

Book Creator

ESSA Level III Research Brief

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Key Findings

Usage During the 2023–24 School Year



On average, students spent 330 minutes in Book Creator, with most students spending over 360 minutes.



On average, teachers spent 243 minutes in Book Creator, with many teachers spending between 60 and 179 minutes.

Outcomes



Students attending School 10 saw improved student learning outcomes in English language arts (ELA).



Students in the second-to-highest performance group at baseline saw improved student learning outcomes in English language arts (ELA).

Rapid Cycle Evaluation Overview

LearnPlatform by Instructure conducted Rapid Cycle Evaluations (RCEs) to examine the relationship between Book Creator student and teacher usage and ELA outcomes.¹ These RCEs were designed to satisfy Level III requirements (Promising Evidence) according to the Every Student Succeeds Act (ESSA) (see Appendix A).

Overview of Measures, Samples, and Findings across RCEs

The RCEs used data from the 2023–24 school year. LearnPlatform partnered with Book Creator and a suburban midwestern district in the United States to collect product usage, demographic, and outcome data. The RCEs applied descriptive statistics (e.g., means and standard deviations) to support usage analyses and conducted partial correlations² to examine how student and

¹ LearnPlatform by Instructure’s RCE reports are generated using IMPACT 2.0. This software supports a range of research designs and methods that enable systematic examinations of product usage and outcomes within diverse educational contexts.

² Partial correlations measure the degree of an association between Book Creator usage and the outcome of interest. The analyses included prior achievement and demographic covariates to control for potential selection bias.

teacher Book Creator usage related to student ELA outcomes. For student usage, all partial correlations examined the relationship between the total active minutes students spent using Book Creator and their spring 2024 iReady scores, controlling for fall 2023 iReady scores and all demographic variables. These correlational analyses were conducted both overall and by subgroup, including gender, school, grade level, race, English language learner (ELL) status, and prior performance (i.e., Fall 2023 iReady). For teacher usage, all partial correlations examined the relationship between the total active minutes teachers spent using Book Creator and their students' average spring 2024 iReady scores³, controlling for fall 2023 iReady scores. These correlational analyses were conducted both overall and by prior performance (i.e., Fall 2023 iReady). See Appendix B for more information regarding student demographics.

Usage Results

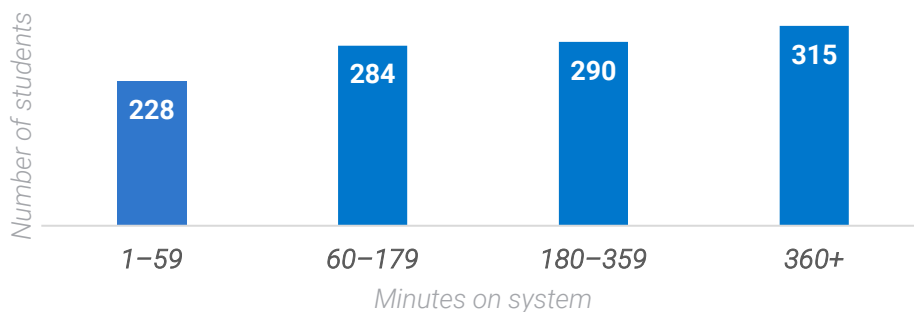
To what extent did K–5 students and teachers use Book Creator during the 2023–24 school year?

Students

On average, students (n=1,117) used Book Creator for 330 minutes, with most students spending over 360 minutes (over 6 hours) (Figure 1).

Figure 1

Student Engagement on Book Creator: Distribution Across Usage Levels



Below is a breakdown of the time spent on Book Creator by student users, categorized by gender, school, grade, race, and ELL status.

Student Engagement by Gender. Among student users, 44% were female. Male students, on average, spent more time on the platform (347 minutes) compared to female students (308 minutes).

School-Level Engagement. Student usage of Book Creator varied across the 12 schools. The highest average time spent on the platform by a school was 589 minutes, and the lowest average was 121 minutes.

³ Student iReady scores were aggregated to the teacher level by averaging scores for all students associated with that teacher.

Grade-Level Engagement. Student engagement with Book Creator varied across grades 1 through 5. First graders, making up 7% of users, averaged 237 minutes on the platform. Second graders, 23% of users, averaged 352 minutes. Third graders, 15% of users, averaged 330 minutes. Fourth graders, 28% of users, averaged 263 minutes. Fifth graders, 27% of users, spent the most time, averaging 403 minutes. Overall, fifth graders had the highest engagement, while first graders had the lowest.

