to measure student learning in the lesson. The texts are divided into sections to ensure that teachers are maintaining a strong balance of reading aloud and independent reading practice (“Whole Class Reading” “Partner Reading,” and “Independent Reading”). The lesson provides many opportunities for student-student, student-text, and student-teacher interaction, and was designed iteratively alongside UX researchers and classroom educators in Mexico which suggested that most educators tend to follow a traditional teacher-centered (lecture) approach coupled with silent independent reading practice. Consistent with research showing that student literacy is developed through rich dialogue, feedback, and collaboration (Applebee et al., 2003) – CommonLit curriculum writers designed *Lecciones Guiadas* to introduce a new style of teaching. To support implementation, we believed that receiving professional development on how to effectively implement these lessons would lead to improved student outcomes.

LECCIÓN GUIADA: "EL FANTASMA PROVECHOSO"

Lesson Overview **PARTE 1: LECTURA Y PREGUNTAS** Parte 2
Instrucciones: Lee el texto y responde las preguntas para pasar a la siguiente sección de la lección.

Traducir Lectura en voz alta

Texto Preguntas

EL FANTASMA PROVECHOSO
por Daniel Defoe • Desconocido Tamaño de letra

LECTURA EN GRUPO

[1] Un caballero rural tenía una vieja casa que era todo lo que quedaba de un antiguo monasterio o convento derruido. [1] y resolvió demolerla aunque pensaba que era demasiado el gasto que esa tarea implicaría. Entonces pensó en una estratagema, que consistía en difundir el rumor de que la casa estaba encantada, e hizo esto con tal habilidad que empezó a ser creído por todos. Con ese objeto se confeccionó un largo traje blanco y con él puesto se propuso pasar velozmente por el patio interior de la casa justo en el momento en que hubiera citado a otras personas, para que estuvieran en la ventana y pudiesen verlo. Ellos difundirían después la noticia de que en la casa había un fantasma. Con este propósito, el amo y la esposa y toda la familia fueron llamados a la ventana donde, aunque estaba tan oscuro que no podía decirse con certeza qué era, sin embargo se podía distinguir claramente la blanca vestidura que cruzaba el patio y entraba por una puerta del viejo edificio. Tan pronto como estuvieron adentro, percibieron en la casa una llamarada que el caballero había planeado hacer con azufre y otros materiales, con el propósito de que dejara un tufo [2] de sulfuro y no sólo el olor de la pólvora. Como lo esperaba, la estratagema dio resultado. Alguna gente fantasmiosa, teniendo noticia de lo que pasaba y deseando ver la aparición, tuvo la ocasión de hacerlo y la vio en la forma en que usualmente se mostraba. Sus frecuentes caminatas se hicieron cosa corriente en una parte de la morada [3] donde el espíritu tenía oportunidad de deslizarse por la puerta hacia otro patio y después hacia la parte habitada.

"United" de Medina Rosa utilizada bajo licencia CCO.

1. Piensa y Comparte: Describe al caballero con tres adjetivos.
 A. Terminé y quiero compartir.
 B. Terminé.

2. Escribir: ¿Cuál es el propósito de la estratagema del caballero?

SIGUIENTE

Ayuda

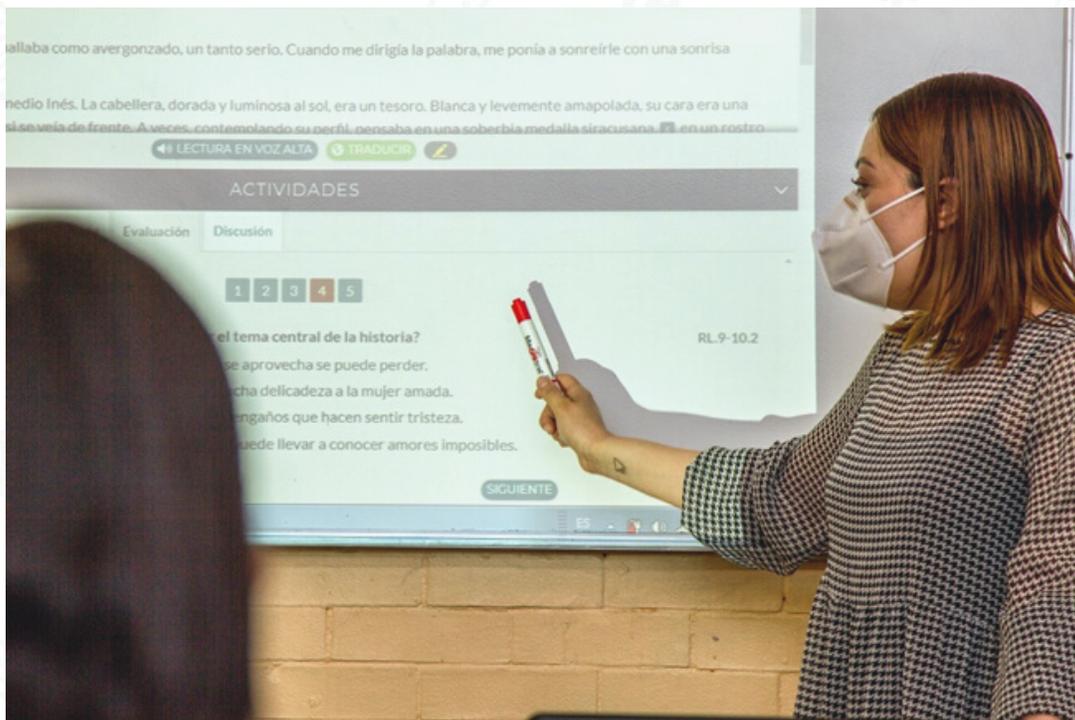
Lecciones Guiadas are guided reading lessons that offer a supportive experience in Spanish. Students read a high-interest short story or informational text, and move through prompts designed to develop reading comprehension. The experience concludes with a reading comprehension assessment.

