



CommonLit Efficacy Studies: A Summary

September 2023



A Note from the Founder

Michelle Brown, Founder & CEO



Back in 2014, CommonLit began as a research study. At that time, I was a graduate student at Harvard – a former middle school classroom teacher – with a hypothesis about how to help students become confident, joyful readers. The hypothesis was simple: We are underestimating the thoughtfulness of children, particularly children living in poverty, and that by supporting teachers with strong instructional materials, we can help them deliver rigorous, engaging, practice-rich, and grade-appropriate instruction every day.

It all started with a quasi- experimental study featuring 222 middle school students across seven schools in the Boston Public Schools district. I, alongside a study team at the Harvard Graduate School of Education, recruited schools, collected IRB approval, and developed a prototype of CommonLit with ~50 high quality lessons for teachers to choose from. The lessons were designed to get students into reading quickly as soon as the bell rang and not waste any instructional time. The lesson was easy to use; the heart of it was an engaging, meaty text designed to get kids talking about big, important themes that run through life and literature like, *can money buy happiness*, or *why do people follow the crowd blindly?* Students read the text, making notes in preparation for a discussion. They discussed their opinions in a circle, debate style, and were given prompts and notetaking structures for how to listen closely to their peers and respond. The lesson culminated with a short writing assignment synthesizing their ideas; teachers made the expectations for the writing very clear – and showed model writing – and then circulated the room while students wrote, leaning down to meet one on one with students to deliver feedback. The following day, students read another text featuring the similar thematic elements, building their knowledge, momentum, excitement, and sense of expertise on the topic from the previous day.

Here's how the study worked: Students were divided into treatment and comparison groups; teachers in the treatment group got access to the CommonLit lesson library. To ensure the study met criteria for ESSA Tier II level of evidence, we worked hard to make sure the treatment and comparison groups were balanced in important ways, and used strong validated survey tools as a pre and post-test in both groups – the same survey tools used in the Measures of Effective Teaching (MET) study, sponsored by the Bill and Melinda Gates Foundation. Over the course of seven weeks, I observed classrooms across Boston using the lessons, clocking minutes spent reading/writing, and capturing transcripts of teacher and student talk. The results gave me confidence to quit my job, and sit on my sofa in Scranton for the next two years building CommonLit using a bit of money I had gotten as a wedding gift. *Students in the treatment group outperformed students in the comparison group across all five latent variables of student engagement that we measured.* The differences were statistically significant, and the study helped CommonLit win a \$3.9M Department of Education award for Innovative Approaches to Literacy in 2016 – a grant that supported further research and development throughout 2016 to 2018. You can still read the study [here](#).

Now, nearly ten years into my journey leading CommonLit, we have continued to make research and evaluation a cornerstone of our work and learning. Today, our commitment to research is a key differentiator in a market that doesn't do enough to incentivize investments in research. The following report summarizes the major studies we have conducted to date on all of the programs we offer – the CommonLit Library, CommonLit 360, and CommonLit Español – all at much larger scale than most educational studies because of our massive audience.

Just like back in 2014, these consistent, positive results – replicated in many different contexts – give our whole team the confidence and optimism to wake up every day and continue building this important free resource. We are not done.

Michelle Brown
January 2023

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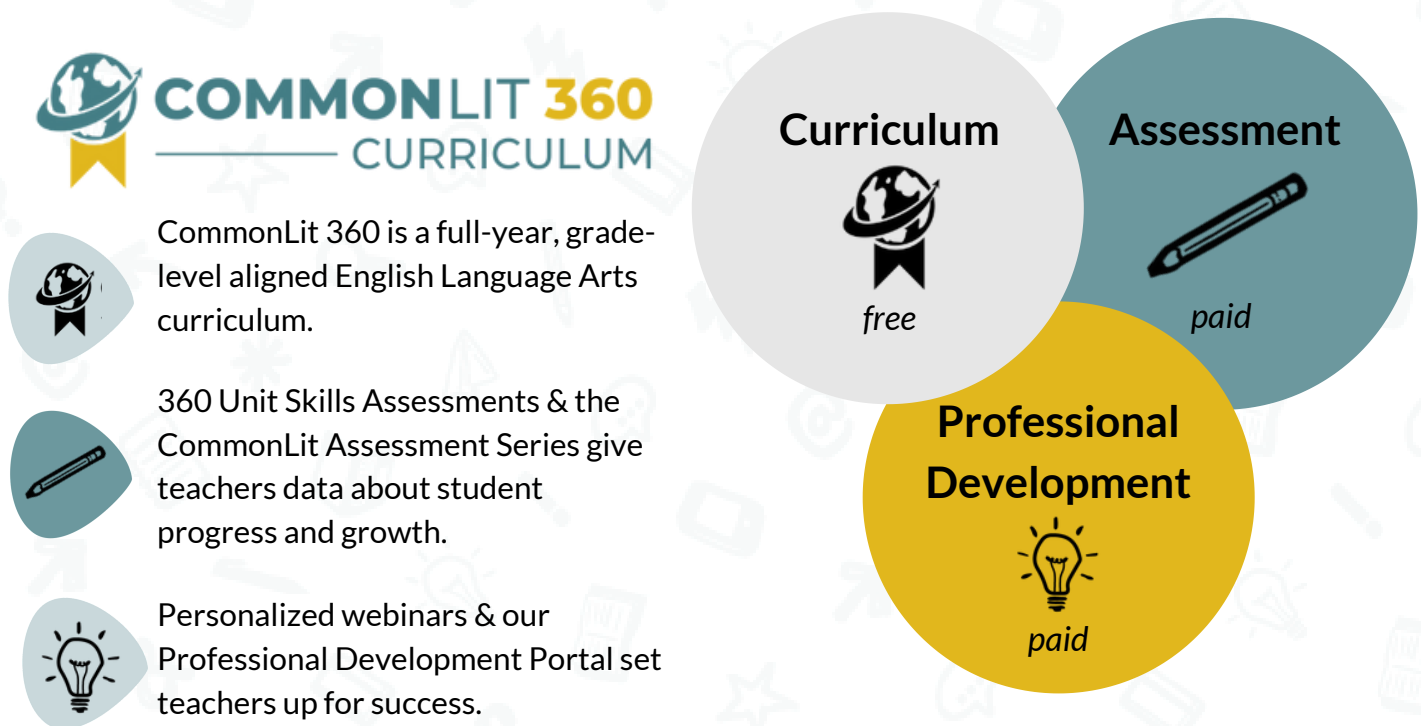
CommonLit 360 Curriculum Studies



CommonLit 360 Program Model and Research Timeline

CommonLit 360 Curriculum for Middle School (Grades 6-8) and CommonLit 360 for High School (Grades 9-12, in development) is a complete curriculum for English Language Arts. The affordable program encompasses all of the pieces of an academic program: curriculum, assessments, and professional learning for teachers.

CommonLit 360 Curriculum Program Model



CommonLit 360 Research Timeline

Four studies, including three experimental studies and one case study, have been conducted on CommonLit 360, summarized in the following pages. Most recently, CommonLit was awarded a high profile Department of Education EIR award to conduct a large-scale, three-year randomized controlled trial across 80 schools nationally with Columbia University researchers serving as external evaluators. CommonLit will conclude two additional rigorous QED studies in SY 2022-23 and SY 2023-24.

