Product Evidence Base

Lexia PowerUp Literacy Efficacy Research

December 2025

Introduction

Lexia has a long history of building digital programs to help students become proficient readers. Included in Lexia's portfolio is the Lexia PowerUp Literacy program for students in grades 6–12. PowerUp is designed to accelerate literacy gains, whether students are several grade levels behind or show some risk of not meeting College- and Career-Ready Standards. One essential element of Lexia's approach is to conduct rigorous scientific research to demonstrate the efficacy of its programs. Here, we summarize research studies comprising the evidence base for PowerUp.

As a blended learning program, PowerUp integrates online activities with teacher-directed offline instruction. PowerUp simultaneously addresses gaps in fundamental literacy skills while helping to build higher-order analytical skills to accelerate learning across a broad range of content areas. It motivates adolescent learners to work towards grade-level literacy standards, while offering personalization through individualized learning pathways, adaptive instruction, and data-driven action plans. PowerUp also provides progress-monitoring data and instructional resources tied to student performance without having to stop to administer a test. PowerUp respects the maturity of adolescents with high-interest authentic texts and motivational elements. Content specialists continually update PowerUp to meet guidelines for inclusivity principles drawn from literature on culturally responsive pedagogy.

Key Findings

Across multiple studies, we found:

- **Significant effects of PowerUp in comparison to alternative forms of classroom instruction.**

  Using PowerUp had a greater impact on student performance than alternative forms of instruction. Effect sizes in studies of the current product ranged from 0.14 to 0.74.

- **PowerUp was effective for all students.**

  PowerUp helped all students learn, regardless of race/ethnicity, English Learner, or special education status.

- **Benefits of PowerUp with different lengths of implementation.**

  PowerUp contributed to literacy gains in studies lasting one school year as well as half-year studies and studies of summer programs.

The PowerUp Logic Model illustrates how PowerUp is expected to impact students, educators, and school/district leadership. It operationally defines the key inputs and activities involved in implementing PowerUp, and the outcomes expected to result. The PowerUp Logic Model helps satisfy the "Demonstrates a Rationale" level of evidence for the effectiveness of an educational program as described by the *Every Student Succeeds Act* (ESSA).

A logic model is a visual representation of the assumptions and theory of action that underlie the structure of an education program (IES).

Lexia PowerUp Literacy (PowerUp) was designed to address the needs of students in grades 6-12 who are not reading proficiently and are at risk of not meeting College- and Career-Ready standards.

The studies summarized in the tables below provide an evidence base establishing the efficacy of PowerUp. Included are early studies on the precursor to PowerUp – Lexia Strategies for Older Students (S.O.S.) – together with more recent empirical studies on PowerUp. We consider studies on S.O.S. to demonstrate a rationale that PowerUp would be effective for students. Seven of the 14 studies on PowerUp are published in peer-reviewed, scientific journals. Of these published studies, three meet the highest standards of strong evidence for an educational intervention described by ESSA.

Peer-Reviewed Publications

Lexia regularly submits its studies for peer-review. The peer-review process subjects Lexia's research studies and findings to the scrutiny of other experts in the same field. This process is considered necessary to ensure academic scientific quality. As of December 2025, there are 7 peer-reviewed, published efficacy studies of PowerUp, all listed in Table 1 below.

Table 1.

Peer-Reviewed Publications on PowerUp.