About Teacher Professional Learning (Estrategias de Lectura Interactiva en CommonLit)

To support high quality implementation of *Lecciones Guiadas* and introduce teachers to the new practices they promise, CommonLit designed a teacher professional learning course delivered virtually to participating teachers called *Estrategias de Lectura Interactiva en CommonLit*, with the goals of 1) increasing teacher self-efficacy, 2) increasing teacher skill, and 3) growing student reading comprehension. Led by a virtual coach via sessions delivered on Zoom, participating teachers were trained on how to effectively facilitate *Lecciones Guiadas*. The five live 1-hour sessions covered the following topics spread across eight weeks:

1. Introduction and Orientation
2. Teacher to Student Engagement Strategies
3. Student to Student Engagement Strategies
4. Student to Text Engagement Strategies
5. Student Data Close Out Reflections

See Appendix A for the full course syllabus.



Key Research Questions

1. Do students whose teachers participated in the *Lecciones Guiadas* professional development sessions show higher growth in reading comprehension among their students than teachers who did not participate in the professional development sessions?
2. How does participating in the professional development tied to the *Lecciones Guiadas* impact teacher confidence and self-efficacy in their classrooms?

Methodology

To answer the research questions, evaluators utilized a mixed-methods with a pre-post comparison and treatment group design.

Participant recruitment. Teacher recruitment for the study targeted teachers in Mexico who had some familiarity with CommonLit, as measured by whether they had an active account and had assigned at least three digital lessons in Spanish the last two years.

Treatment and Comparison Group Teacher Sample. The total sample included 41 total middle and high school level educators in Mexico, with 31 in the treatment group who received the professional development intervention (*Estrategias de Lectura Interactiva en CommonLit* workshops in Spanish), and the remainder in the comparison group. Both the treatment and comparison group had access to the *Lecciones Guiadas*. Within the treatment group, teacher experience ranged from 5 to 31 years and 19% were men. The majority ($n = 24$) were secondary education teachers (“Profesor de Educación Secundaria”).

Treatment Group Intervention. Participation in teacher professional learning tied to implementation of *Lecciones Guiadas* was the primary intervention to be studied. During the course of eight weeks, teachers in the treatment group participated in a series of virtual trainings, *Estrategias de Lectura Interactiva en CommonLit*, led by a representative of CommonLit Español. There were five total sessions, each conducted during a 1-hour live (Zoom) session. The training was designed to model strong teacher to student engagement techniques (e.g., breakout sessions with discussion and interactive activities). The sessions explicitly taught methods for teaching the *Lecciones Guiadas*. Between sessions, teachers were asked to assign five *Lecciones Guiadas* (Guided Reading Lessons) and complete pre-, mid-, and post-training surveys about their experience. The final sample of treatment group teachers consisted of 26 teachers who completed the post-training survey. In terms of participation, 16 teachers attended all five live sessions, 4 attended four sessions, 3 attended three sessions, and 3 attended two sessions. If a teacher was not able to attend, they were asked to watch the webinar recording.

Methodology

Comparison Group. During the same eight weeks, comparison group teachers were freely able to access and assign *Lecciones Guiadas*, but were not invited to participate in the aligned training sessions. No surveys were administered to the comparison group about the training experience. Student performance data at pre-test and post test was obtained from the CommonLit database, as in the treatment group.

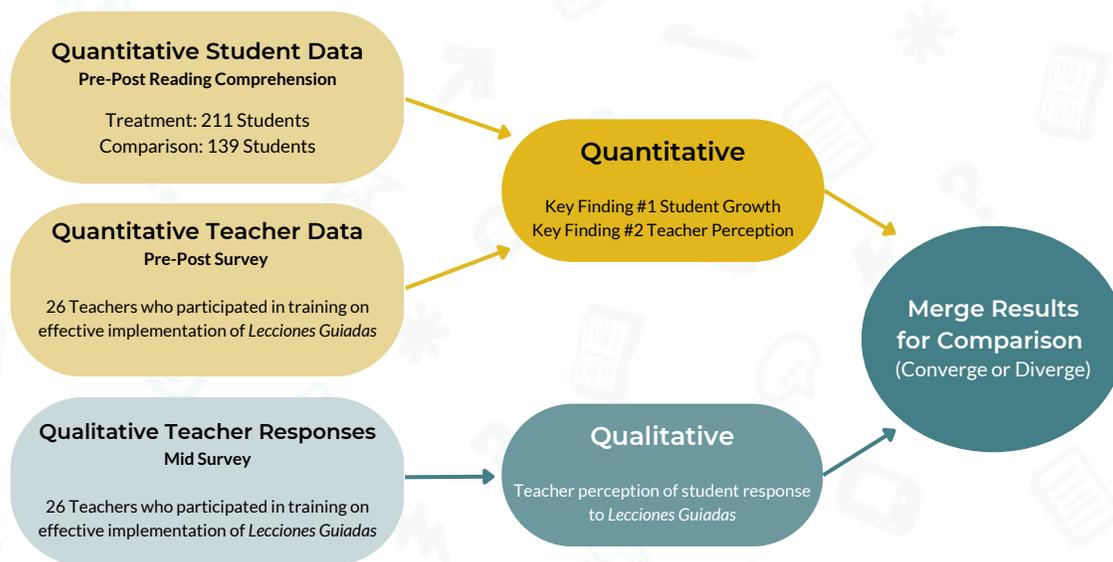
Student Sample. The student sample consisted of a total of 350 middle-and-high school students from Mexico who had completed four or more digital *Lecciones Guiadas* lessons; there were 139 comparison students and 211 treatment students (defined as having a teacher who participated in the training intervention).