CommonLit 360 Research Timeline

2017 to 2020	SY 2020 to SY 2022	SY 2021 to SY 2022	SY 2023 to SY 2026
CL360 Usability + Development Research CommonLit used observational approaches (300 hrs of classroom observation), interviews, and surveys (5k collected) to make CL360 very user friendly and iterate the tools to meet the needs of teachers.	CL360 Study in NYC Public Middle Schools With support from the Robin Hood Foundation and Columbia University researchers, CommonLit recruited and studied the effects of CL360 in 10 high-needs schools in New York City. The study showed statistically significant gains in reading in all grades.	CL360 Quasi Experimental Study with Gates & Mathematica CommonLit and Mathematica conducted a large scale rigorous QED in partnership with the Gates Foundation to study CommonLit Utilization and student engagement and cultural affirmation, including across subgroups of students. The study showed positive effects.	CL360 Randomized Controlled Trial with Columbia University (CPRE) With CPRE, CommonLit will conduct a large-scale orchestrated RCT study of CL360 V 2.0 in at least 80 schools nationally. <i>CommonLit was awarded a Department of Education grant under EIR for this research.</i>

Gates-Mathematica Quasi Experimental Study (School Year 2021-2022)

Evaluator: CommonLit in collaboration with Mathematica funded by the Gates Foundation

Sample: Large-scale quasi-experimental study including 113,825 sixth through tenth grade students in 313 schools in 40 states across the nation. Overall, the schools represented in the sample serve 14% Black students, 22% Latinx students, 51% male students, and 32% students experiencing poverty.

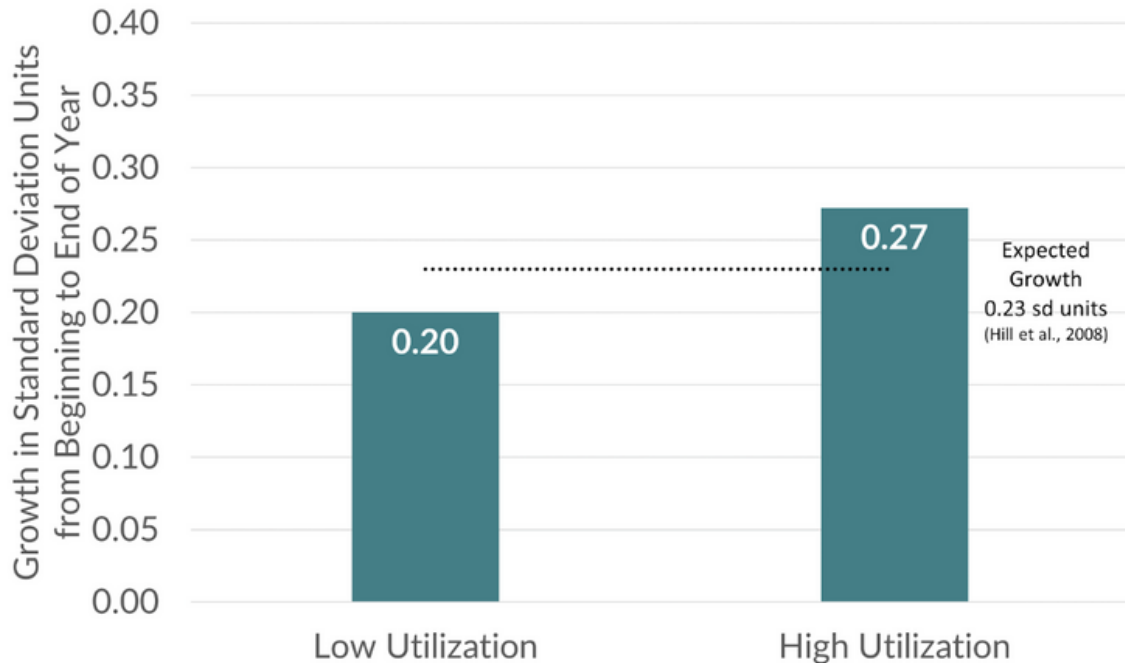
Outcome measure: Student achievement in reading, as measured by valid pre/post assessments

Summary of Findings

Students with teachers highly utilizing CommonLit 360 saw statistically significantly more academic growth in reading growth than students in comparison group classrooms. Teachers who taught more CommonLit 360 units of instruction saw **2.1 months greater growth in their students' reading skills than students of teachers in the comparison group**. Students in the high utilization group grew 0.27 standard deviations, which represents more than expected learning in one school year (Hill et al, 2007), with an **overall effect size of +0.07** difference between the two groups.

Summary of Findings

Reading Growth of Students in Treatment and Comparison Groups (SY 2021-2022)



Students in the treatment group (High Utilization) grew 0.27 standard deviations overall, representing more than expected learning in 1 school year (Hill et al, 2007).

Methodology

Researchers created treatment and comparison conditions based on teacher utilization data. Differences-in-differences analysis was conducted to evaluate the difference in growth of students in high- and low-usage classes. The model controlled for baseline reading scores to isolate the effects of the intervention itself.

[Read the full report here.](#)

Case Study: CommonLit 360 in Blount County, Tennessee: A Case Study (SY 2020-2021)

Evaluator: CommonLit in collaboration with Blount County Schools administration

Dataset: Tennessee Department of Education publicly-available data

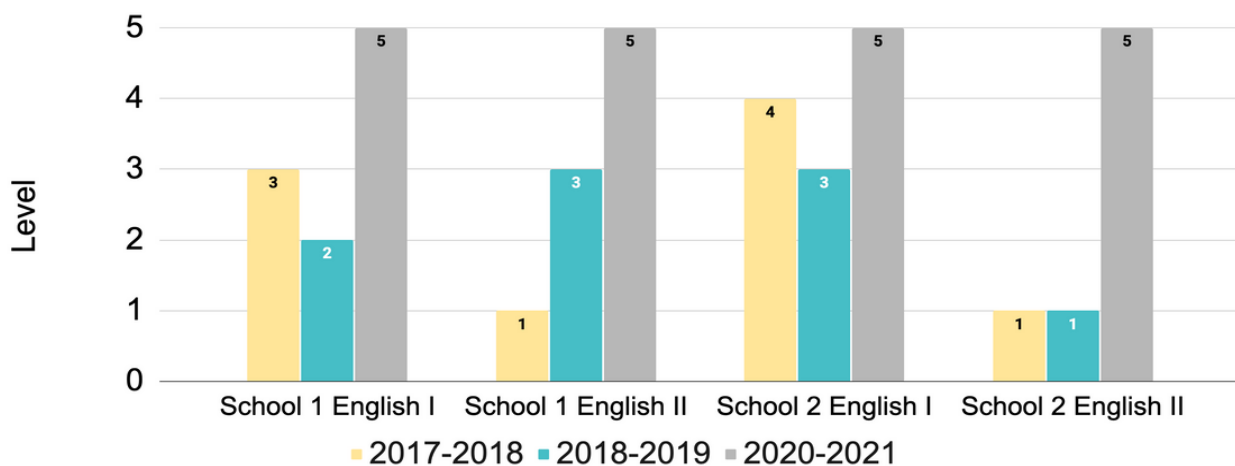
Outcome Measure: Student growth in reading according to the TNReady State Assessment, permitting value-added comparisons across all schools in the state

Sample Size: All 9th and 10th grade students in the Blount County, TN school district

Summary of Findings

In the year of CommonLit 360 implementation in SY 2020-2021, student reading growth in Blount County went from being among the lowest in the state to among the highest, with all English I and II classes in the district scoring a Level 5 (the highest level) on the TNReady. In addition, higher proportions of students in Blount County scored at On Track and Mastery levels, and lower proportions of students scored Below grade level the year they adopted 360. The full report also details how historically underserved student populations saw growth similar to those seen for all groups of students, and also includes teacher and administrator qualitative interview findings suggested that adoption of the CommonLit 360 curriculum led to more time for collaboration, planning and instruction, greater student engagement, deeper student insights, more student-led questioning, and tighter alignment of curriculum to English Language Arts grade-level standards.

Blount County Schools' TNReady Value-Added Score Levels, 2017-2021



Blount, TN high schools posted "Level 5" gains on the TNReady -- the highest designation for growth -- the year the district implemented CommonLit 360 in SY 2020-2021.

Methodology

Controlling for bias and “nesting”: The current case study included all 9th and 10th grade students’ performance in two Blount County Schools using publicly-available data from the Tennessee State Department of Education. Value-added estimates were obtained through hierarchical linear modeling methods to control for nesting of students within classes and schools.