Student Engagement by Racial Categories. The racial composition of student users was as follows: 85% White, 8% Black, 5% Asian, 2% Latinx, and less than 1% Indigenous, Native Hawaiian, and Pacific Islander. White students had the highest average engagement at 343 minutes, followed by Latinx students at 350 minutes, Asian students at 286 minutes, and Black students at 226 minutes.

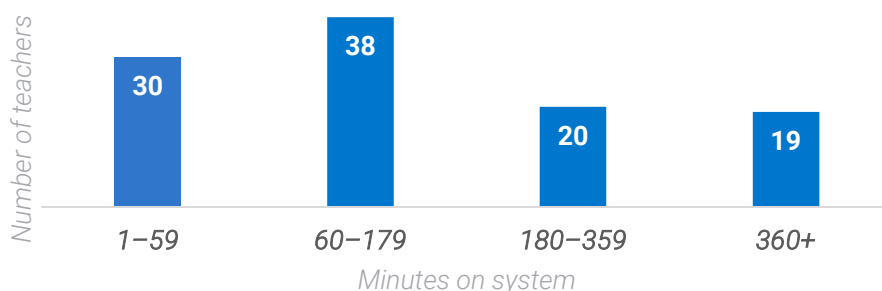
Student Engagement by English Language Proficiency. Approximately 26% of student users were English Language Learners (ELL). Native English speakers used the platform for an average of 339 minutes, while ELL students spent an average of 305 minutes on the platform.

Teachers

On average, teachers (n=107) used Book Creator for 243 minutes, with most teachers spending between 60 and 179 minutes (1-3 hours) (Figure 2).

Figure 2

Teacher Use of Book Creator: Distribution Across Usage Levels



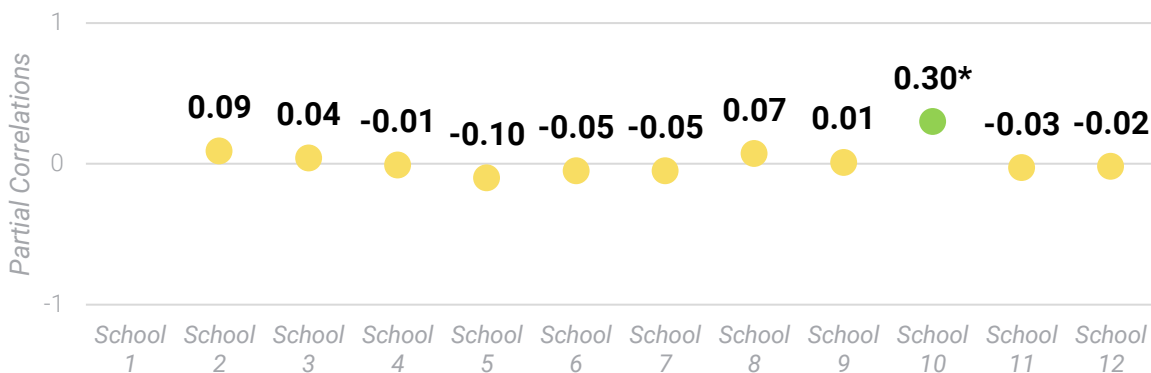
Outcomes Results

To what extent did students' use of Book Creator relate to ELA assessment outcomes?

Results from the RCE showed mixed effects of Book Creator student usage on their ELA outcomes in Spring 2023. While there were no significant overall, gender, grade level, race, nor ELL status findings (see Appendix C), students attending school 10 (Figure 3) and students in the second-to-highest performance group at baseline (Fall 2023; Figure 4) saw significant, positive relationships between increased Book Creator use and improved ELA scores on the iReady assessment.