Student Reading Comprehension Measures. Growth in student reading comprehension in both the treatment and the comparison group was determined through a reading comprehension pre-test and post-test score. The assessment includes multiple choice questions that are automatically scored on the CommonLit platform, and students receive an average score. Consistent with prior methodology utilized in a large-scale federal grant from the U.S. Department of Education (see [CommonLit Evidence of Effectiveness: 2017-2018](#)), evaluators calculated a student's pre-test and post-test score by averaging the first and last two reading comprehension assessment averages (comprehension score Pre, and comprehension score Post). Growth in reading comprehension was calculated by subtracting pretest from post-test scores.

Teacher Perception Measures (Treatment Only). To measure teacher perceptions of the professional development experience, pre-, mid, and post-training surveys were administered to teachers in the treatment group. The treatment group teacher surveys included quantitative questions about teacher perceptions of the teacher professional learning, and the perceived impact on student achievement. It included their opinions about the effect of the training on their teacher practice, their self-efficacy for teaching measured on a 1-5 Likert Scale (see Appendix C for the survey questions). In addition to these quantitative questions, teachers responded to open-ended qualitative questions. The response rate of the surveys was high at 84%. Quantitative and qualitative analyses were conducted on teachers' responses to the survey items.

Methodology: A mixed-methods convergent parallel design (Creswell, 2015) approach was employed, in which student reading comprehension was evaluated quantitatively and then explored both qualitatively and quantitatively on the teacher surveys. The quantitative and qualitative findings were then merged to evaluate their congruence.

Graphic of Mixed Methods Approach to Data Analysis



A convergent parallel design was used in which quantitative student and teacher data was combined with qualitative findings to capture an overall picture of the effect of the intervention to answer the research question.

Methodology for Key Research Question #1:

Do students whose teachers participated in the Lecciones Guiadas professional development sessions show higher growth in reading comprehension among their students than teachers who did not participate in the professional development sessions?

To answer research question #1, treatment and comparison group pre-post reading comprehension was compared, controlling for baseline levels of reading comprehension to establish baseline equivalence. All students were middle school students from Mexico, so groups were also balanced in terms of age/grade. Student nesting within classrooms was adjusted for using cluster-robust standard errors.

Methodology for Key Research Question #2:

How does participating in the professional development tied to the Lecciones Guiadas impact teacher confidence and self-efficacy in their classrooms?

To answer research question #2, a combination of descriptive and non-parametric pre-post analysis was conducted for the quantitative questions. Qualitative data were coded by two CommonLit staff members using a consensus coding approach. Each coder individually coded the qualitative responses for broad themes, and then met to discuss and combine individual findings into a final set of themes. The qualitative findings were then evaluated in tandem with the student reading comprehension data for purposes of better understanding students' responses to the Lecciones Guiadas.

Key Finding #1

Students of teachers participating in professional development on the use of Lecciones Guiadas (intervention group) outgrew students in the comparison group.

Growth from pre- to post-assessment was greater for students whose teachers participated in the professional development intervention, compared to those in the comparison group. The effect size difference between the groups was +0.29 standard deviations. As may be seen on the graph, reading comprehension scores of students of intervention teachers increased +0.22 standard deviation units; whereas, reading comprehension growth of the comparison group was near zero. See Appendix B for technical details.

Growth in Reading Comprehension in Treatment and Comparison Groups



Students in the treatment group significantly outgrew students in the comparison group in terms of reading comprehension. The effect size difference was +0.29 standard deviations.

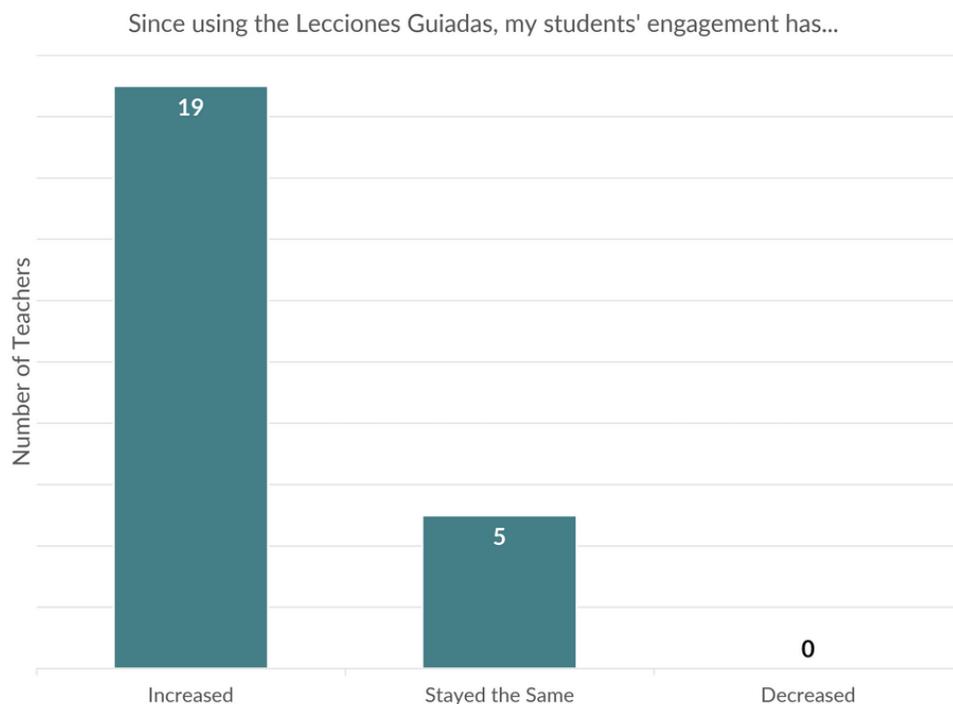
Key Finding #2

Teachers reported that Lecciones Guiadas increased opportunities for teamwork and interaction among students, greater student engagement, motivation, and curiosity, and improved student reading and questioning - relative to traditional modes of teaching.