[Read the full Blount Case Study here.](#)



CommonLit 360 in Blount, Tennessee (2022-2023)

Evaluator: Blount County Schools and Tennessee Department of Education

Dataset: Tennessee Department of Education publicly-available data

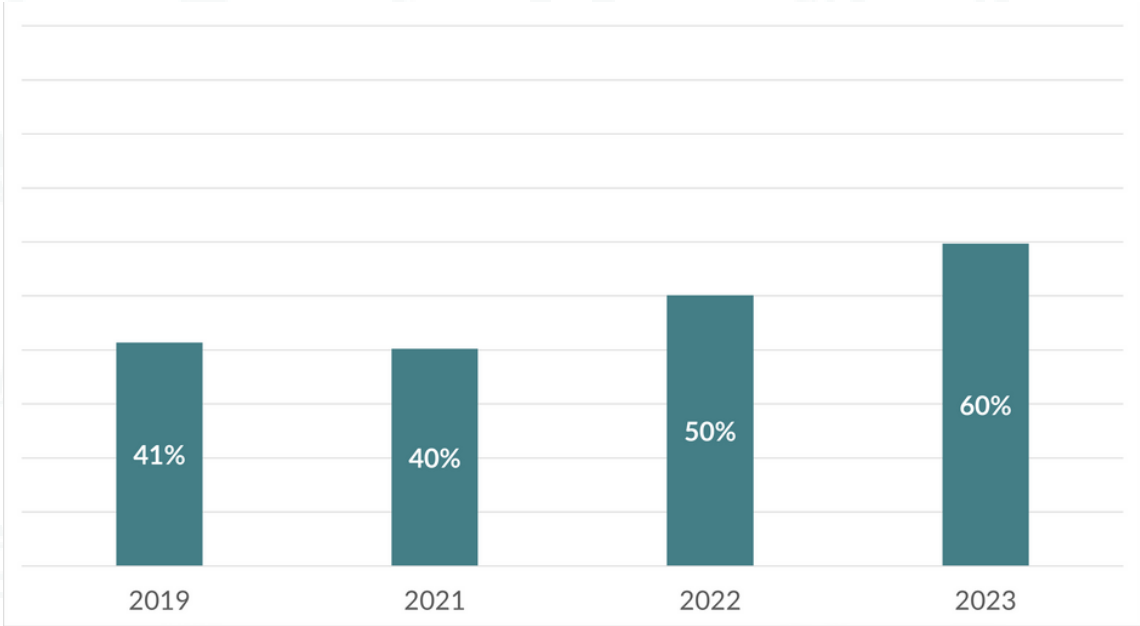
Outcomes Measure: Student growth in reading according to the Tennessee Comprehensive Assessment Program (TCAP) in English Language Arts, permitting evaluation of student reading competency for all schools in the state

Sample Size: All 10th grade students in the Blount County, TN school district

Summary of Findings

In 2019, English Language Arts teachers in Blount County began implementing CommonLit 360. At the time, only 41% of the 10th grade students met or exceeded expectations for their grade level (On Track or Mastery). After the school district fully implemented CommonLit 360 as its core ELA curriculum, the proportion of 10th grade students who meet or exceed expectations steadily increased. By 2023, 60% of tenth grade students met or exceeded expectations for their grade level. This is 10.6 points above the state achievement level of 49.1% students meeting or exceeding grade level expectations (On Track or Mastery). The graphic below illustrates the steady upward trend seen since full implementation of CommonLit 360.

Proportion of Tenth Grade Students Who Met or Exceeded Expectations Across Four Years

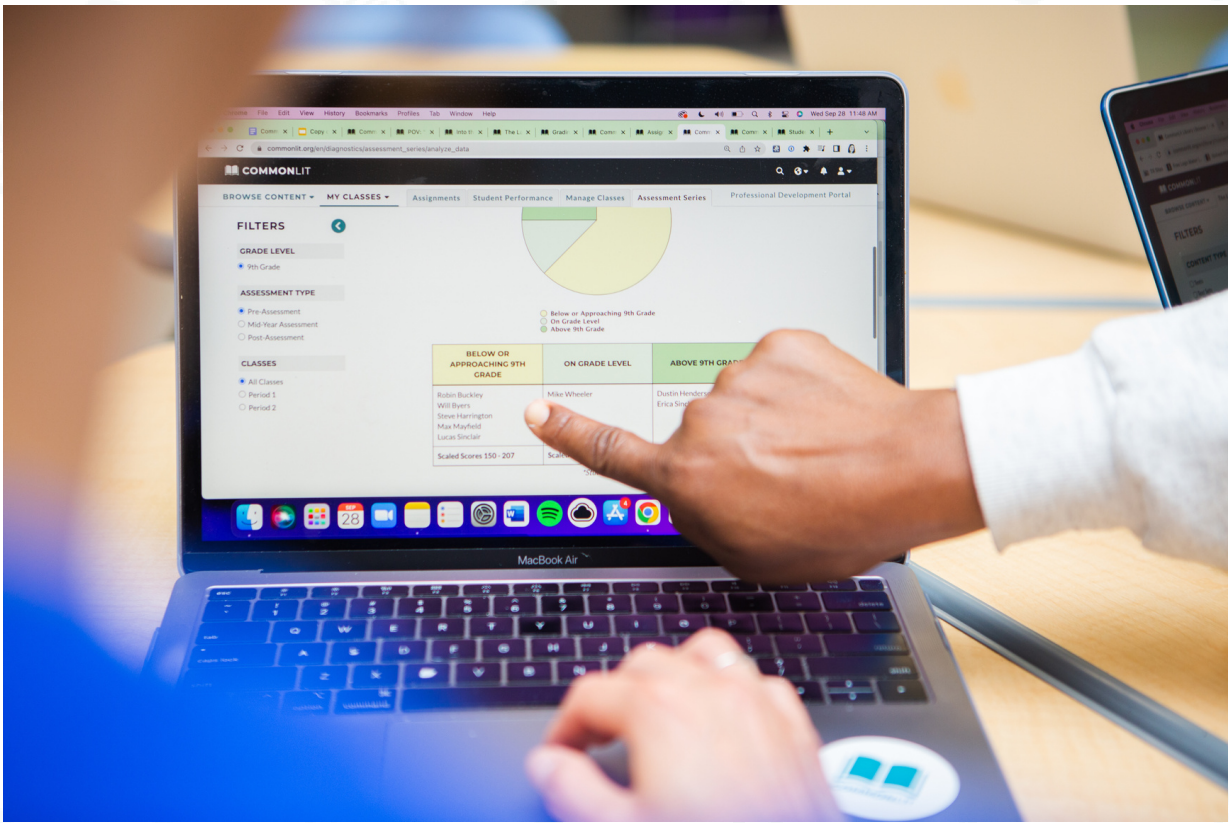


Caption. Since 2019, Blount County Schools' tenth grade students went from 41% to 60% meeting or exceeding expectations (i.e., On Track or Mastery) on the Tennessee Comprehensive Assessment Program tests. (Note: Data from 2020 were not available, due to the pandemic.)

Methodology

Tenth grade students in Blount County completed the TNReady English Language Arts Assessment as part of the Tennessee Comprehensive Assessment Program. The current findings represent a descriptive summary of scores from the census of all 10th grade students in the district.