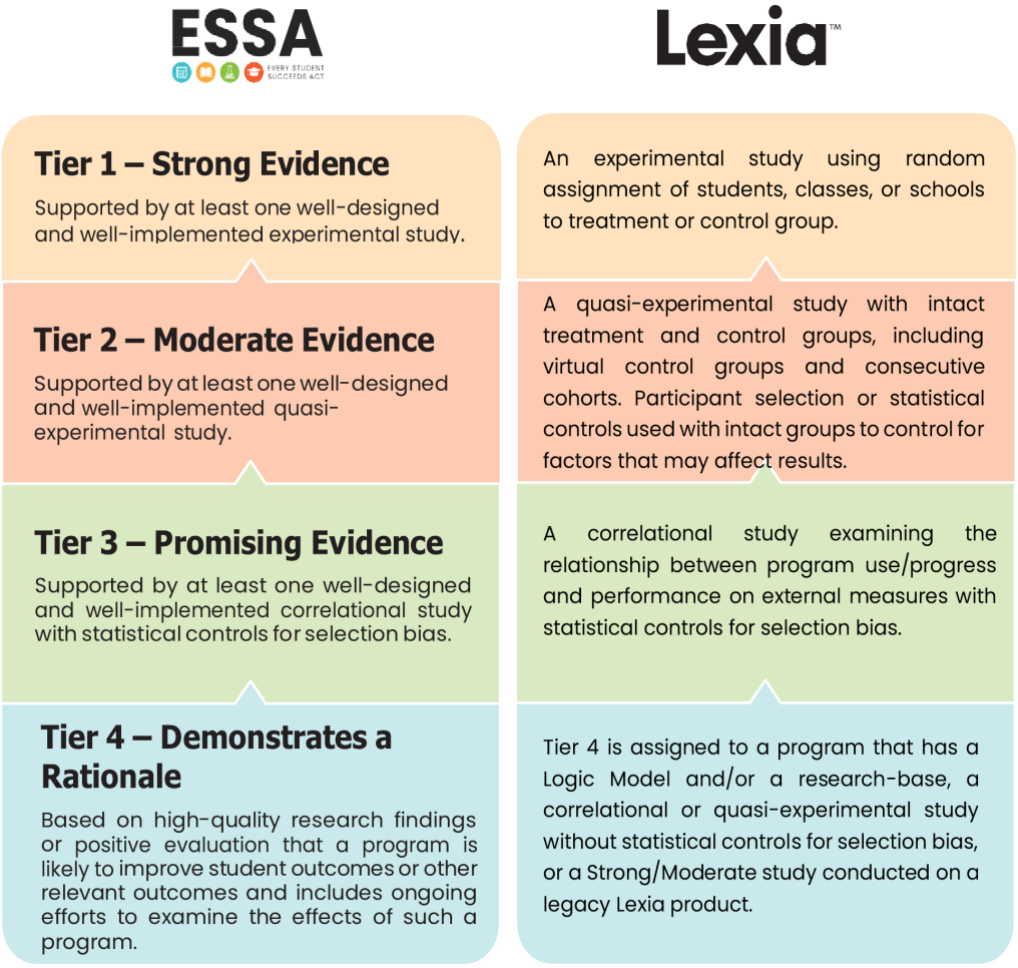
#	Year	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
1	2024	Moderate	0.14	6-10	26,029	Non-Proficient, English Learners
2	2022	Strong	0.69	6	122	Non-Proficient, English Learners
3	2022	Strong	-	6	570	Non-Proficient
4	2021	Strong	0.36	6-8	155	Non-Proficient
5	2019	Rationale	-	8	19	Non-Proficient
6	2014	Rationale	-	4-6	4	Non-Proficient
7	2009	Rationale	0.78	6-7	47	Non-Proficient

Every Student Succeeds Act (ESSA) Evidence Ratings

The *Every Student Succeeds Act* (ESSA) was signed into law in 2015. It was developed by a bipartisan group of legislators to reauthorize the 50-year old *Elementary and Secondary Education Act* (ESEA), the nation's national education law that attempts to provide equal opportunities for all students. One provision of ESSA is the inclusion of tiers of evidence for educational interventions, strategies, and approaches. The left side of the figure on the next page reproduces the language contained in federal statute (ESSA) that describes the four evidence tiers. The right side contains descriptions that permit these tiers to be applied to individual research studies on Lexia products.

Federal law does not provide technical guidelines for how to classify individual research studies into evidence tiers. Consequently, implementation of ESSA has resulted in multiple interpretations of what legislators meant by "Strong," "Moderate," and "Promising" studies. For example, the US Department of Education itself has multiple distinct definitions of the evidence tiers on its website (2019, 2022, 2025a, 2025b, 2025c). Additionally, research review organizations like the What Works Clearinghouse and Evidence for ESSA have adopted

different and more stringent guidelines to support decision-making that elaborate upon the definitions contained within statute. Importantly, these research review organizations differ in terms of the technical criteria they select for study and program classification.



