

Lexia® PowerUp Literacy®

National Progress Report

2018-19 School Year Results for Approximately 197,000 Students

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Program Description

Lexia PowerUp Literacy (PowerUp) is a technology-based instructional program that provides a personalized literacy learning experience for struggling and non-proficient readers in Grades 6-12. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly-complex literature and informational texts. Students work online in three different instructional strands: Word Study, Grammar, and Comprehension.

Key Findings

- ❖ **Program Usage.** Nearly 200 thousand students and 20 thousand educators used PowerUp across the United States during the 2018-19 school year. Students engaged with the program for over 1.8 million hours, while their teachers logged in over 2.8 million times (on average 10 times per month) to monitor progress and drive offline intervention.
- ❖ **Skills Growth:** In total, students completed over 3.8 million activities—each supporting the instruction of several specific literacy skills—in PowerUp this year. Students who used the program for at least 20 weeks completed on average 42 activities this year across the three strands of instruction.
- ❖ **Student Progress:** Students who used PowerUp with minimum fidelity made substantial advances towards grade level content. Most students (89%) moved up at least two zones—bands of content in each strand covering approximately three grade levels of skills—and almost two thirds (63%) moved up one zone or more in all three strands.

Sample Description

A total of 197,341 students in grades 6-12 across 3,323 schools in the United States used the PowerUp program during the 2018-19 school year.

PROGRAM FIDELITY

Students received weekly usage targets by strand—varying from 25 to 45 minutes per week—that updated based on their zone location in each strand.

Minimum fidelity is defined as 20 weeks of use and 85 minutes a week in the program.

UNDERSTANDING PLACEMENT

When students first use PowerUp, an embedded, automated assessment feature places them into an appropriate starting level within each strand and determines their weekly minutes of usage target for each strand.

Program Usage: Students

Struggling and non-proficient readers require substantial intervention to achieve literacy gains. During the 2018-19 school year, **students used PowerUp for a total of over 1.8 million hours**. Both total and weekly minutes in the program were higher for students that used the program for a greater proportion of the school year.

Table 1. Student Usage Details by Implementation Length

Weeks of Use	# of Students	Avg. Total Strand Minutes	Avg. Weekly Minutes across all Strands
<5 weeks	39,570	35	12
5-9 weeks	39,589	175	25
10-14 weeks	32,324	380	32
15-19 weeks	28,226	631	37
20+ weeks	57,632	1,254	45

Program Usage: Educators

Over **20 thousand educators logged into myLexia a total of over 800 thousand times** to monitor their students' progress, deliver lessons, and assign skill builders. This translated to an average of 10 logins per month of use for each educator throughout the school year – more than twice per week.

Table 2. Educator Usage

# of Educators	Total Logins	Avg. Logins Per Month
20,973	818,613	10

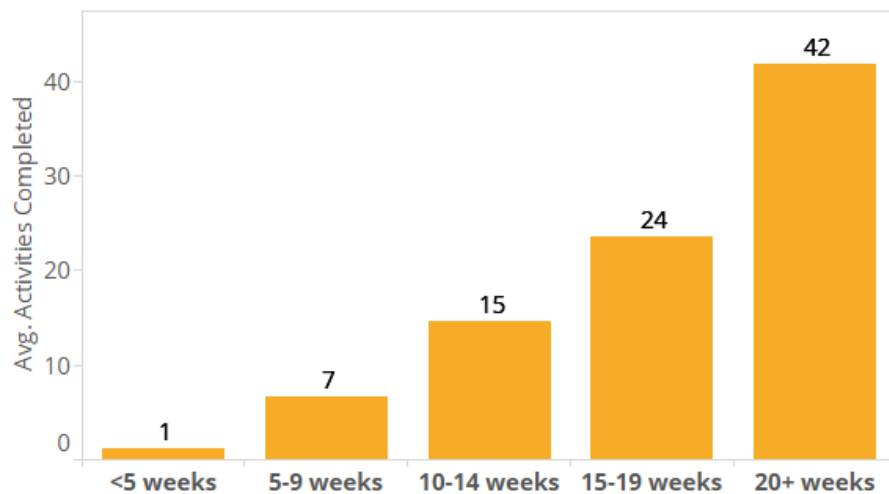
Skill Growth for All PowerUp Students

Activities within each level of PowerUp support the instruction of several specific literacy skills. **In total, students completed over 3.8 million activities** in PowerUp in the 2018-2019 school year. Students who used the program for more weeks tended to complete more activities, and therefore master more skills. In shorter implementations of 10-14 weeks, students typically completed 15 activities. Students who used the program for at least 20 weeks **completed on average 42 activities this year** across the three strands of instruction.

UNDERSTANDING ACTIVITIES

Each Level of PowerUp is composed of several activities. Activities typically cover multiple skills. For example, in each level of Grammar students work through four activities: Parts of Speech, Parts of Sentences, Capitalization/Punctuation, and Text Structure.

Figure 1. PowerUp Activities Completed by Implementation Length



UNDERSTANDING STRANDS

Students work online in three different instructional strands—**Word Study, Grammar, Comprehension**—that are based upon the Simple View of Reading by Gough & Tunmer (1986). Proficiency in each of the three strands is necessary to independence in reading and understanding complex, authentic texts.