[Read the full blog here.](#)



New York City Public Schools Study I (SY 2020-2021)

Evaluator: CommonLit, supported by the Robin Hood Foundation

Year: 2020-2021 school year

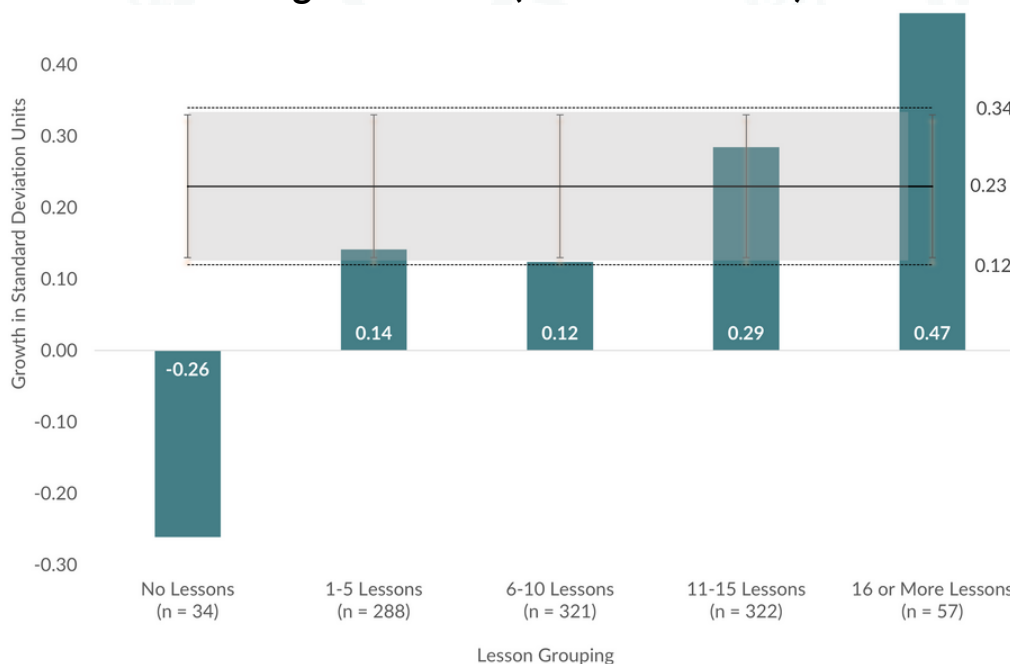
Sample Size: 1,022 middle school students from seven high-need schools in New York City. All schools were large public schools classified as Title I, low-income schools. Across the schools, the percentage of students who were eligible for free lunch ranged from 63% to 94% (median = 85%).

Outcome measure: Student achievement in reading, as measured by valid pre/post assessments

Summary of Findings

Students in classes utilizing CommonLit 360 showed increases in reading achievement from pretest to post-test across every grade **at or above the expected level of reading gains in 1 year**, as represented by the gray shading in the chart (Hill et al, 2007). CommonLit 360 utilization was a strong predictor of gains in reading – even in a pandemic year marked by disruptions – and even after controlling for baseline reading scores, English language learner status, participation in special education class status, and grade level. There was a dosage effect: students who submitted more lessons showed greater gains than students who completed no or few lessons. Gains for English Language Learners and students with disabilities were similar to students without these designations.

Reading Gains of Students by Number of Completed CommonLit 360 Digital Lessons (NYC 2020-2021)



In the sample, there was a clear “dosage effect” where CL360 utilization was a strong predictor of greater learning – with students at all levels of CL360 utilization showing gains at or above “expected” reading gains in one year (Hill et al, 2007).

Methodology

Controlling for bias: The model controlled for common predictors of end of year scores to isolate the effects of the intervention itself, including: baseline assessment scores, grade level, English language learner designation, special education class participation, number of lessons submitted by students, as well as teacher and school effects.

Controlling for “nesting”: Students were nested within classrooms, which were nested within schools. This was addressed by using hierarchical linear modeling (aka “multilevel modeling”).

[Read the full report here.](#)



New York City Public Schools Study II (SY 2021-2022)

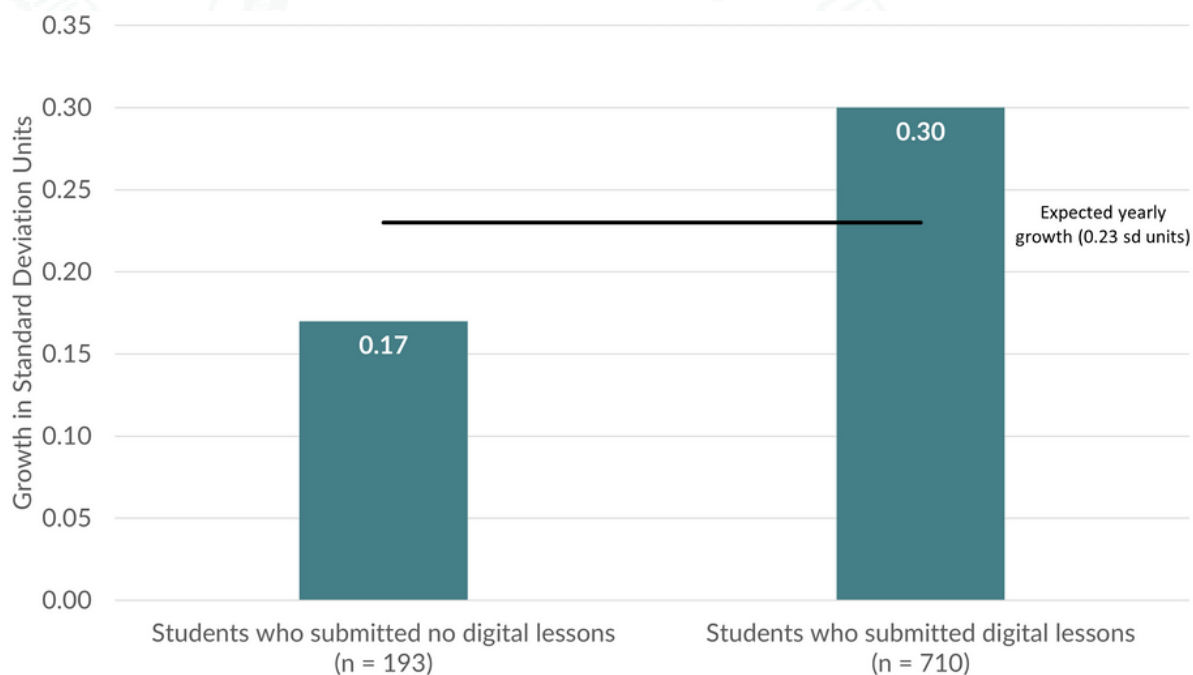
Evaluator: CommonLit with support from The Robin Hood Foundation

Sample: Quasi-experimental design included 903 sixth through eighth grade students in 11 NYC schools. There were 82% Title I schools, with 80% students qualifying for free or reduced-price lunch. Over 93% students in the sample represented students of color, and 19% of the population represented students with disabilities.

Summary of Findings

Students in the study saw academic improvement overall; however, consistent with previous research, students in the CommonLit 360 treatment group saw significantly greater academic improvement, **growing 0.30 standard deviations overall** which is roughly twice as much compared to students in the comparison group who completed no CommonLit 360 lessons. The overall **effect size was 0.17**; in other words, reading growth of students in the treatment group saw +0.17 standard deviation units greater growth than students who did not get exposure to CommonLit 360. Students in the treatment group submitted 6.43 CommonLit 360 digital lessons, on average.

Reading Growth of Students in Treatment and Comparison Group



Students in the treatment group grew +0.17 standard deviation units more from pre-test to post-test than students in the comparison group who did not get exposure to CommonLit 360.

Methodology

Controlling for bias: Treatment and comparison groups were balanced on pre-test scores. The model controlled for common predictors of end of year scores to isolate the effects of the intervention itself, including pre-test and grade-level.

Controlling for “nesting”: Students were nested within classrooms, which were nested within schools. This was addressed by using hierarchical linear modeling (aka “multilevel modeling”).

[Read the full report here.](#)



New York City Public Schools Study III (2022-2023)

Evaluator: CommonLit, supported by the Robin Hood Foundation

Dataset: 2022-2023 school year

Outcomes Measure: Student growth in reading, as measured by valid assessments

Sample Size: 3,097 middle school students from 26 schools in New York City. 23 out of 26 of the schools were designated as low-income (Title I eligible) schools. 24 out of 26 of the schools enrolled 50% or more students who identified as Black and/or Hispanic (range = 50% - 98%, median = 91%).

Summary of Findings

Higher usage of CommonLit 360 – as measured by the number of CL 360 digital lessons submitted by students – predicted higher reading growth. This was true for students at all grade levels (6th-8th). Middle schoolers who experienced CL 360 materials at higher levels gained several additional months of learning beyond the annual expected reading growth – specifically 1.9 months, 5.4 months, and 2.3 months for 6th, 7th, and 8th graders, respectively. The more CL 360 digital lessons a student submitted, the more reading growth they observed on average. Importantly, this relationship between CL 360 usage and reading growth was not significantly different for traditionally underserved populations of students, such as English language learners, students with disabilities, and students enrolled in Title I schools. These results are exciting and suggest that CommonLit 360 can help all groups of students.