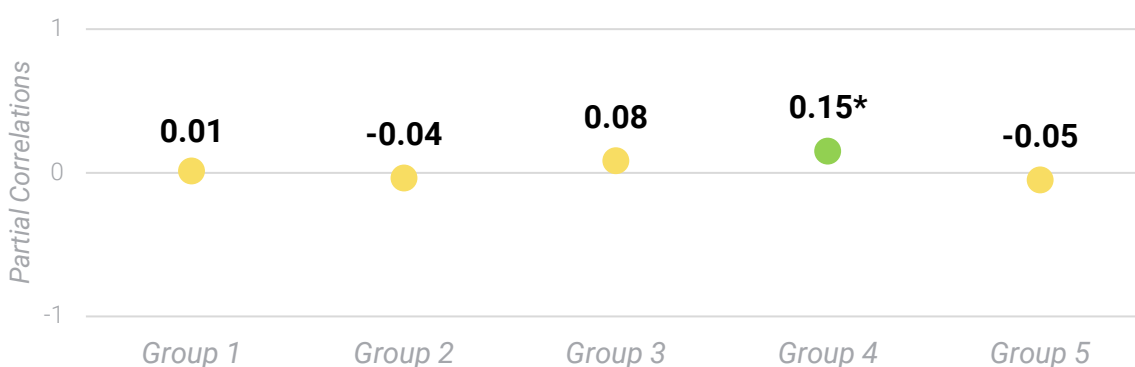


Figure 3
Positive ELA Outcomes Linked to Students' Book Creator Use in School 10



Note. *These findings were statistically significant at the $p = 0.05$ level. Sample size for School 1 was too small.

Figure 4
Positive ELA Outcomes Linked to Students' Book Creator Use for Second-to-Highest Performing Students



Note. *These findings were statistically significant at the $p = 0.05$ level.

To what extent did teachers' use of Book Creator relate to ELA assessment outcomes?

Results from the RCE indicate that teachers' use of Book Creator was not associated with literacy outcomes in spring 2024 (see Appendix C for details).

Limitations & Future Research

The current study offers promising results about the influence of Book Creator that should be explored and replicated with continued studies. Researchers could address current study limitations in future research efforts, as outlined below:

- **Suburban setting.** This study included participants from a suburban Midwestern locale in the United States. Consequently, these findings may generalize to similar contexts but not others. Future studies should examine Book Creator in other contexts.
- **Comparison group.** Results from the current study indicate that implementation of Book Creator was associated with improved student outcomes. However, since all students and

teachers in the study were Book Creator users, the study cannot make claims about the efficacy of Book Creator compared to other programs or approaches. Future studies should examine the impact of Book Creator in an ESSA II or above study design.

Conclusions

These RCEs on Book Creator satisfy ESSA evidence requirements for Level III (Promising Evidence). The RCEs met the following criteria:

- ✓ Correlational study
- ✓ Proper design and implementation
- ✓ Statistical controls through covariates
- ✓ At least one statistically significant, positive correlation with statistical controls for selection bias

Appendix A

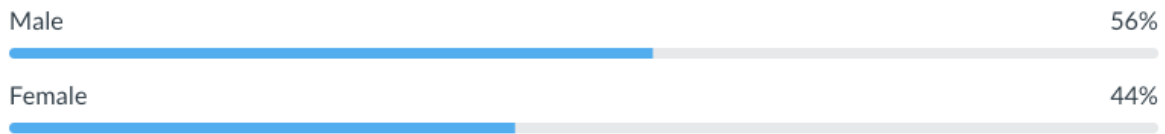
The Every Student Succeeds Act (ESSA) provides schools and districts with a framework for determining which products are evidence-based and have been shown to improve student or other relevant outcomes. Following guidance from ESSA ([statute](#) and [non-regulatory guidance](#)), [Education Department General Administrative Regulations](#) (EDGAR), [Standards for Excellence in Education Research](#) (SEER) and [What Works Clearinghouse](#) (WWC), LearnPlatform by Instructure classifies the research of interventions into one of the four ESSA evidence levels. For more information regarding the evidence levels, please visit <https://www.instructure.com/resources/product-overviews/ensure-edtech-efficacy-essa-evidence>

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|  <p>ESSA LEVEL IV Demonstrates Rationale</p> |  <p>ESSA LEVEL III Promising Evidence</p> |  <p>ESSA LEVEL II Moderate Evidence</p> |  <p>ESSA LEVEL I Strong Evidence</p> |
| <ul style="list-style-type: none">■ Research-based logic model (theory of change) for why this product should work■ Blueprint for implementation with fidelity, including appropriate usage metrics to track■ Represents a rationale - not empirical research - in an authentic education setting■ Limitations on federal funding eligibility | <ul style="list-style-type: none">■ Correlational research study showing positive relationship between tool use and student outcomes■ Study did not include comparison groups, random assignment, or baseline equivalence■ Most meaningful for districts with similar context (student demographics, etc.)■ Establishes eligibility for all types of federal funding | <ul style="list-style-type: none">■ Quasi-experimental research study showing students who used the product outperformed students who did not■ Includes demographically similar comparison group, but groups were not randomly assigned■ District context should be strongly considered when interpreting results■ Establishes eligibility for all types of federal funding | <ul style="list-style-type: none">■ Experimental research study proving students who used the product outperformed students who did not■ Utilizes randomized comparison group for very strong, highly generalizable evidence■ Establishes eligibility for all types of federal funding |

