Research Report for Large School District in Utah

2018-2019 Lexia® Core5® Reading and Acadience Reading

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LEXIA
CORE5
READING

Key Findings

- At a large school district in Utah, 14,546 students in grades K-3 used Lexia® Core5® Reading (Core5) and met their weekly recommended usage targets during the 2018-2019 school year, gaining an average of 23 skills (i.e., activities).

- **Core5 Performance:** For students who met their weekly usage targets, 56% were classified as working in or above grade-level material in Core5 at the start of the school year. By the end of the school year, 96% of these students were working on material in Core5 in or above their current grade.

- **Correlations with Acadience Reading:** Students' scores on the Acadience Reading had strong, significant, positive correlations with their end-of-year level in Core5 at each grade level.

- **Alignment with Acadience Reading:** Students' scores at the end of the school year on the Acadience Reading were aligned with their performance in Core5. Nearly all of the students (94%) who ended the school year working on material above their grade level (i.e., in benchmark) in Core5 were in Met or Above Benchmark levels on Acadience Reading.

- **Performance Predictor:** The Core5 Performance Predictor consistently identified students who performed well on the Acadience Reading assessment. The majority of students with On Target Performance Predictor scores in Core5 were considered Met or Above Benchmark levels on the Acadience Reading.

Section 1: Usage and Progress in Core5

Utah School District| 2018-2019

Program Description

Lexia® Core5® Reading (Core5) is a technology-based reading program that provides students the explicit instruction needed to accelerate mastery of reading skills. In Core5, students complete skills (i.e., activities) such as initial/final consonants discrimination, silent-e word construction, categorizing, idioms, and reading comprehension. Skills in Core5 are organized into 18 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' end-of-year, grade-level benchmark is to complete all of the material up to and including the Core5 levels that correspond to their grade level. Progress is evaluated by comparing the students' Core5 level at the beginning and end of the school year to their grade level.

Based on real-time performance data, Core5 provides a monthly Prescription of Intensity that includes weekly recommended minutes of program use for each student (20-80 minutes/week, depending on individual risk **and grade level)**, as well as targeted, teacher-led lessons, all designed to increase the student's chances of reaching end-of-year, grade-level benchmark in Core5.

Sample
21,283 Students
Grades K-3
55 Schools

417,903
Total Number of Skills Completed

31
Avg. Weeks of Use

64%
Avg. % Weeks Met Usage

Sample Selection and Description

In this district, a total of 21,283 students in grades K-3 used Core5 during the 2018-2019 school year. The sample represented in this report consists of the 14,546 students in grades K-3 who used Core5 for at least 20 weeks and were classified as Meeting Usage in Core5.
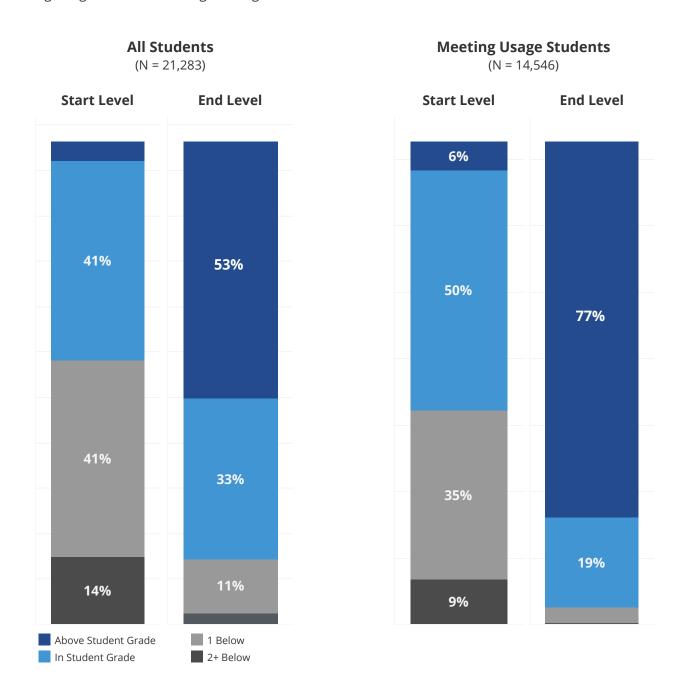
Core5 Usage and Performance

Program usage is described as students' minutes online from login to logout. Students have weekly usage targets based on their grade and risk level. Students who either met their weekly usage targets for at least 50% of the weeks they used the program or met their end-of-year, grade-level benchmark are considered Meeting Usage. For example, students with 20 weeks of program use who met their targets for at least 10 weeks were considered Meeting Usage. Students who used Core5 for fewer than 20 weeks are considered Partial Year of Use. Out of the 21,283 students in grades K-3 who used Core5 during the 2018-2019 school year, 68% were classified as Meeting Usage, 25% were classified as Not Meeting Usage, and 7% were classified as Partial Year of Use.