Teachers' responses to the quantitative survey questions were positive, and were supported by the qualitative responses. The greatest effect, according to teachers' responses on both the quantitative and qualitative portions of the surveys, was an **increase in student motivation and engagement**.

- Seventy-nine percent of the teachers reported that student engagement increased since using the *Lecciones Guiadas*.
- Over half of the teachers (63%) reported that their **students' reading comprehension increased** since using the *Lecciones Guiadas*. This finding corroborated Key Finding #1.
- Over half (54%) of the teachers reported that **students' belief in their ability to read** (i.e., "self-efficacy for reading") increased.

Teacher Perception of Student Growth in Engagement (Treatment)

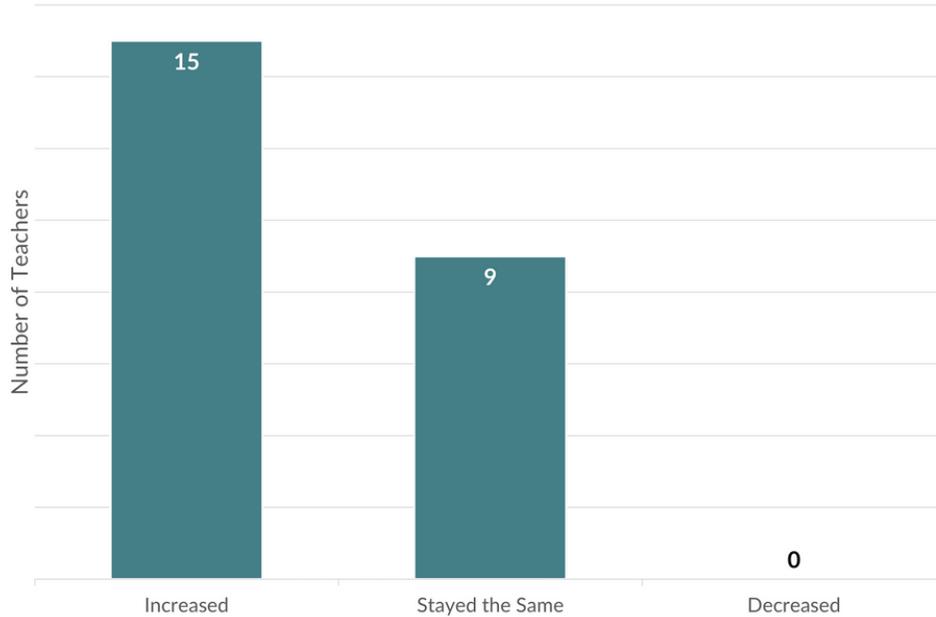


In the treatment group, 79% of teachers reported an observable increase in student engagement.

Key Finding #2

Teacher Perception of Student Growth in Reading Comprehension (Treatment)

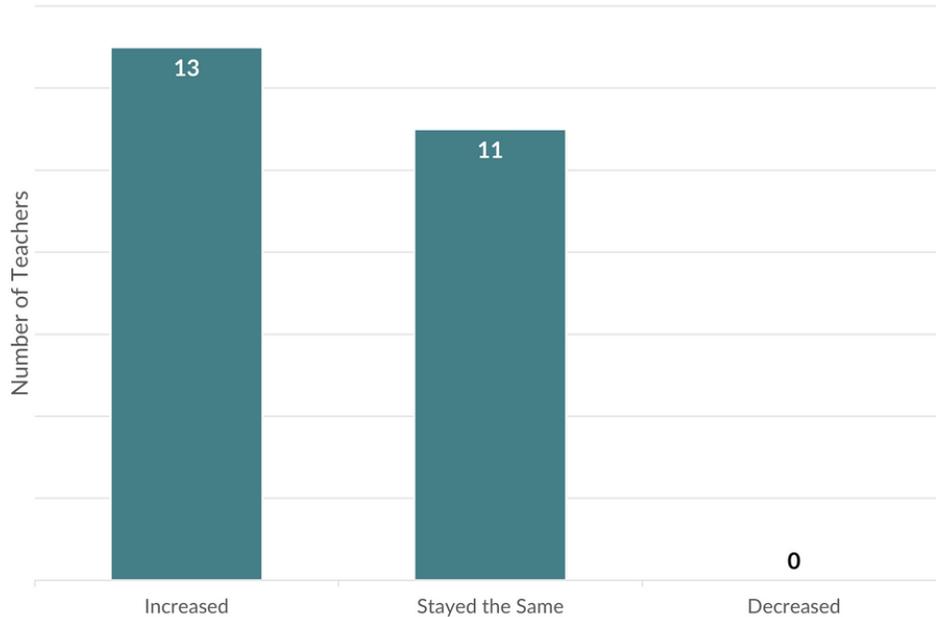
Since using the Lecciones Guiadas, my students' reading comprehension has...



In the treatment group, 63% of teachers reported an observable increase in student reading comprehension.

