

Lexia Core5 Reading US National Progress Report

2019-20 School Year Results



Prepared by the Lexia Research & Analytics Team (research@lexialearning.com)



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Program Description

The Lexia® Core5® Reading program (Core5) is an adaptive blended learning program that provides students with the explicit instruction needed to accelerate mastery of reading skills. In Core5, students complete activities (i.e., skills) such as initial/final consonant discrimination, silent-e word construction, categorizing, idioms, and reading comprehension. Skills in Core5 are organized into 21 levels that cover Pre-K through 5th grade skills. Mastery of skills (90%–100% accuracy) is required for students to advance to the next level. Students reach their end-of-year, grade-level benchmark when they complete all of the material up to and including the Core5 levels that correspond to their grade level. Progress in Core5 is evaluated by comparing the students' grade level to their Core5 level at the beginning and end of the year.

Learn more about the program at www.lexialearning.com.

Key Findings

Nearly 921,000 K-5 students across more than 10,000 schools in the United States used the online components of Core5 as recommended during the 2019-20 school year. Students of all abilities made substantial progress in Core5 throughout the year:

- ▶ The vast majority of students (75%) who started Core5 working on skills in their grade level **reached their end-of-year, grade-level benchmark** or beyond in Core5.
- ▶ More than 40% of students who started Core5 working on skills one grade below their grade level **closed the reading gap** and reached their end-of-year, grade-level benchmark or beyond in Core5. An additional 54% ended the year working on skills in their grade level.
- ▶ A substantial number of students (41%) who started Core5 working on skills two or more grades below their grade level **greatly reduced their risk for reading failure**, ending the school year working on Core5 skills in their grade level or having reached their end-of-year, grade-level benchmark in Core5.

While the COVID-19 pandemic caused significant disruptions to education in the 2019-20 school year, many students were able to learn from home using Core5, including nearly **478,500 K-5 students who first started using Core5 during the educational disruption period**.

PROGRAM FIDELITY

Students receive weekly usage targets ranging from 20-80 minutes per week. These targets update monthly, based on the likelihood of reaching end-of-year, grade-level benchmark in Core5. Because the program is designed for consistent use across the year, usage fidelity is also based on how many weeks a student uses Core5.

Students are considered to have used the online portion of Core5 *with fidelity* if they used the program for at least 20 weeks, met their weekly usage targets for 50% or more of those weeks, and started using the program before the end of 2019.

For example, a student who started using Core5 in September 2019, used Core5 for 22 weeks throughout the school year, and met usage targets for 11 of those weeks has used Core5 with fidelity.

Description of Reporting Sample

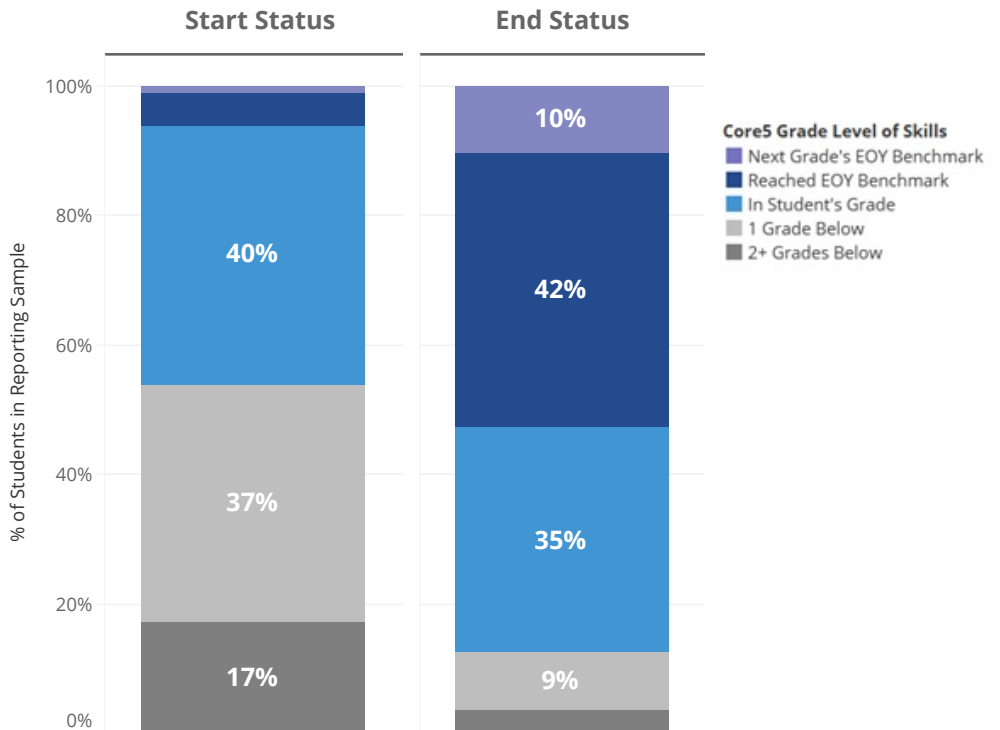
The primary sample for this National Report consists of 920,821 K-5 students who used the online portions of Core5 with fidelity across 10,389 schools during the 2019-20 school year. On average, these students completed **4 Core5 levels** over **28 weeks of use**, using the program for about **68 minutes per week**. This resulted in students mastering around **20 skills** throughout the school year.