Reading Growth of Students in NYC schools (N = 3,097) 2022-2023

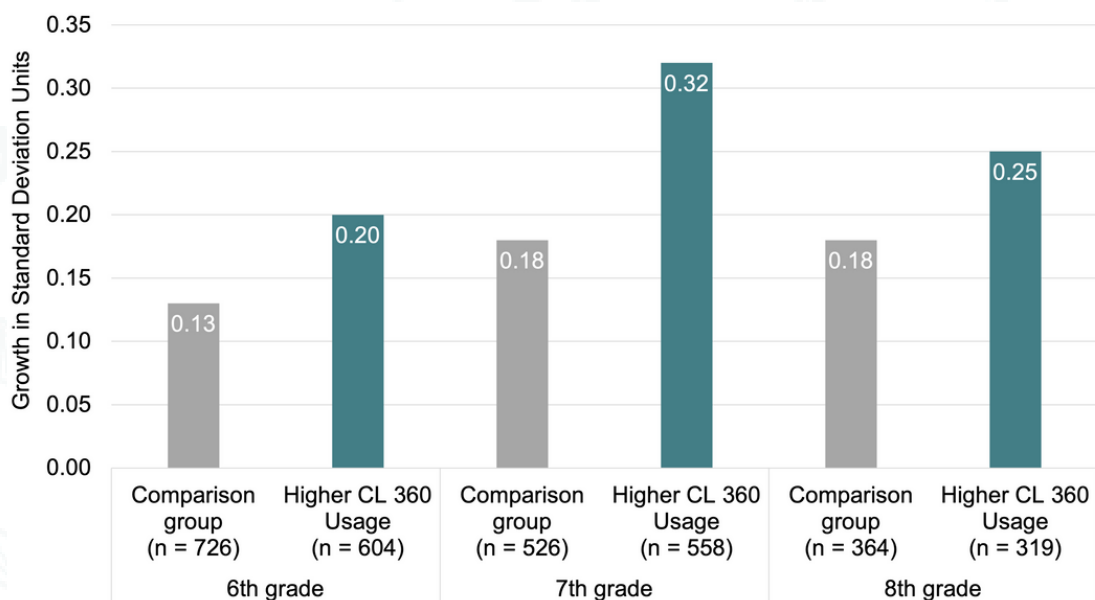


Figure 1. The graph shows the effect size of the reading growth of 6th, 7th, and 8th grade students from beginning to end of the school year in standard deviation units. Students in the higher CL 360 usage group submitted 4 or more digital lessons, while students in the comparison group did not experience CommonLit 360 at meaningful levels.

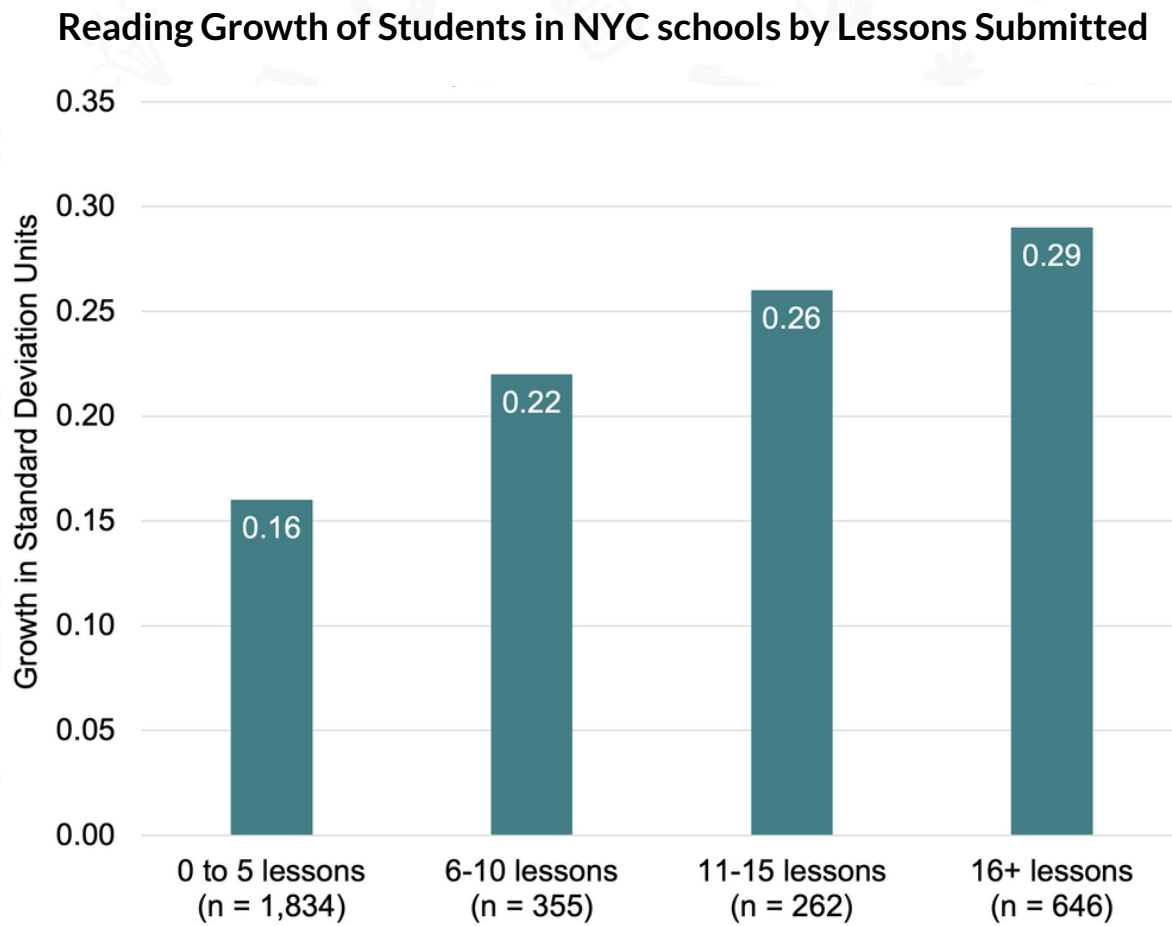


Figure 2. The graph shows the effect size of students' reading growth from beginning to end of the school year in standard deviation units based on how many CommonLit 360 digital lessons they submitted.

Methodology

Middle school students completed reading assessments at the beginning and end of the school year. Reading growth was measured by subtracting beginning-of-year assessment scores from end-of-year assessment scores. To control for bias, statistical models controlled for important factors such as prior performance, grade level, status as an English language learner, enrollment status in a Special Education course, and school's Title I status. To control for teacher effects and school effects, analyses used hierarchical linear models that accounted for the fact that some students had the same teacher or were from the same school.

[Read the full blog here.](#)

Gates-Mathematica CommonLit 360 Student Engagement and Cultural Awareness Analysis (SY 2021-2022)

Evaluator: CommonLit in collaboration with Mathematica funded by the Gates Foundation

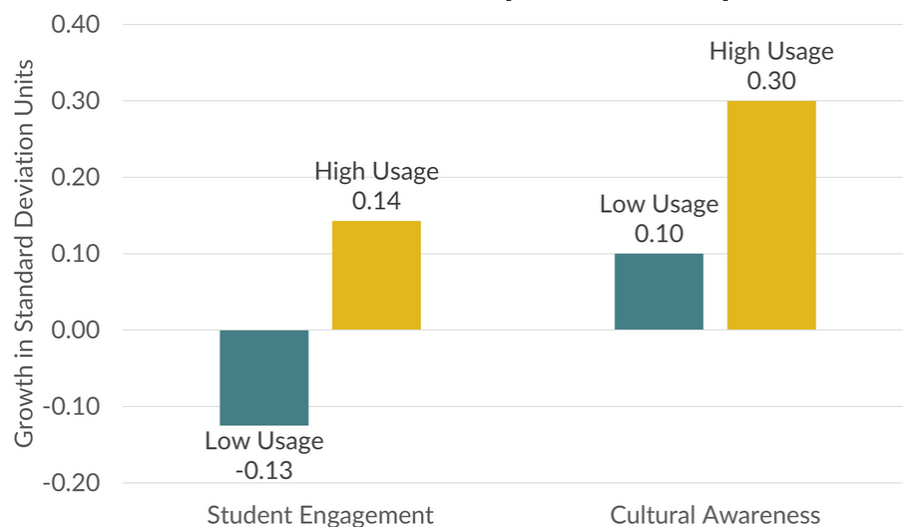
Sample: Quasi-experimental study including data from 643 sixth through tenth grade students from 15 schools in 6 districts across Florida, Pennsylvania, Ohio, and Tennessee. The sample consisted of 52% female, 95% English speaking, 30% Black, 12% multiracial or other, and 58% White students.