Teacher Perception of Student Growth in Confidence (Treatment)

Since using the Lecciones Guiadas, my students' belief in their own ability to read has...



In the treatment group, 54% of teachers reported an observable increase in student confidence to read.

Teachers were also asked about the effect of teaching *Lecciones Guiadas* on their own self-efficacy for teaching and beliefs about their teaching practice. Responses to most questions were mixed (see findings in Appendix C). Teacher self-report of two teaching behaviors increased, and both were related to the approaches used when teaching the *Lecciones Guiadas*: Teachers in the treatment group significantly more often reported that they “*provide opportunity for students to collaboratively answer questions*” and that they “*teach students to ask questions about the text while reading*” compared to their responses on the pre-survey.

Qualitative Findings

Qualitative findings supported quantitative results. When asked to describe what went well with the *Lecciones Guiadas*, a synthesis of the responses showed that teachers thought that learning the new teaching methodology increased the interaction among students, increased student engagement, motivation and interest in learning. Last, they reported an improved students’ dynamics of reading and questioning.

Examples of written teacher responses included:

- “The “turn and talk” part, the students participate very well.”
- “Students participate and exchange points of view. They learn to make use of their electronic devices, for example when choosing arguments. There is a lot of willingness to do the exercise where you have to read!”
- “Read aloud and partner reading with your best classmate.”

In addition, numerous teachers described increases in student motivation:

- “Students’ comments are becoming more assertive and nurturing, motivating students’ curiosity.”
- “Class participation and student interest in learning have increased.”
- “Students’ openness to express opinions and acknowledge if they have found it difficult to understand the topic.”
- “That they have liked and enjoyed the readings that I have chosen for them and the way it is used.”

Others described facets of student learning and help in their teaching:

- “The relationship between reading, questionnaire, and evaluation. Saving time in planning activities. An excellent resource to familiarize students with the dynamics of reading and questioning.”
- “Students understand texts more quickly and easily.”
- “The time spent working with the students has been improving, as has their reading comprehension.”

When specifically asked about their students' reactions to the Lecciones Guiadas, teachers again noted *increased student motivation and that students learned strategies for reading*. The question was intentionally neutral in phrasing, in order to allow teachers the freedom to respond positively or negatively. The majority of the comments were positive. However, some teachers noted that the lessons were challenging and confusing the first time they used them. For example, one teacher noted:

“At first, as with any new tool, they encountered some difficulties, however, I believe it will become increasingly easier to navigate and work with guided readings.”

One teacher noted that students became frustrated when they needed to wait for others to finish, and another teacher noted that students' had an existing barrier in the way that they viewed homework. The teacher stated:

“I think it is a good option for acquiring proficient reading habits, but students have the mentality of seeing school and homework as just that - homework for the moment, not beneficial for life, at least in the context of my campus.”

Nearly all comments were positive. The following are sample comments from the most common theme, *student motivation and interest*:

“They have found them very interesting.”

“They like the topics that have been chosen. They find them interesting and especially the readings at their comprehension level. They also feel that they learn and manage the strategies and their skills better each time.”

“With interest and enthusiasm, when they find it difficult I try to explain and do it at the same time to keep them interested.”

“Two of the three groups I have had already worked with the platform and found it initially confusing, but now they are already looking forward to the activity.”

“With amazement, but they are always ready to experience new things.”

“They have reacted positively, with interest and enthusiasm for having one less task and working as a group.”

“Very well, they work practically on their own.”

“They liked the lessons as they covered a variety of topics.”

“They like them, enjoy them and participate.”

“Is a very mellow group (9th grade), they are used to doing readings on the platform (thanks to [their former teacher]) so they do it with pleasure.”

“Positively because it guides them.”

“They are more inclined to read.”

Limitations & Recommendations for Future Research

The current study provided a first examination of teacher training in the use of CommonLit Español *Lecciones Guiadas*. The findings are promising. In the current study, treatment and comparison teachers were from Mexico and taught the same level of student. Baseline scores were evaluated for balance and were statistically-adjusted when conducting group comparison. Future research designs could be strengthened through: 1) explicit recruitment of a comparison sample that interacts with CommonLit personnel to a similar extent as the treatment group, 2) a measure of implementation fidelity for both groups beyond assignment submission, 3) analogous surveys for teachers in both groups, 4) collection of demographic information for students in both groups, 5) baseline equivalence beyond pre-test scores (e.g., gender and socio-economic status), matching when appropriate, and 6) a measure of reading comprehension with reliability and validity evidence for the scores. Plans are ongoing for rigorous evaluation of CommonLit Español and continued offerings of *Estrategias de Lectura Interactiva en CommonLit* sessions.

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Appendix A

Estrategias de Lectura Interactiva en CommonLit Professional Development Sessions

