EXECUTIVE RESEARCH NOTE · INITIAL IMPACT ANALYSIS

CompoCoach initial impact analysis

Key finding: in this early production sample, same-topic repeat submissions improved by an average of **+4.22 marks out of 36**, and **79.5%** of same-topic repeat pairs improved. For each learner and topic, we compared the **first valid scored submission** with that learner's **latest valid scored resubmission on the same topic**.

+4.2

Average first-to-latest same-topic gain

Median +4 marks; 95% CI +3.0 to +5.4.

79.5%

Same-topic pairs improved

62 of 78 same-topic repeat pairs improved.

Which rubric areas changed most?

AVERAGE BAND MOVEMENT IN FIRST-TO-LATEST SAME-TOPIC REVISION PAIRS

Interpretation

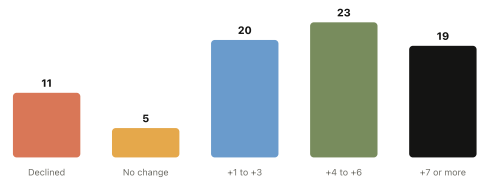
These diagnostics are included to explain where the headline score gain appears to come from. Area 4 moved most (+0.68 band), followed by Area 5 (+0.60) and Area 3 (+0.55).

SUPPORTING ARTEFACTS

Distribution, trend and methodological guardrails

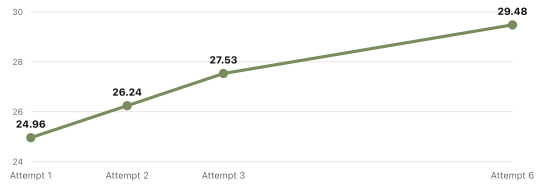
Same-topic improvement distribution

This distribution is same-topic only: first-to-latest score change for a student on the same normalised topic.



Attempt-index trend

Broader repeat-user context. Average score by attempt number among repeat students; sample size declines at later attempts.



Method and caveat

Source. Production CompoCoach data from 2 May to 5 June 2026 UTC: 483 valid scored learner submissions, with staff, editor and test accounts excluded. Scores are from the same grading model.

Why same-topic revisions matter. Same-topic repeats are the closest available proxy for feedback-driven revision: the learner returns to a similar writing task after receiving feedback.

Guardrail. This is observational production evidence, not a randomised causal study. The evidence supports the narrower claim that repeat same-topic usage shows meaningful score and rubric movement.