Outcome measure: Student surveys using self-reported scales of *Student Engagement* and *Cultural Awareness* administered at the beginning and end of the school year.

Summary of Findings

Students with high CommonLit 360 usage teachers reported being more engaged in their classroom (+0.22 effect size) and awareness of culture (+0.27 effect size) compared to students in the comparison group who did not utilize CommonLit 360 as a curriculum.¹ These students were more likely to report that their class kept their attention, that class was enjoyable and interesting, and that they liked the way they learned in class. They also reported increased awareness of their cultures, that they felt proud of their backgrounds, that they learned new things about their cultures or communities, and had the chance to learn about the cultures of others.

**Student Growth in Engagement and Cultural Awareness
in Treatment and Comparison Groups**



Students in the CL360 treatment group (High Usage) reported higher levels and increases in their self-reported engagement and cultural awareness.

¹ The student engagement scale included the following prompts: This class keeps my attention - I don't get bored; My teacher makes learning enjoyable; My teacher makes lessons interesting; I like the way we learn in this class. The cultural awareness scale included the following prompts: When working with my teacher, I feel proud of my background; When working with my teacher, I've learned new things about my culture or community; When working with my teacher, I have the chance to learn about the culture of others.

Methodology

Differences-in-differences analysis was conducted in order to compare the growth of students in high- and low-usage classes. The model controlled for baseline scores and students' gender and ethnicity to isolate the effects of the intervention itself.

[Read the full report here.](#)



An Analysis of Student Self-Efficacy in Writing: SY 2021-2022 to Mid-Year

Evaluator: CommonLit Director of Research

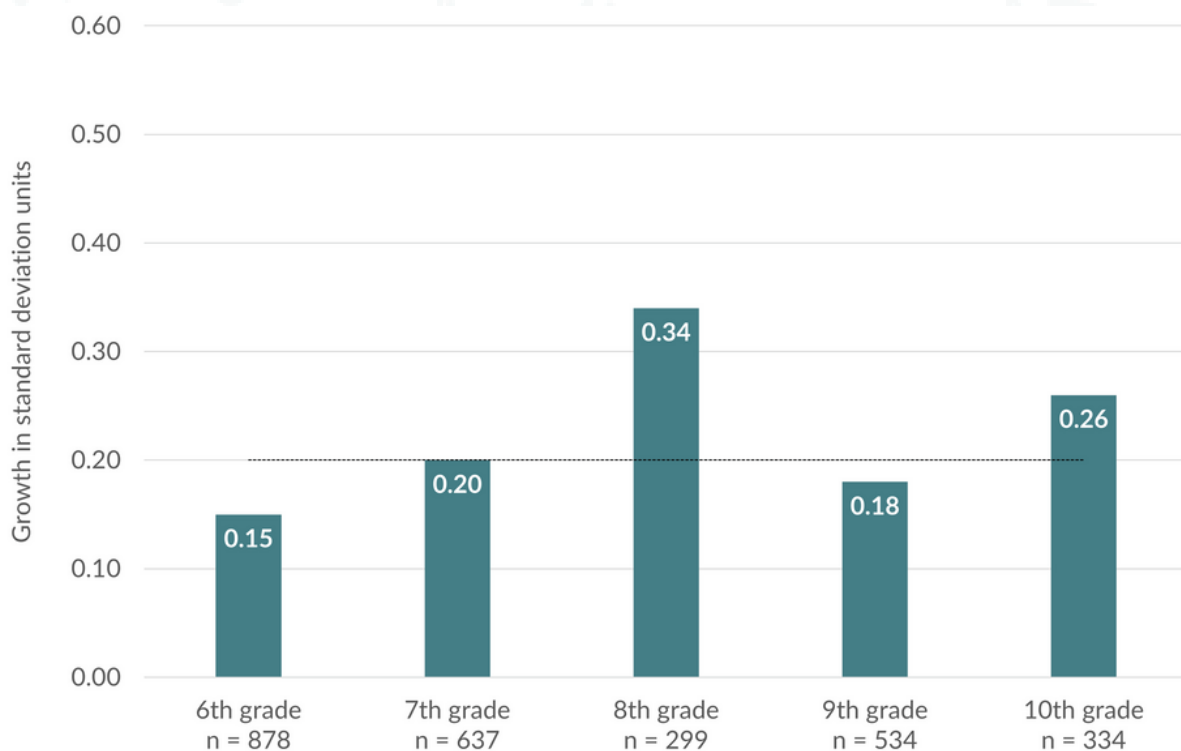
Year: 2021-2022 school year, results analyzed at mid-year point

Sample: 2,682 students, grades 6 through 10, who completed at least four CommonLit 360 lessons

Summary of Findings

Overall growth in students' self-reported writing efficacy ("I am a good writer" survey item) among students in classrooms utilizing CommonLit 360 was 0.20 standard deviation units from beginning to mid-year. When examined by grade level, writing self-efficacy growth ranged from 0.15 standard deviation units (6th grade) to 0.34 standard deviation units (8th grade).

Overall Student Growth in Self-Efficacy for Writing ("I am a good writer") Among Students Utilizing CL360 (SY 2021- 2022)



From baseline to mid-year, students who completed at least 4 CommonLit digital lessons during the 2021-2022 school year saw growth in terms of their confidence in writing.