Appendix B

This study included participants from a suburban Midwestern locale in the United States. This Appendix includes additional information about student characteristics.

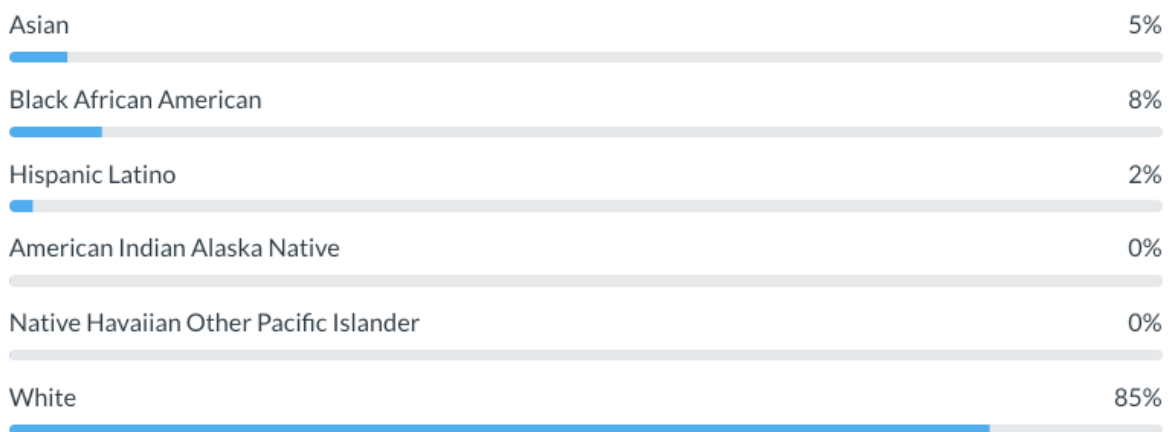
Gender



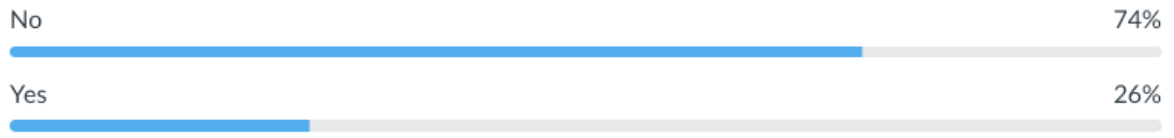
Grade Level



Ethnicity



English Language Learners



Appendix C

Outcomes Results

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Key
Question

To what extent did students' use of Book Creator relate to ELA assessment outcomes?

Results from the RCE indicate that students' use of Book Creator was not associated with literacy outcomes in spring 2024, both overall and across various student groups such as gender, grade level, race, and ELL status.