In the subsequent sections, student progress is presented for groups of students who used Core5 with fidelity, based on their beginning of year skill level in the program.

Progress in Core5 for All Students in Reporting Sample

Students who used Core5 with fidelity were able to make substantial progress. At the start of the school year, 46% of students were working on skills in or above their grade level (Figure 1). That number **increased to 87%** by the end of the school year. About 53% of students reached their end-of-year (EOY), grade-level benchmark or advanced to complete the next grade's EOY benchmark in Core5.

Figure 1. Core5 Progress for All Students in Reporting Sample (N= 920,821)



* Graph labels may not add to 100% due to rounding.

** Note that schools are user-defined, and may not directly correspond to physical schools.

Progress in Core5 for Students In Grade Level

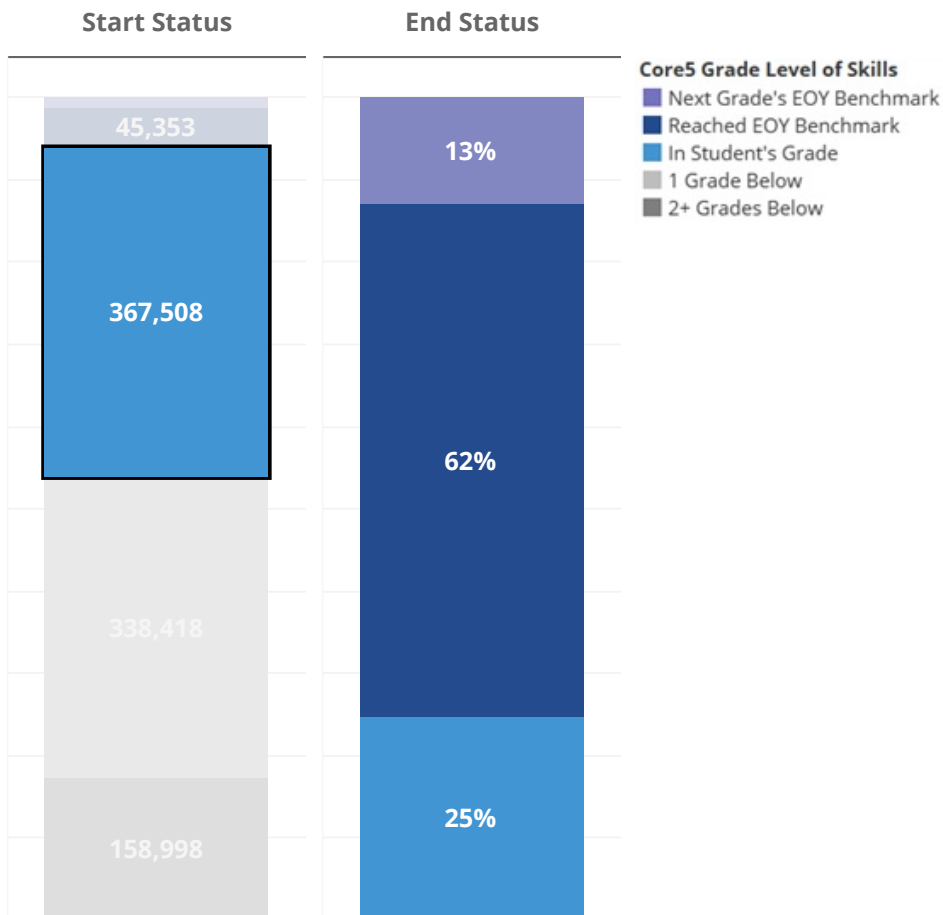
At the start of the school year, 367,508 students were working on skills in their grade level in Core5. The vast majority of these students (75%) reached their EOY grade-level benchmark or advanced to complete the next grade’s EOY benchmark in Core5.

EXAMPLE STUDENTS

A third grade student started the school year working in third grade level skills ("In Student's Grade"). By the end of the school year, she completed all of the third grade skills to reach end-of-year, grade-level benchmark.