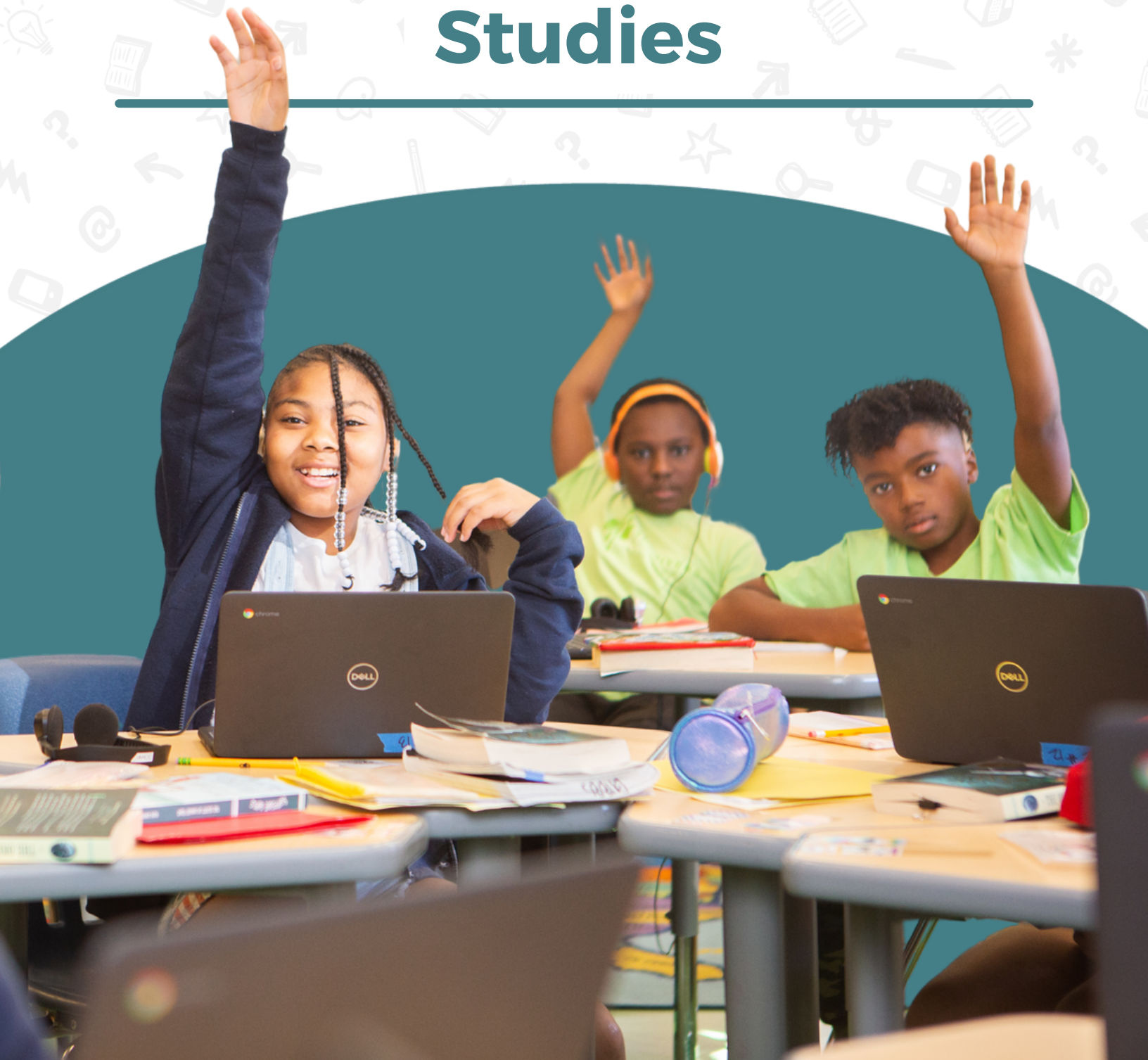
Outcome measures

- A Survey item measuring student self-efficacy in writing administered at the end of every CommonLit 360 digital writing lesson.
- Students respond to the survey item “I am a good writer,” on a Likert scale of 1 (strongly disagree) to 4 (strongly agree).
- Baseline self-efficacy scores were the average survey response of students’ first two CommonLit 360 writing lessons. The final outcome was the average of students’ last two CommonLit 360 writing lessons (analyzed at mid year). Self-efficacy growth was calculated by subtracting baseline efficacy from final outcome efficacy.

Methodology

Controlling for bias and “nesting”: The analysis in this preliminary report is a descriptive analysis, broken out by grade level. End-of-year analyses will involve additional controls, such as student writing and reading performance, English Language Learner status, and participation in special education classes. End-of-year analyses will address nesting of students within classes and schools by utilizing hierarchical linear models (aka “multilevel models”) or cluster robust standard errors.

CommonLit Library Studies



CommonLit Digital Library Effectiveness Study (SY 2021-2022)

Evaluator: CommonLit researchers

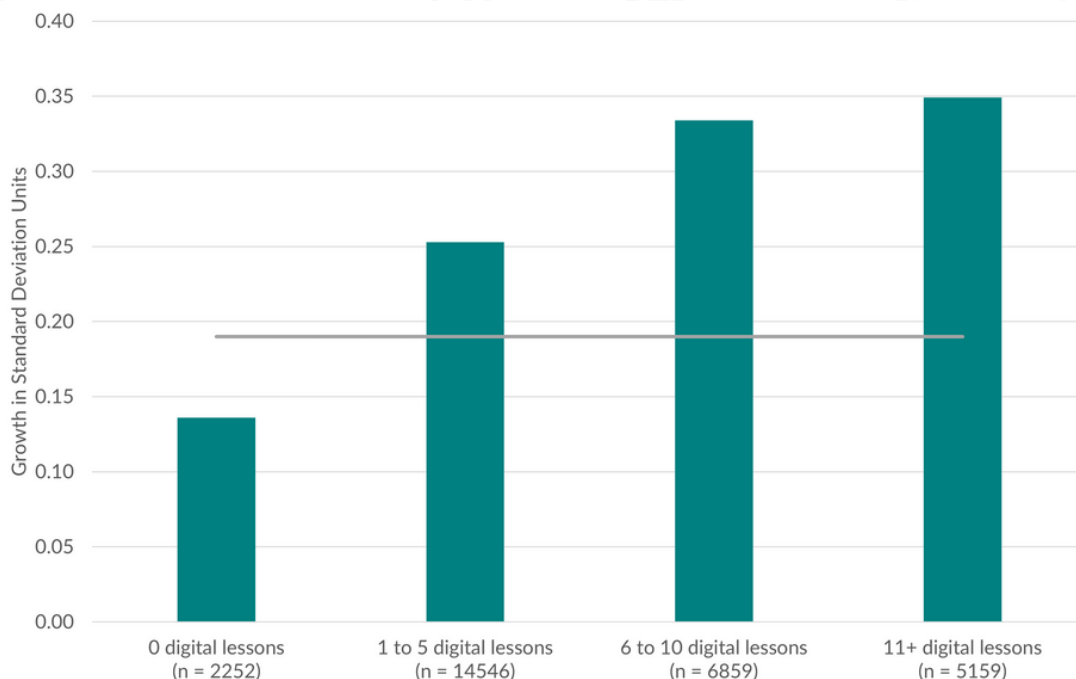
Sample: Sample included data from 26,828 third through twelfth grade students across 287 schools that purchased CommonLit School Essentials PRO package.

Outcome: Student growth in reading achievement as measured by valid pre and post assessments

Summary of Findings

Significant reading growth was seen for all groups – elementary (grades 3-5), middle (grades 6-8), and high school students (grades 9-12). At all levels, CommonLit 360 digital lesson submission predicted greater growth in reading achievement from pretest to post test. Notably, high school students submitting CommonLit Digital Library lessons exceeded expected growth for a high schooler (+ 0.19 SDs; Hill et al., 2008). This effect was found in regression analyses and dosage studies for elementary, middle, and high school students.

Reading Growth Among High School Students by # of CommonLit Lessons Completed (SY 2021-2022)



High school students completing a greater number of CommonLit Digital Lessons tended to see greater growth in reading comprehension. A similar pattern was seen among elementary and middle school students.

Methodology

Controlling for bias: The model controlled for common predictors of end of year scores to isolate the effects of the intervention itself, including pre-test, grade-level, ELL, and special education course designation, and interactions.

Controlling for “nesting”: Students were nested within classrooms, which were nested within schools. This was addressed by using hierarchical linear modeling (aka “multilevel modeling”).

[Read the full brief here.](#)



Florida State Assessment Performance Among CommonLit Schools (SY 2016 to 2018)

Evaluator: AdHoc Analytics

Dataset: Florida Department of Education publicly-available data on school level growth on Florida State Assessments in English Language Arts, and school level demographic data

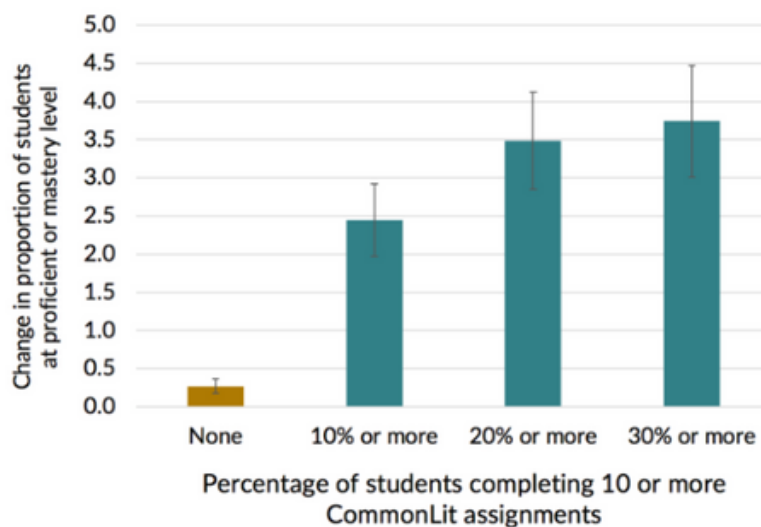
Year: 2016-2017 and 2017-2018 school years, for comparison