While Lexia recognizes the value of external research clearinghouses to provide information to support local decision-making, Lexia has always relied on the scientific peer-review process to substantiate our research claims. Lexia uses peer-reviewed publications to provide evidence that individual studies on Lexia products meet ESSA's intention of "well-designed" and "well-implemented" studies. Although the peer-review process is not perfect, submitting research studies for peer-review is the hallmark of the scientific process. The peer-review process allows for multi-faceted research questions, the use of innovative

methods to answer these questions, and richer discussion of the implications for the field of educational technology. This process ensures that the technical quality of a research study and its contribution to the field are vetted by anonymous experts prior to publication.

Lexia's commitment to peer-review ensures that findings from our research studies can also be used to improve the product for changing customer needs. This continuous cycle of product improvement is reflected in our decision to classify studies on legacy Lexia products as "Demonstrating a Rationale" that the current version of the product will be effective. The peer-review process has persisted across multiple reauthorizations of ESEA, and it allows for variability in study design while preserving the intent of the ESSA descriptions that encourage rigor and evidence. As shown in Table 1 above, PowerUp has three peer-reviewed publications that fit the ESSA criteria of Strong Evidence. Thus, Lexia classifies PowerUp as having ESSA Strong Evidence.

External organizations unaffiliated with Lexia have also reviewed PowerUp research, and their conclusions about the efficacy of the product vary depending on their review criteria. The National Center on Intensive Interventions at the American Institutes for Research (link) and Evidence for ESSA (link) have reviewed studies on PowerUp. However, the review criteria, review process, the studies reviewed, and corresponding ratings vary across organizations. PowerUp has also undergone a rigorous review process every three years to maintain an endorsement by the Council of Administrators of Special Education (link).

Doctoral Dissertations

Several graduate students have published dissertations quantifying the impact of PowerUp in local settings to fulfill requirements to earn a doctoral degree. Table 3 provides summaries

of these quantitative doctoral studies. We exclude qualitative dissertations and those that do not address the relationship between use of PowerUp and student learning outcomes.

Table 2.

Doctoral Dissertations on PowerUp.

#	Year	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
8	2025	Rationale	-	6	211	Non-Proficient
9	2024	Rationale	-	9-12	36	English Learners
10	2023	Rationale	-	6	-	Non-Proficient
11	2022	Rationale	0.74	-	20	Non-Proficient
12	2021	Rationale	0.50	5-6	703	Non-Proficient

Internal Research and Reports

Lexia regularly publishes the results from internal studies to communicate the impact of PowerUp to the public. Research Briefs are short, accessible reports that provide relevant details about the research studies, focusing on key findings. These briefs are often released before full-length scientific manuscripts are published because the peer-review process can be lengthy and time-consuming. Research Briefs on PowerUp are summarized in Table 3.

Table 3.

Research Briefs on PowerUp.

#	Year	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
13	2020	Strong	0.54	6	38	Non-Proficient
14	2018	Rationale	-	8	33	Non-Proficient

The 14 research studies summarized in Tables 1-3 constitute the evidence base for PowerUp, providing robust and diverse evidence that PowerUp is effective at improving literacy outcomes for all students. The remainder of this document provides detailed information about each study, including links to the original publications. As additional evidence about the effectiveness of PowerUp becomes available, this document will be updated.

1 LINK Can Computer-Assisted Instruction Help Schools to Close the Achievement Gap: Evaluation of a District-Wide Reading Intervention

# Schools	-
# Students	26,029
Assessment	-
Duration	School Year
Effect Size	0.14
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	6 – 10
Program	Lexia PowerUp Literacy
State	-
Targeted Demographics	Non-Proficient, English Learners
Years	2024

A large Southeast school district decided used Lexia PowerUp Literacy in the 2022-23 school year for Tier 3 students in grades 6-10. There were 9,792 students who used PowerUp and the remaining 16,237 students served as controls. The state English Language Arts (ELA) test was used to assess reading. The ELA test given in the spring of 2021-22 – prior to PowerUp use – served as a pretest, and the ELA test given in the spring of 2022-23 was the posttest. On average, control students had significantly higher pretest scores than PowerUp students. A "difference in differences" (DID) approach was used to estimate the effect of PowerUp on ELA scores. This approach takes the average outcome (posttest minus pretest) for treatment students and subtracts the average outcome for control students. *DID results showed a significant effect of PowerUp with an average effect size of 0.14. Notably, there was an even larger effect size – 0.25 – for the subgroup of English Learners.* In addition, students who started PowerUp early in the school year and used it for at least an hour per week experienced higher gain scores. These results suggest that effective use of PowerUp can help boost students' reading scores, particularly English Learners.