UNDERSTANDING ZONES

Each strand is broken up into 3 zones. The **Foundational (K-2)** and **Intermediate (3-5)** zones provide the practice that builds automaticity of essential literacy skills. The content and instruction of the **Advanced (6-8)** zone represent what on-grade-level, proficient, adolescent readers should know and be able to do.

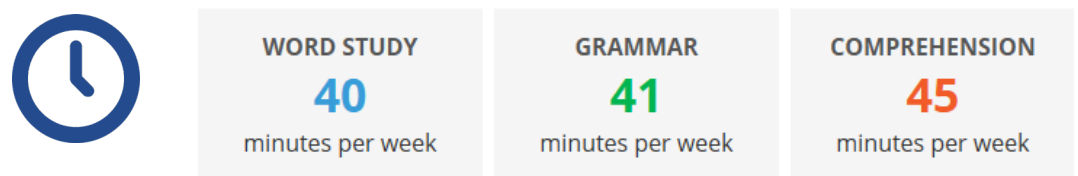
Usage and Progress for Minimum Fidelity Students

As shown in the graph above, students gained skills even during abbreviated implementations of PowerUp, but students who used the program 20 weeks or more made greater progress. Although weekly usage recommendations vary for students based upon where they are in the program, the following sections examine the usage and progress of students who met a minimum requirement for fidelity of **20 weeks of use and averaged 85 minutes a week across all three strands in the program.**

Strand Selection

In PowerUp, students have the agency to choose whether to work in Word Study, Grammar, or Comprehension. In each strand, usage recommendations vary from 25 to 45 minutes per week with more time allotted for students who are further behind. On average, these **students spent the most weekly time in the Comprehension strand.**

Figure 2. Average Time Spent by Strand
Students with 20+ weeks of usage and 85+ minutes per week



Progress across Strands

In PowerUp, students work through three zones of content, each associated with approximately 3 grade levels of skills. Moving up a zone and ultimately reaching the Advanced zone are indicators of substantial student progress in the program. During the 2018-19 school year, among students who used with minimum fidelity:

- ❖ **89%** of students moved up at least two zones
- ❖ **63%** moved up one zone or more in each of the three strands

PROGRESS

Students in the Advanced zone of Word Study at the end of the year were studying Greek and Latin word roots.

Students in the Advanced zone of Grammar at the end of the year were studying compound-complex sentences.

Students in the Advanced zone of Comprehension at the end of the year were reading complex texts in the 925L-1185L Lexile level range.

Progress within Strands

Students who used PowerUp with at least minimum fidelity made substantial progress in each strand. Most students completed sufficient content in the program to move up to higher zones. **By end of year, the percent of students working in the Foundational zone was below 10% in all three strands.**

Students with 20+ weeks of usage and 85+ minutes per week

Figure 3. Zone Progress in Word Study

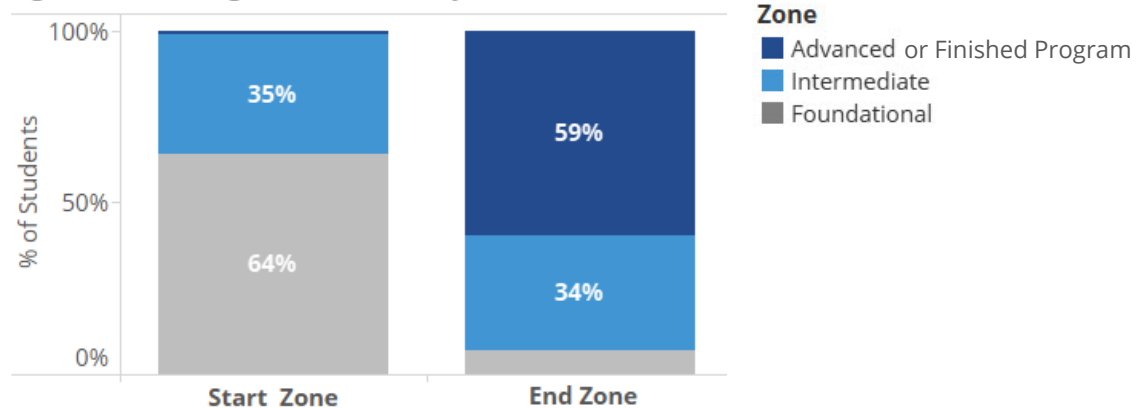


Figure 4. Zone Progress in Grammar

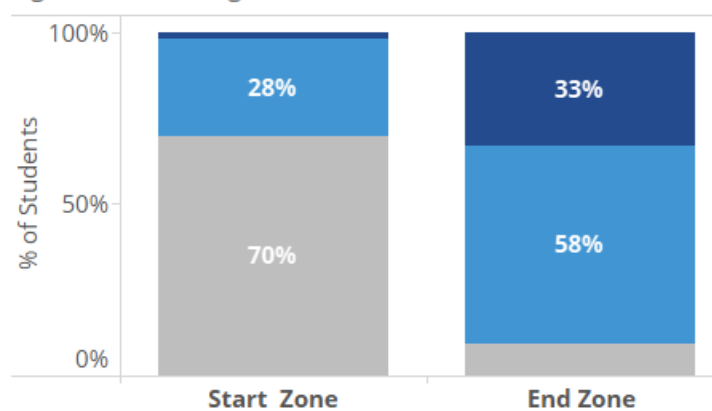


Figure 5. Zone Progress in Comprehension