Another third grade student started the school year working in third grade level skills. He not only completed third grade skills, but also completed fourth grade level skills by the end of the school year. Thus, he reached the next grade's end-of-year benchmark.

Figure 2. Core5 Progress for Students Starting the Year Working In Grade Level (N=367,508)



* Graph labels may not add to 100% due to rounding.

Progress in Core5 for Students Below Grade Level

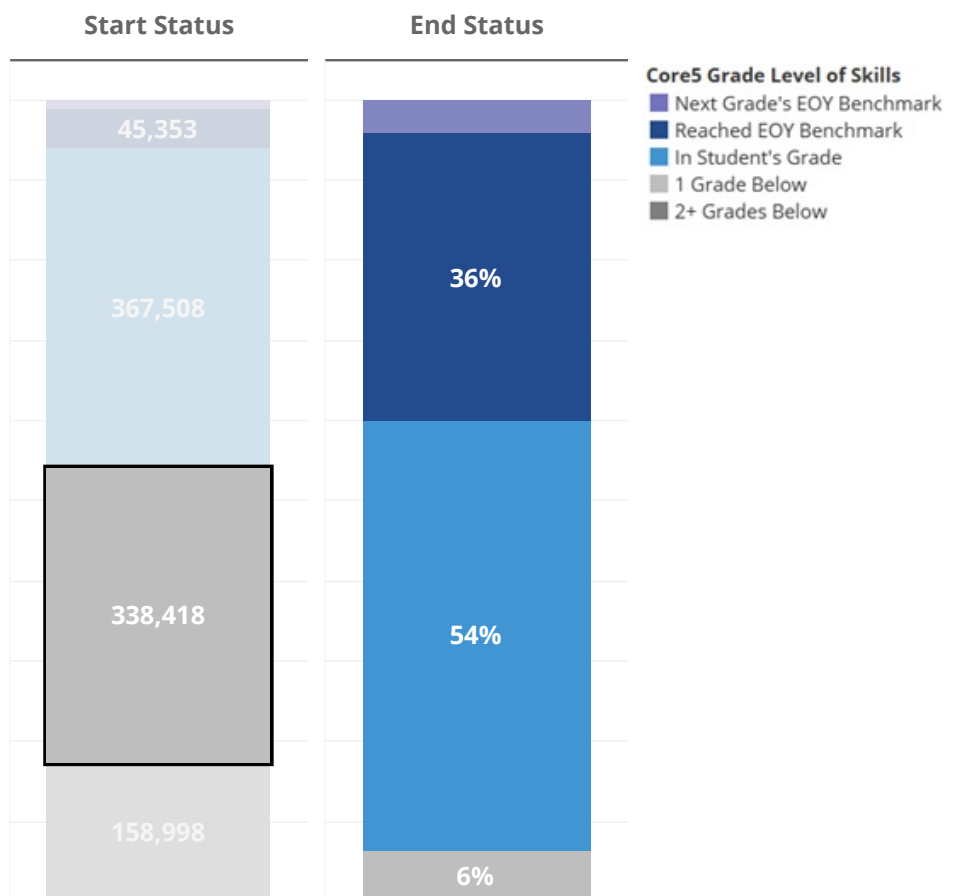
At the start of the school year, 338,418 students were working on skills one grade below their grade level in Core5. More than one third these students (40%) **closed the reading gap** and reached their EOY, grade-level benchmark or advanced to complete the next grade's EOY benchmark in Core5. Another 54% made progress, ending the school year working on skills in the student's grade level.

EXAMPLE STUDENTS

A fourth grade student started the school year working on third grade skills ("1 Grade Below"), but by the end of the school year he completed all third grade skills and made progress in fourth grade skills (ending the year "In Student's Grade").

Another fourth grade student started the school year working on third grade skills, and made substantial progress to complete third and fourth grade skills by the end of the year. Thus, she reached end-of-year benchmark at the end of her fourth grade year.

Figure 3. Core5 Progress for Students Starting the School Year Working 1 Grade Below Grade Level (N=338,418)



* Graph labels may not add to 100% due to rounding.