	Session Title	Goal/Objectives	Agenda (60 min)
1	Orientation to Pilot Program	Teachers will be able to: <ul style="list-style-type: none"> • Articulate what the next 8 weeks hold • Choose and assign their first lesson from lesson bank • Identify the three reading modalities (Partner, Independent, Whole class) • Identify the four question types (Think & Share, Turn & Talk, Write, Find Evidence) 	<ul style="list-style-type: none"> • Review key skills participants will learn • Review requirements for the course • Introduce lesson bank • How to find Lecciones guiadas • Overview of a lesson and it's parts • Complete Pre-survey
2	Teacher to Student Engagement Strategies	Teachers will be able to: <ul style="list-style-type: none"> • Identify the teacher's role during Whole-class reading • Identify the benefits of Think and Share Questions 	<ul style="list-style-type: none"> • Teachers share what they learned/ what they found challenging on Jamboard • Review best practices for Think and Share Questions • Review best practices for Whole-class reading
3	Student to Student Engagement Strategies	Teachers will be able to: <ul style="list-style-type: none"> • Identify the teacher's role during Partner reading • Model a turn and talk • Identify the benefits of Turn and Talk Questions 	<ul style="list-style-type: none"> • Teachers share how the second lesson they assigned compared to the first/ student attitudes on Jamboard • Review best practices for Turn and Talk Questions • Introduce how to "fix" incorrect student answers with students - "right is right" concept • Review best practices for Partner reading • Complete Mid-survey
4	Student to Text Engagement Strategies	Teachers will be able to: <ul style="list-style-type: none"> • Identify the teacher's role during Independent reading • Identify the benefits of Find Evidence and Write Questions 	<ul style="list-style-type: none"> • Teachers share what strategies worked well/ what they found challenging on Jamboard • Review best practices for Find Evidence Questions • Review best practices for Write Questions • Review best practices for Independent reading
5	Student Data Close Out Reflections	Teachers will be able to: <ul style="list-style-type: none"> • Locate their students' data on CommonLit.org • Use their students' data to plan for future instruction 	<ul style="list-style-type: none"> • Teachers share what they learned/ what they found challenging on Jamboard • Review where to find student data, how to grade the lessons and use the data to plan for future instruction • Reflection on what we've learned in the last 8 weeks • Complete Post-survey

Appendix B - Key Finding #1

To answer the question of whether reading comprehension scores of students in the intervention sample differed from students in the comparison sample, pre- and post-test data from 350 students were analyzed. version 4.1.2 (R Core Team, 2021), using the base package, estimatr (Blair et al., 2022) and lmerTest (Kuznetsova, et al., 2017) packages.

Table 1 describes the assignment averages for the sample. Intervention students started slightly lower on pre-test than the comparison group students, but outperformed comparison group students on post-test. The initial difference in growth was statistically significant, $t(275) = -2.57, p = 0.01, d = 0.29$, equal variances not assumed.

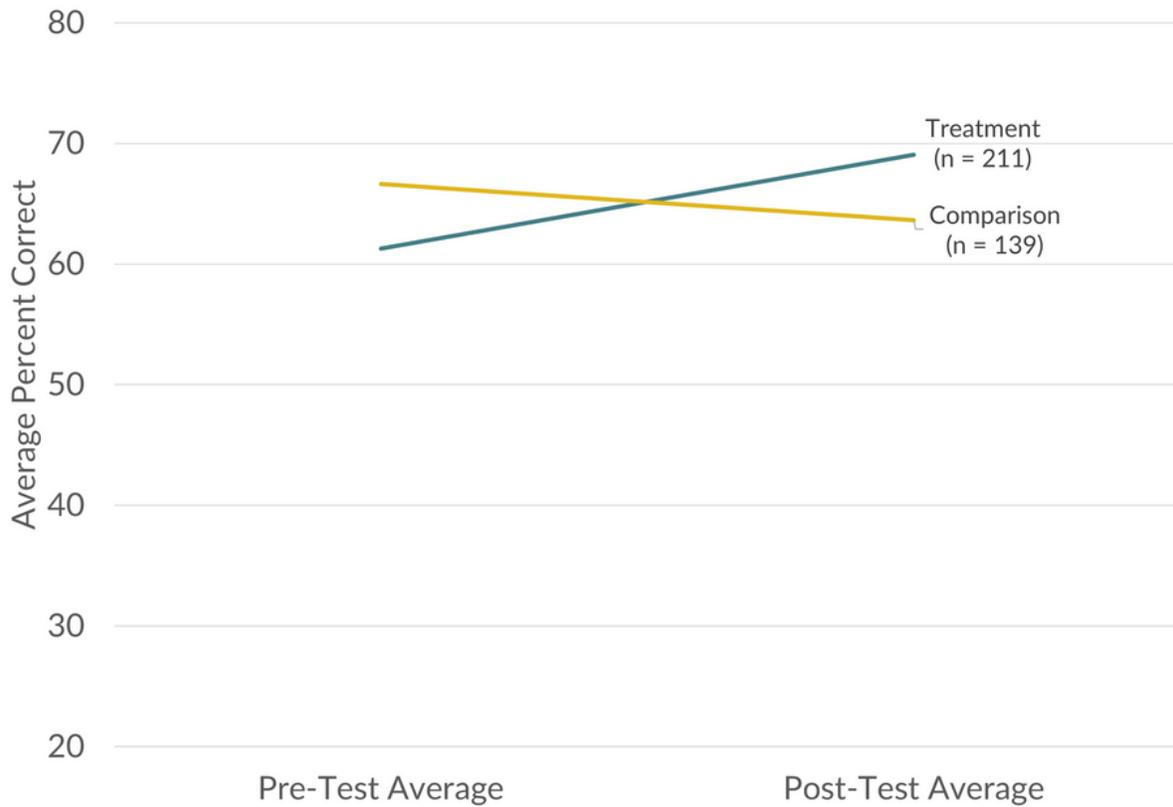
Evaluation of baseline equivalence of pre-test scores was 0.14, suggesting that statistical adjustment was warranted. After adjusting for pre-test scores, the difference between the groups was statistically significant, $b = 7.20, p = 0.03$. However, students were nested within teachers, suggesting that it was appropriate to apply hierarchical linear modeling or adjustment via cluster robust standard errors. When adjusting for nesting using cluster robust standard errors, the difference between groups was not statistically significant. Variance explained by the model was substantial, $R^2 = 0.35$. CommonLit is in the process of conducting training sessions with additional groups of teachers and will continue to explore the relationship.