Figure C1
Overall Student Literacy Outcomes by Book Creator Usage

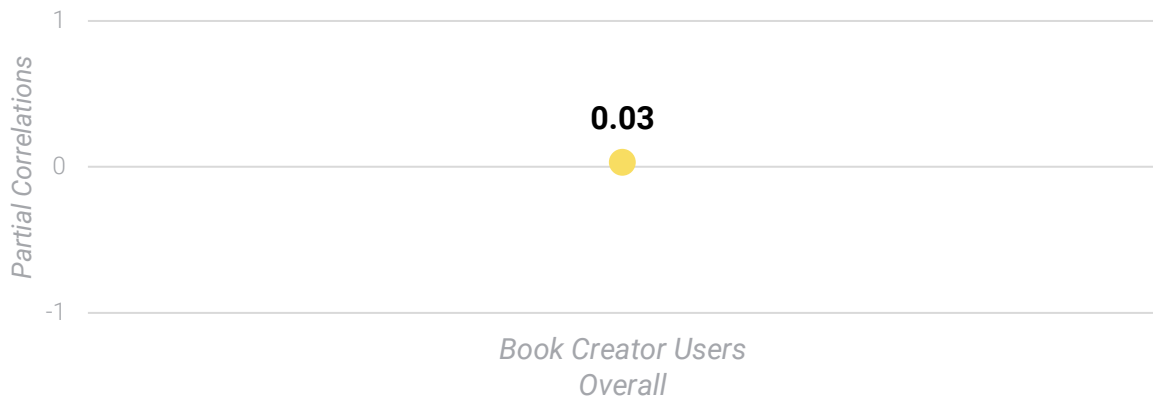


Figure C2
Student Literacy Outcomes by Gender and Book Creator Usage

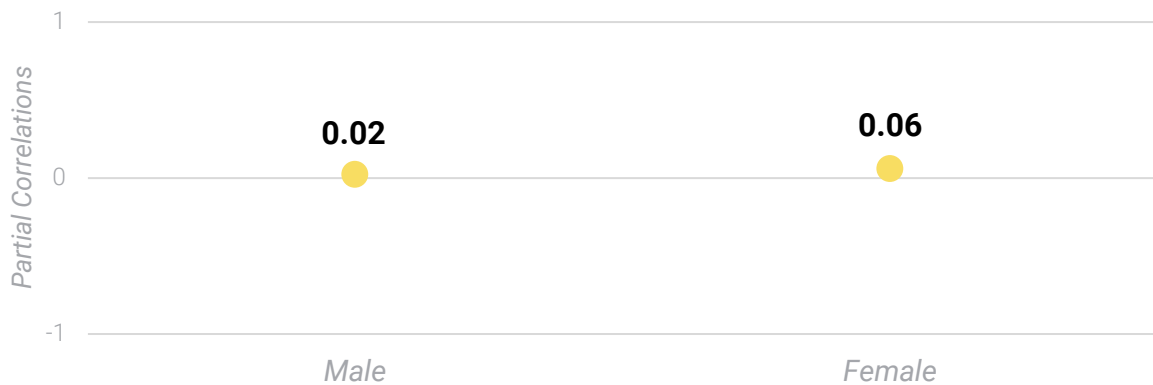


Figure C3

Student Literacy Outcomes by Grade-Level and Book Creator Usage

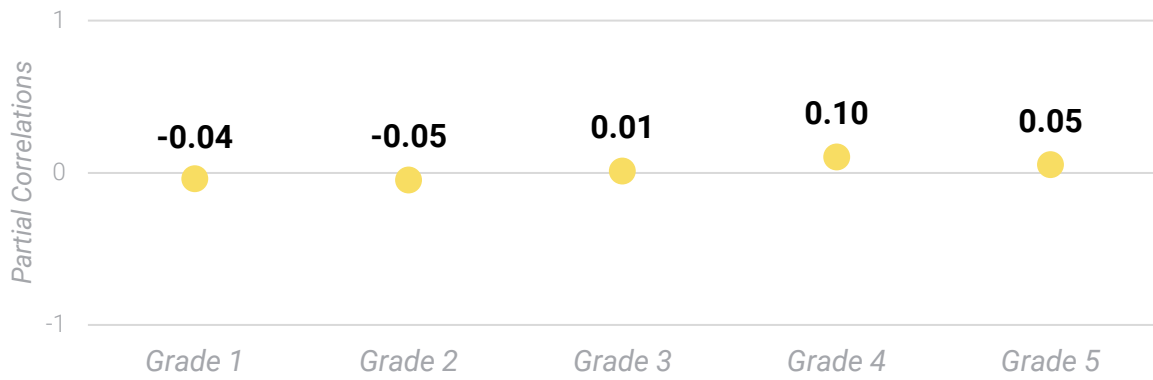
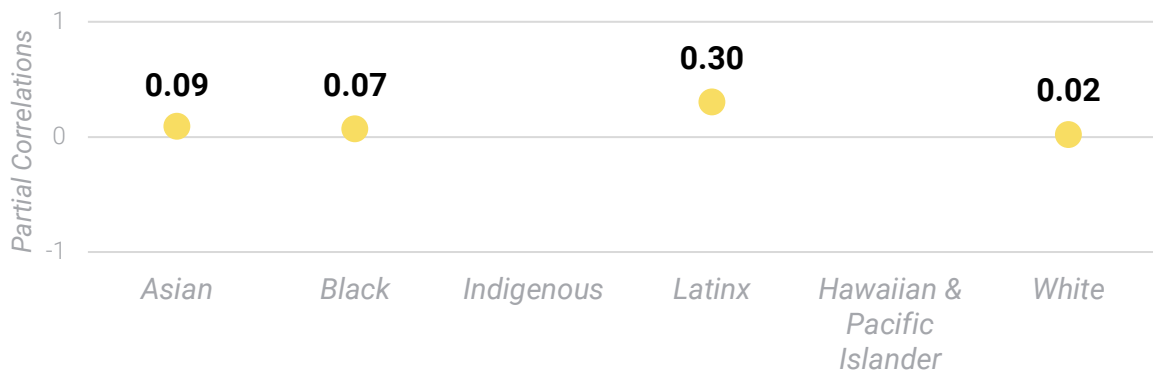