Table 1: Average Usage by Fidelity Categories

Usage Category	# of Students	Avg. Weeks of Use	Avg. % Weeks Met Usage	Avg. Activities Completed
Met Usage	14,546	33	83%	23
Did Not Meet Usage	5,300	30	24%	14
Partial Year of Usage	1,437	12	23%	5

Progress in Core5

As displayed in the figures below, students made impressive progress in Core5, particularly among students who met usage. The percent of students working above grade level in Core5 increased by 71 percentage points among Meeting Usage students, reaching 77% by the end of the year. Conversely, the percentage of Meeting Usage students working below grade level in Core5 also reduced to 4%.

All Students
(N = 21,283)

Start Level	End Level

Start Level
- 41% (In Student Grade)
- 41% (1 Below)
- 14% (2+ Below)

End Level
- 53% (Above Student Grade)
- 33% (In Student Grade)
- 11% (1 Below)

Meeting Usage Students
(N = 14,546)

Start Level
- 6% (Above Student Grade)
- 50% (In Student Grade)
- 35% (1 Below)
- 9% (2+ Below)

End Level
- 77% (Above Student Grade)
- 19% (In Student Grade)

Legend:
- ■ Above Student Grade
- ■ In Student Grade
- ■ 1 Below
- ■ 2+ Below

Section 2: Relationship between Core5 and Acadience Reading
Utah School District | 2018 -2019

During the 2018-2019 school year, a large school district in Utah assessed students' reading skills in grades K-3 using the Acadience Reading, which serves as a formative progress monitoring assessment that measures the acquisition of early literacy skills. Based on an overall ELA scaled score, students are placed into one of four status levels: Above Benchmark, Benchmark, Below Benchmark, and Well Below Benchmark. Students who are in the Above Benchmark and Benchmark levels are considered to be likely to excel in their next grade. Students who are in the Below Benchmark and Well Below Benchmark levels are expected to need additional support in their next grade.

In this district, 14,494 Meeting Usage students in grades K-3 took the Acadience Reading. The following sections present analyses of the relationship between performance in Core5 and the Acadience Reading for these Meeting Usage students.

Correlation analyses were conducted between students' Acadience Reading scores and their Core5 level at the end of the 2018-2019 school year. Strong, statistically significant correlations were found between students' end-of-year level in Core5 and reading ability as measured by the Acadience Reading. This means that students who are working in higher levels of Core5 are likely to have higher scores on the Acadience Reading.

Table 2: Correlation (Pearson's *r*) between Acadience Reading and Core5 Level

	# of Students	Pearson's r
Kindergarten	3,243	.51*
1st Grade	3,724	.66*
2nd Grade	3,859	.64*
3rd Grade	3,668	.63*

Correlation Ranges: Low = .1 – .3, Medium = .4 – .6, High = .7 – .9
*p < .001

Alignments. Given that the correlations between Core5 end-of-year levels and the Acadience Reading scaled scores were significant, an additional analysis was conducted to examine the alignment between Core5 benchmark status and the Acadience Reading Levels. As seen in Table 3, 94% of students working in or above grade level at the end of the year were at Met or Above Benchmark levels on the Acadience Reading. Alternatively, a majority of the students who were at least one grade below their grade level were either Below or Well Below Benchmark on the Acadience Reading. These results demonstrate an alignment between the Acadience Reading Levels and Core5 end-of-year benchmark status, indicating that reaching benchmark or working on grade-level material in Core5 is consistent with a higher reading standard.

Table 3: Alignment between Core5 Benchmark Status and Acadience Reading Status Levels

	Acadience Below & Well Below Benchmark	Acadience Met Benchmark & Above Benchmark
Below Grade Level	78% (N = 375)	22% (N = 107)
In Student Grade	40% (N = 1067)	60% (N = 1630)
Met Benchmark	6% (N = 695)	94% (N = 10620)

Performance Predictors and Acadience Reading

As a component of Lexia's embedded Assessment Without Testing® tool, students receive a monthly Performance Predictor score which estimates their probability of reaching their end-of-year, grade-level benchmark in Core5. Predictor scores are derived from formulas based on norm-referenced data that vary by student grade and month. Using this Performance Predictor, students are classified as On Target, Low Risk, or High Risk. On Target Performance Predictor scores in Core5 can be used to forecast performance on the Acadience Reading. As displayed in Table 4, the majority of students who were On Target at the beginning and/or the middle of the year in Core5 scored at Met or Above Benchmark Levels on the Acadience Reading. This demonstrates that Core5 Performance Predictors can be used to forecast performance on the Acadience Reading.

Table 4: Percentage of On Target students who were at Met or Above Benchmark Levels on the Acadience Reading

	On Target (November)	On Target (February)
Kindergarten	95% (N =1278)	95% (N=1842)
1st Grade	95% (N =1485)	96% (N=1992)
2nd Grade	95% (N =2261)	95% (N=2203)
3rd Grade	96% (N =2130)	97% (N=2233)