2 LINK Bolstering Middle School Students' Component Reading Skills: An Evaluation of the Lexia PowerUp Literacy Blended Learning Program

# Schools	2
# Students	122
Assessment	PRO-ED TOSWRF2, TOSREC, TOSCRF2
Duration	School Year
Effect Size	0.69
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	Lexia Research
Grades	6
Program	Lexia PowerUp Literacy
State	Massachusetts
Targeted Demographics	Non-Proficient, English Learners
Year	2022

This study explored how PowerUp contributed to gains on fluency tests of various reading skills and whether benefits of PowerUp occurred for both English Learners and native English speakers. Students in the study were enrolled in six supplemental reading classes across two middle schools in the same district. All supplemental reading classes within each school were taught by the same teacher. Half of the classes were randomly assigned to use PowerUp, and the other half were control classes using an alternative reading program. Three standardized reading fluency tests – Test of Silent Word Fluency (TOSWRF2), Test of Silent Reading Efficiency and Comprehension (TOSREC), and Test of Silent Contextual Reading Fluency (TOSCRF2) – were administered as a pretest in the fall and a posttest in the spring. Results showed no differences between groups in gain scores on TOSWRF2 and TOSREC. However, there was a significant group difference on the TOSCRF2. *The PowerUp group gained 26.7 points on the TOSCRF2 while the control group declined 2.5 points. Gains for the PowerUp group reflect a 35% improvement over the school year.* The TOSCRF2 is the most complex of the fluency tests administered and assesses multiple reading skills. This difference favoring PowerUp students was evident for both English Learners and native English speakers.

3 LINK Impact of Lexia PowerUp Literacy Program on Sixth Grade Student Reading Achievement

# Schools	5
# Students	570
Assessment	Renaissance STAR Reading
Duration	Half Year
Effect Size	-
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	Lexia Research
Grades	6
Program	Lexia PowerUp Literacy
State	Massachusetts
Targeted Demographics	Non-Proficient
Year	2022

This randomized control study investigated the impact of Lexia PowerUp Literacy on reading achievement for students in grade 6. The study was conducted in five public middle schools during the first half of the school year. District leaders decided to offer literacy support to students reading on or below grade level. Three schools were randomly assigned to the intervention group and two to the control group. Intervention students used PowerUp during their English Language Arts/Reading classes, while control students received alternative forms of literacy instruction during these classes. Outcomes of this study focused on students in grade 6 who used PowerUp for at least 18 weeks. Fall and Winter scores on STAR Reading served as pretest and posttest, respectively. *Students using PowerUp scored significantly higher than control students at posttest, earning Winter STAR Reading scores that were 21 points higher* than control students after accounting for Fall STAR Reading scores and student characteristics. Students who used PowerUp were also 1.48 times more likely to move up a benchmark level on STAR Reading as compared with control students. These findings show that, even in a half-year implementation, consistent use of PowerUp supports significant reading gains for middle school students.

4 LINK Supporting Struggling Middle School Readers: Impact of the Lexia PowerUp Literacy Program

# Schools	2
# Students	155
Assessment	Renaissance STAR Reading
Duration	Half Year
Effect Size	0.36
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	Lexia Research
Grades	6-8
Program	Literacy PowerUp Literacy
State	Michigan
Targeted Demographics	Non-Proficient
Year	2021

This study examined how well Lexia PowerUp Literacy promotes reading ability among a sample of struggling middle school readers. Students in the study were enrolled in supplemental classes, receiving 40 minutes of literacy instruction per day. Each class contained a mix of students in grades 6-8. Seven classes were randomly assigned to use PowerUp for six months, and three classes served as a control group in which instruction was delivered with the traditional supplemental curriculum. Scores on STAR given at the beginning of the year and end of year served as a pretest and posttest, respectively. Students in classes that used PowerUp scored significantly higher at posttest than students in control classes. The effect size for this outcome was 0.36, which translates to *improvement of about 10 percentile points*. The effect of treatment did not interact with students' identified race, showing that the *impact of PowerUp did not differ for Black and White students*.