Sample Size: There were 7,360 cohorts of students, including 1,260 CommonLit Library cohorts. The 1,260 CommonLit Library cohorts included 150,164 students who completed 695,377 CommonLit Library digital assignments

Summary of Findings

Across Florida schools, classrooms utilizing CommonLit Library saw a 20% increase in the proportion of students reading at Proficient and Mastery levels on the end-of-year Florida state assessment. Students in cohorts that used CommonLit Library at higher levels saw greater growth on English Language Arts state assessments compared to students in cohorts that did not use or minimally used CommonLit Library digital assignments. Similar to previous research, there was a clear dosage effect for CommonLit Library assignment completion and student performance at Proficient and Mastery levels. When comparing proficiency levels to the prior year's performance, the proportion of students who scored at Proficient or Mastery levels was related to the proportion of students at the school who completed 10 or more CommonLit Library digital assignments.

State Test Growth Across Florida Schools by School Level Utilization of CommonLit



Florida schools with a greater proportion of students completing 10 or more CommonLit digital lessons tended to see a greater proportion of students moving into Proficient and Mastery levels on the Florida State Assessment in English Language Arts.

Methodology

Controlling for Bias: The model controlled for common predictors of end-of-year scores to isolate the effects of the intervention itself, including: baseline ELA performance, grade level, and percentages of students in various demographic groups (gender, under-represented racial and/or ethnic groups, English Language Learners, and economically disadvantaged status).

[Read the full report here.](#)



CommonLit Digital Library Effectiveness Study (SY 2017-2018)

Evaluator: AdHoc Analytics

Year: 2017-2018 school year

Sample Size: n = 157,632 (3rd through 12th grade students)

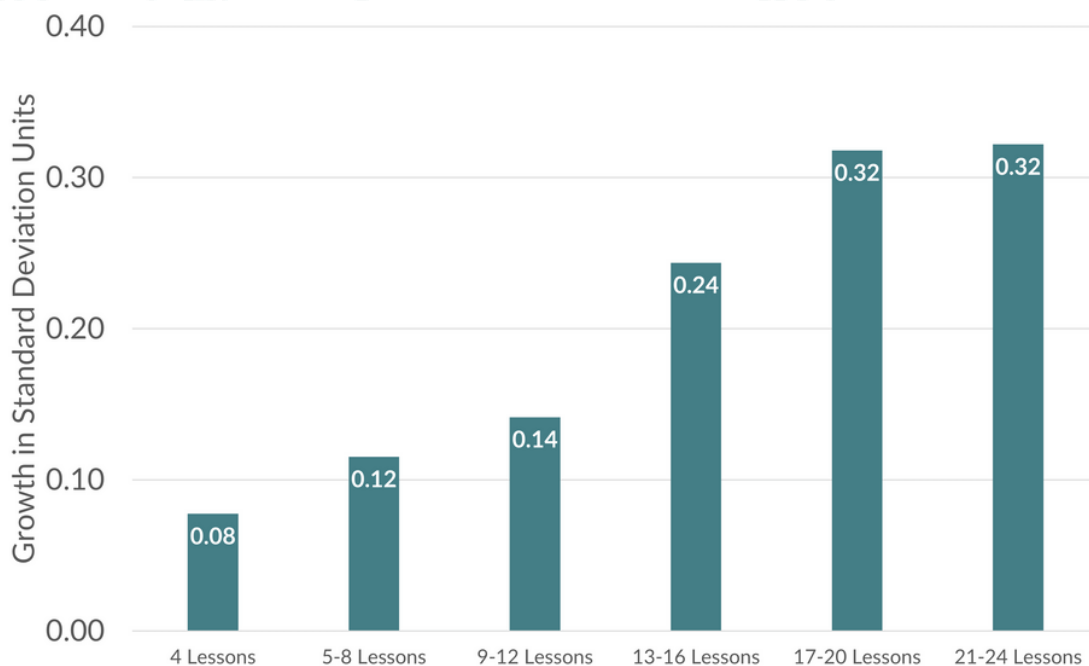
Outcome measure: CommonLit formative assessment items

Summary of Findings

On average, students who completed four or more assignments increased in reading comprehension performance. Consistent with earlier studies, there was a dosage effect, in the sense that the more assignments submitted by students, the greater the growth in reading comprehension performance.

In the study, students in Title I, low income schools saw a special positive effect compared to their peers without this designation. This effect was statistically significant across the sample. Reading comprehension growth of students in classes designated as “special education” was higher (0.24 standard deviation units) than that of students in classes not designated as “special education.”

Reading Growth of Students by # of CommonLit Digital Lessons Completed



Even when controlling for various factors, students who submitted more CommonLit digital lessons tended to see greater growth on average.

Methodology

Controlling for bias: The model controlled for common predictors of end-of-year scores to isolate the effects of the intervention itself, including: baseline ELA performance, grade level, size of classroom, prior year's participation with CommonLit Library, and school's Title I (socioeconomic) status.

Controlling for “nesting”: Students were nested within classrooms, which were nested within schools. This was addressed by using hierarchical linear modeling (aka "multilevel modeling").

Accounting for “nesting”: This report looked at performance at the school level, using publicly available data from the Florida Department of Education that accounts for nesting of students. Standard regression was conducted on this dataset.

[Read the full report here.](#)



CommonLit Español Studies (International)



CommonLit Español Quasi Experimental Study in Mexico (Fall 2022)

Evaluator: CommonLit in collaboration with partners in Mexico

Teacher Sample: 41 total middle and high school level teachers from Mexico ranging in years of experience (5 to 31).

Student Sample: 350 middle and high school students from Mexico

Research Question: What is the effect of CommonLit's Leccion Guiadas training on student reading growth? How did student reading growth vary by teacher participation in Leccion Guiadas training sessions in Mexico? What are teacher perceptions of implementing the Lecciones Guiadas in their classrooms, including self-efficacy for teaching?

Summary of Findings

Students of the professional development session teachers (treatment group) outgrew students in the comparison group (Cohen's d effect size of +0.29 SD units difference in growth).

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.

Qualitative findings from treatment teacher surveys supported use of Lecciones Guiadas – noting that CommonLit participation in training increased opportunities for teamwork and interaction among students, greater student engagement, motivation, curiosity, and improved student dynamics of reading and questioning – relative to traditional modes of teaching.

Outcome Measures

Students: Growth in reading comprehension scores as measured by formative assessments

Teachers: Surveys that captured perception of impact on teaching practice, self-efficacy for teaching, and perceived utility and perceived student engagement in Lecciones Guiadas collected at baseline, mid-training, and post-training. The surveys included quantitative and qualitative questions about the experience.

Methodology

This study utilized a quasi-experimental design to determine the effect of teacher professional learning. Thirty-one teachers participated in five one-hour live (Zoom) and interactive professional development sessions (Estrategias de Lectura Interactiva en CommonLit workshops) over the course of eight weeks. Between the five sessions, teachers were asked to assign at least five Lecciones Guiadas (Guided Lessons), which are guided reading lessons that include student group work and independent work components. There were 211 students in the treatment group. The comparison group consisted of 139 students who completed at least four Lecciones Guiadas but whose teachers did not participate in the training. Growth of the students in the two groups was compared using the linear model. Pre-test scores of the two groups met What Works Clearinghouse guidelines for statistical adjustment to satisfy baseline equivalence. Evaluators statistically adjusted for nesting of students within teachers and statistically adjusted for baseline scores, in order to satisfy baseline equivalence.

² Information from intervention teacher surveys indicated that 58% of the students in the treatment group sample were described as “reading far below grade level”. Twenty-nine percent of teachers described their students as experiencing poverty. Students in the sample were from a mix of schools from urban and rural areas in Mexico.

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