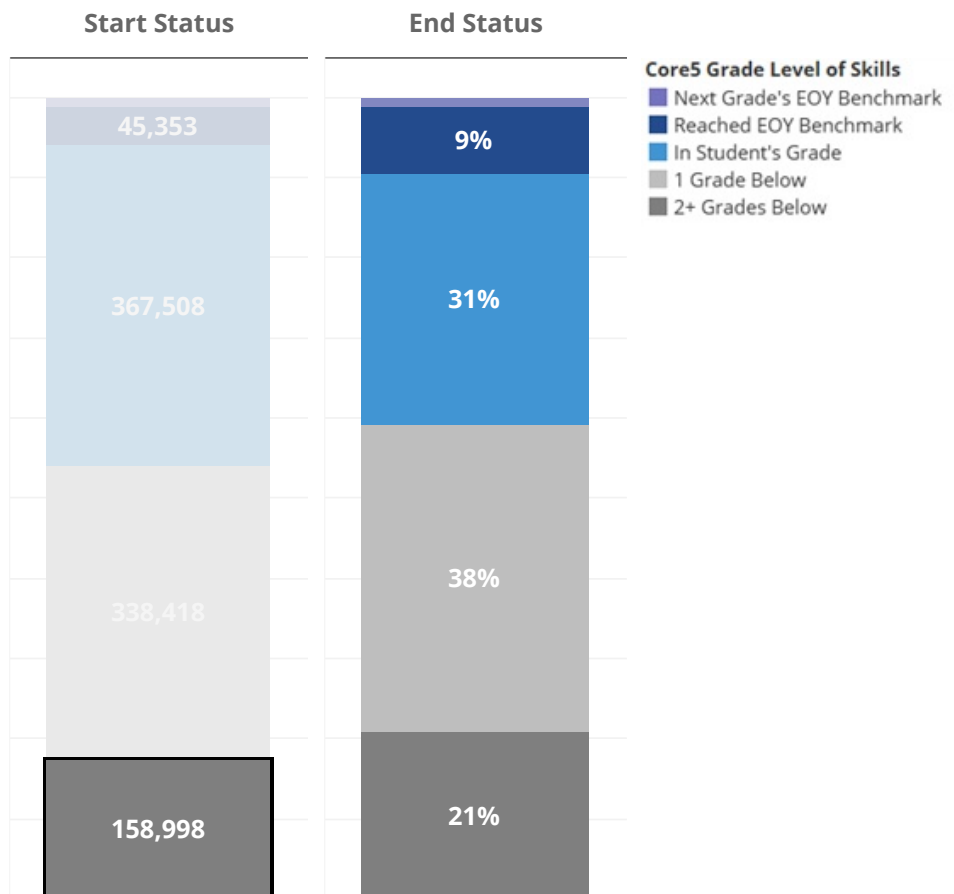
Progress in Core5 for Students Well Below Grade Level

At the start of the school year, 158,998 students were working on skills two or more grades below their grade level in Core5. More than one third of these students (41%) **substantially reduced their risk for reading failure**, ending the school year working on skills in their grade level or above in Core5. Among these students who started the year two or more grade levels behind in Core5, **53% gained two or more grade levels of skills in one year.**

EXAMPLE STUDENT

A third grade student started the school year working in first grade skills ("2+ Grades Below" her grade level). Throughout the year, she completed all first and second grade skills and finished the year working in third grade level skills ("In Student Grade").

Figure 4. Core5 Progress for Students Starting the School Year Well Below Grade Level (N=158,998)



* Graph labels may not add to 100% due to rounding.

LEARNING FROM HOME

As part of an effort to expand access to literacy education during the educational disruption, Lexia offered free unlimited Core5 licenses through a Learn From Home program in March 2020. Over 16,000 schools across the nation received free unlimited access to Core5, increasing student access to remote literacy instruction and empowering educators across the country.

The COVID-19 Disruption

Education was undeniably disrupted by nationwide school closures due to the COVID-19 pandemic. This disruption caused student access, usage, and progress in Core5 to look different during the 2019-20 school year when compared to previous years. In particular, fewer students used Core5 each week during the disruption period (starting March 15, 2020) than in the months prior. During the disruption period, an average of around 951,000 students logged into Core5 each week, with student logins peaking at approximately 1.2 million weekly users. This was down significantly from an average of around 1.6 million weekly student users in the two months leading up to the school closures.

Despite the challenges posed by the educational disruption, students still continued to learn from home and make literacy gains with Core5.



Increased Core5 access.

An additional **478,500 K-5 students** first started learning from home with Core5 during the disruption period. This includes students with pre-existing accounts who first used the program after school closures began, and new student accounts created during the disruption period.



Increased weekly learning time.

While the number of students who used Core5 regularly decreased during the disruption, weekly time spent in the program **increased by 35%**. In the first two months of 2020, students used Core5 for an average of 55 minutes per week. During the disruption period, students used Core5 for around 74 minutes per week, with an average of 63% of students meeting their recommended usage targets each week.



Increased progress.

The increased time spent using Core5 resulted in students completing an average of **4 more units per week** during the disruption period than during the first two months of 2020 (increasing from an average of approximately 8.6 units per week to 12.6 units per week).