Table 1.

Description of group sample size and assignment averages

Group	Sample Size	Average Number Lessons Submitted	Pre-test Average (SD)	Post-test Average	Growth in SD units
Intervention	211	4.54	61.27 (30.01)	69.04 (30.01)	+0.22
Comparison	139	5.73	66.63 (36.82)	63.63 (35.90)	-0.08

Treatment and Comparison Group Average Pre- to Post-test Reading Comprehension Scores



Reading comprehension of students in the treatment group was lower than that of students in the comparison group on pre-test and higher than that of the comparison group on post-test.

Appendix C - Key Finding #2

To answer the question about teachers' perceptions of implementing the Lecciones Guiadas, quantitative and qualitative questions on the pre-, mid-, and post-training surveys were analyzed. A mixed-methods convergent parallel approach was used to answer this research question, in which analysis of quantitative and qualitative questions were conducted separately, followed by merging of the findings to draw the final conclusions.

Quantitative analysis included descriptive statistics (i.e., frequencies, percentages) for items that appeared on only one survey – the pre-, mid-, or post-training surveys. For pre/post questions about teacher self-efficacy and teaching practice, McNemar's nonparametric test for pre-post categorical data permitted evaluation of teacher change from pre- to post-training survey. All quantitative analyses were conducted in R statistical software, version 4.1.2 (R Core Team, 2021) base package and the ggstatsplot (Patil, 2021) package.

Qualitative analysis involved a consensus coding approach. Two coders – director of CommonLit Español and director of Evaluation Research at CommonLit – independently coded the qualitative responses for themes. After independently coding, the two met to discuss and agree upon final codes. The primary codes were reported for Key Finding #2.

Mixed methods involved comparing the qualitative findings to the quantitative descriptive statistics. The qualitative findings aligned with and supported the quantitative findings. In particular, the findings of student reading comprehension growth was supported by teachers' perceptions of student growth. However, the richness of the qualitative data provided additional insights, particularly that students were motivated by the Lecciones Guiadas.

In addition to questions about their educational experience, context, and student perceptions, teachers also responded to the following Likert-type items. The items were intended to address teachers' self-reported efficacy and teacher practice.

Self-Efficacy for Teaching

Teachers responded to nine self-efficacy items on both the pre- and the post-surveys. The response scale was 0 (not at all) to 4 (to a great extent). Even on pre-survey, teachers primarily responded with “3’s” and “4’s”. Consequently, it was difficult to note any change from pre- to post-survey. Because so many teachers responded with “4’s” on the pre-survey, on the post-survey it was not unusual for them to offer a lower response than on the pre-survey.¹

1. To what extent can you provide specific, targeted feedback to your students about their reading ability? *The 4’s at pre-survey, shifted down to lower ratings on post-survey.*
2. To what extent can you meet the needs of struggling readers?
3. To what extent can you motivate students who show low interest in reading? *On pre-survey, everyone selected “3” and “4”. On post-survey, responses were mixed*
4. To what extent can you provide your students with opportunities to apply their prior knowledge to reading tasks? – *On post-survey, all participants rated this item “3” or “4”. This means that those who rated “2’s” on pre-survey increased. However, the findings are mixed.*
5. To what extent can you help your students use the reading strategies they have been taught? – *Although some people who rated “4” on pre-survey went down, several people went up from pre- to post-survey.*
6. To what extent can you implement effective reading strategies in your classroom? – *Findings were mixed.*
7. To what extent can you get students to answer written questions embedded in the text as they read? – *Findings were mixed, once again. The one person who rated “2” on pre-survey, rated this item a “3” on post-survey.*
8. To what extent can you get students to talk with each other in class about what they are reading? – *Findings were mixed.*
9. To what extent can you provide your students with writing opportunities in response to reading? – *Findings were mixed.*

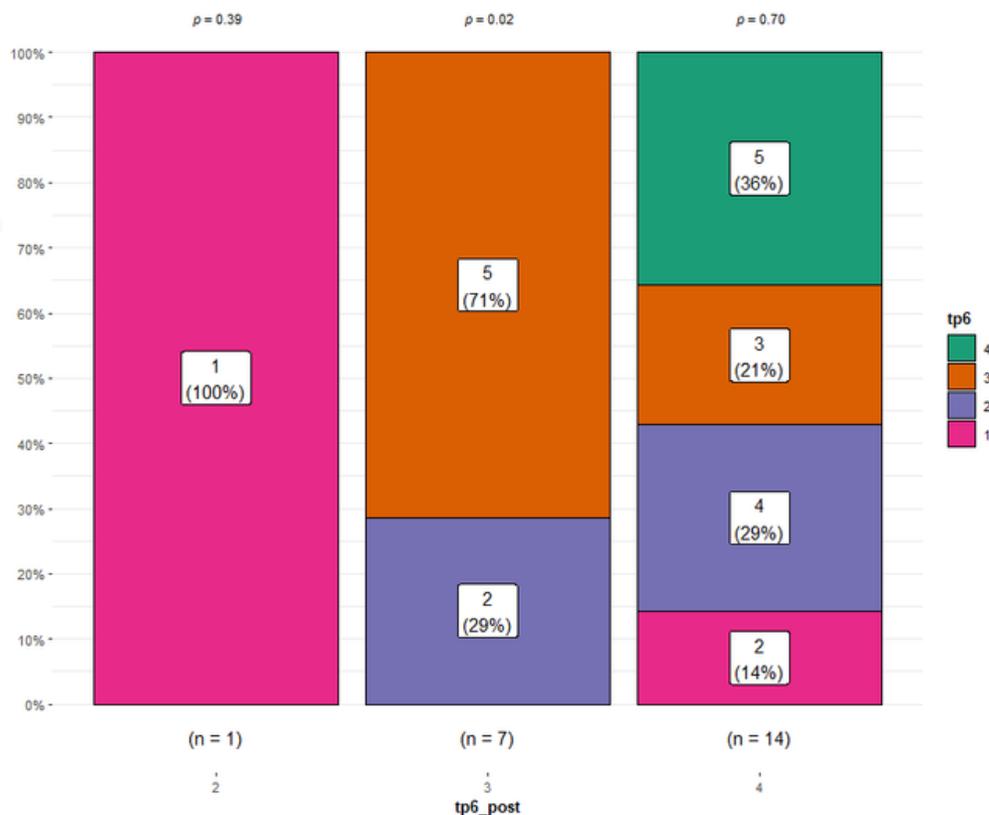
¹Because teachers primarily selected “2”, “3”, or “4”, the data were treated as categorical. McNemar’s test was conducted to evaluate whether there was a statistically significant change in the proportion of teachers responding with the various response options from pre- to post-survey. With the exception of two items, there were no clear findings, suggesting minimal effect.