Figure C4

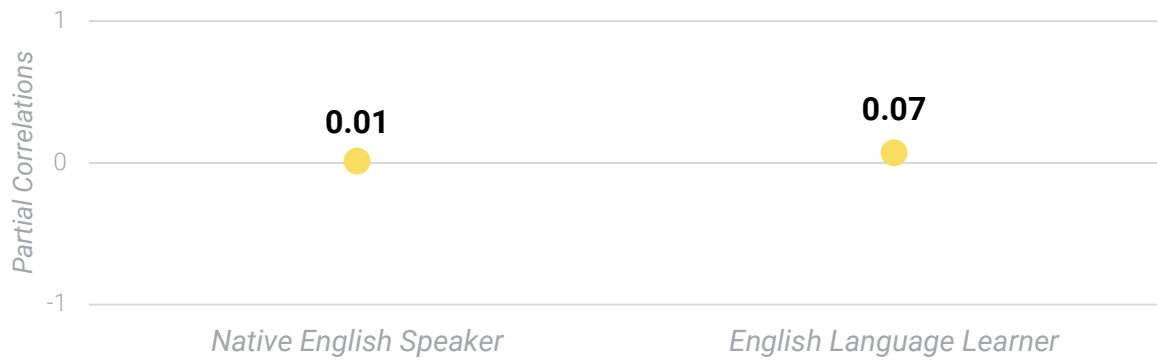
Student Literacy Outcomes by Race and Book Creator Usage



Note. Sample sizes for Indigenous and Native Hawaiian & Pacific Islander were too small for analyses.

Figure C5

Student Literacy Outcomes by English Language Proficiency and Book Creator Usage





Key Question

To what extent did teachers' use of Book Creator relate to ELA assessment outcomes?

The graphs below highlight the results from the RCE that were not statistically significant. Neither overall teacher use of Book Creator nor its use within student prior performance was associated with student ELA outcomes in spring 2024.

Figure C6
Overall Student Literacy Outcomes by Book Creator Teacher Usage

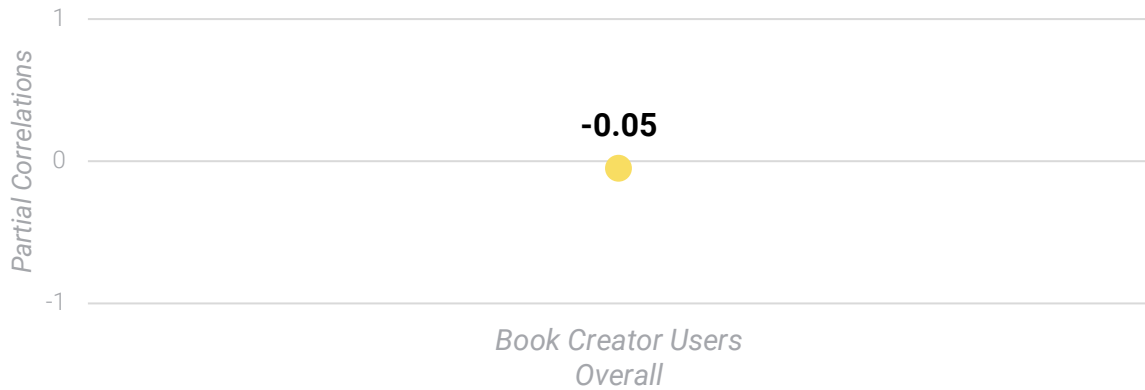


Figure C7
Book Creator Use by Teachers Students' Prior Performance