Teacher Practices

How often do you:

1. Prepare for the lesson by carefully selecting challenging texts – *Findings were mixed.*
2. Provide opportunities for students to read a wide range of texts – *Findings were mixed.*
3. Provide opportunities to ask and answer questions to better understand the text – *Mostly mixed, but 3 teachers who rated “2” on pre-survey, increased to “3” on post-survey. This was not statistically significant.*
4. Have students identify words they do not know as they read – *Mixed, but unlike other items, most of the teachers who rated “4” on pre-survey also rated “4” on post-survey.*
5. Help students determine when they do not understand the text – *mixed*
6. ***Provide opportunity for students to collaboratively answer questions – Teachers increased on this one. With the exception of one teacher, who rated a ‘2’ on both pre-test and post-test, everyone else either stayed at “3” or “4” or went up from pre-to-post survey.***

Pre-Post Change on Teacher Practice Item 6

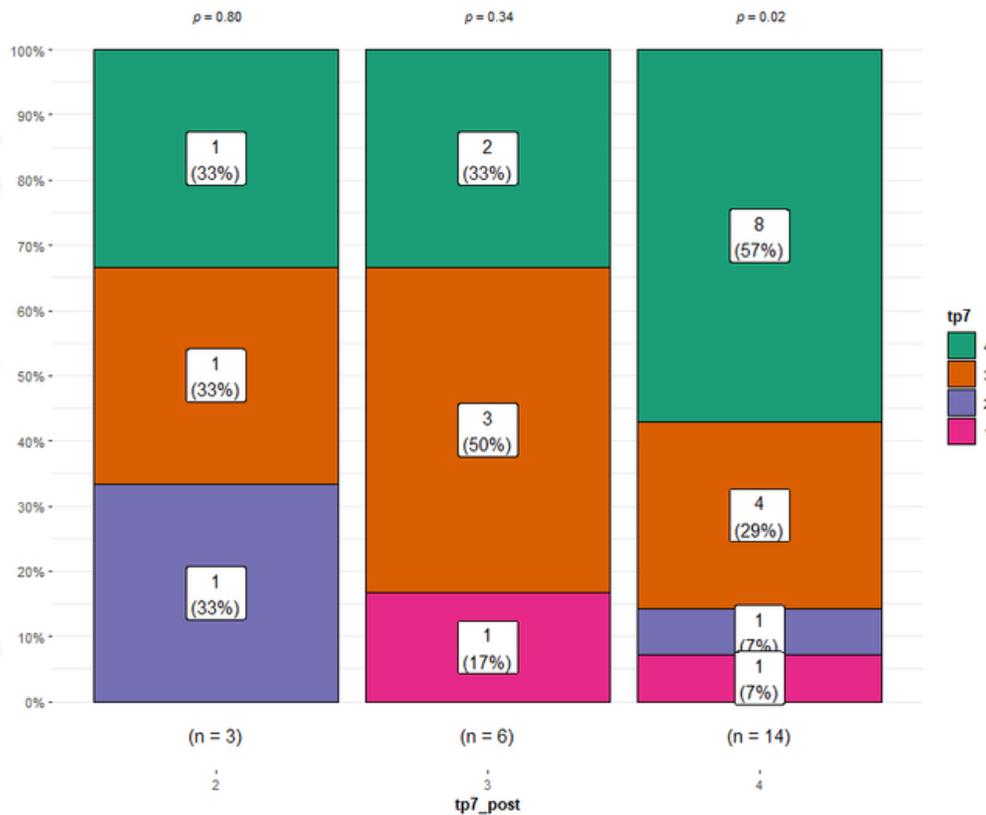


Teachers increased from pre-to-post survey on the extent to which they agreed that they provide opportunity for students to collaboratively answer questions.

Teacher Practices

7. *Teach students to ask questions about the text while reading* – The findings were mixed, based upon those who started with pre-survey “4” ratings going down on post-survey. BUT, those who selected “1” on pre-survey went up, as did one of the “2” and some of the “3”.

Pre-Post Change on Teacher Practice Item 7



Teachers tended to increase from pre-to-post survey on the extent to which they agreed that they teach students to ask questions about the text while reading.

8. Provide opportunities for students to reflect on what they have learned – Findings were mixed.

9. Provide support as the whole class works through a text together – Mixed, although several pre-survey “2”s went up to “4”s on post-survey.