5 LINK The Effects of Individualized Literacy Interventions on Eighth-Grade Students' Perceived Self-Efficacy in Content Reading and Reading Achievement

# Schools	1
# Students	19
Assessment	Renaissance STAR Reading
Duration	4 Months
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	8
Program	Lexia PowerUp Literacy
State	-
Targeted Demographics	Non-Proficient
Year	2019

A group of 19 eighth-grade students from a small Midwestern school district were provided with individualized literacy interventions over a 4-month period. A key component of the interventions was use of Lexia PowerUp Literacy, which was implemented in groups of five or less students. In addition to the literacy interventions, half of the students in the study were randomly selected to engage in 8 weeks of 1-on-1 conversations with the researcher about reaching personal literacy goals. *Students who received literacy interventions coupled with 1-on-1 conversations showed a mean grade equivalency gain of .55 on STAR Reading over two months* in the second half of the intervention period. These students also showed evidence of improved literacy-related self-efficacy. Students who were provided with literacy interventions but without 1-on-1 conversations made more modest gains over the same time period. Overall, outcomes of this study suggest that individualized, PowerUp-based literacy interventions coupled with literacy goal conversations can provide strong benefits for struggling readers in middle school.

6 LINK Effects of Computer-Assisted Instruction for Elementary Readers with Disabilities

# Schools	1
# Students	4
Assessment	Lexia Quick Reading Test
Duration	3 Months
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	4-6
Program	Lexia Strategies for Older Students
State	-
Targeted Demographics	Non-Proficient
Year	2014

This study examined how well Lexia programs could support the development of reading skills. Four students with reading disabilities participated in this study. These students used a precursor to Lexia PowerUp Literacy – called Lexia Strategies for Older Students – in remedial reading sessions. The students were administered the Lexia Quick Reading Test to identify skills where instruction was needed. For each student, three skill areas were targeted for instruction. In each skill area, a set of word identification probes was constructed that contained words directly taught in the Lexia program. *Effects of instruction were seen when percent accuracy on word probes improved from baseline. There were 11 out of 12 instances of students achieving skill mastery (over 90% accuracy).* Additional teacher-led instruction beyond the program was needed in 33% of these instances. After instruction, skills were maintained at a rate of 93% across students. Ability to generalize skills to untaught words was also assessed and occurred at a rate of 80% across students.

7 LINK Benefits of Computer-Assisted Instruction for Struggling Readers in Middle School

# Schools	1
# Students	47
Assessment	Riverside Publishing Woodcock-Johnson III
Duration	School Year
Effect Size	0.78
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	6-7
Program	Lexia Strategies for Older Students
State	Utah
Targeted Demographics	Non-Proficient
Year	2009

This study investigated how well Lexia programs could benefit struggling readers in middle school. Students were enrolled in one of three remedial reading classes. The classes were taught by the same teacher and contained students in grades 6-7. Two classes were randomly assigned to use a precursor to Lexia PowerUp Literacy – called Lexia Strategies for Older Students – as a supplement to the schools' core curriculum, and the third served as a control class and received the core curriculum. Subtests from the Woodcock-Johnson III Tests of Achievement were given at the beginning and end of the school year. *Middle school students using the Lexia program made significant gains on three subtests – Word Attack, Letter-Word Identification, and Comprehension.* Gains were significantly greater on Word Attack for students using the Lexia program (4.3 standard score points) than control students (-2.4 standard score points). Further analyses revealed that Lexia students with the lowest scores at pretest on Word Attack and Letter-Word Identification showed the greatest gains. No such relationships were seen in the control group.

8 LINK Comparing FastBridge Reading Assessment Scores: Reading Interventionist vs. Lexia PowerUp for Sixth-Grade Students

# Schools	-
# Students	211
Assessments	FastBridge Reading Assessment
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	6
Program	Lexia PowerUp Literacy
State	Minnesota
Targeted Demographics	Non-Proficient
Year	2025

This non-experimental study compared the benefits of seeing a reading interventionist versus using PowerUp for students in grade 6 who were struggling in reading. The reading interventionists used the University of Florida Literacy Initiative Foundations curriculum. Differences in FastBridge reading assessment scores were examined for students taught by an in-person reading interventionist and those who exclusively used PowerUp. Fall and spring reading scores for the 2023-2024 school year were analyzed. The FastBridge reading assessment comprises two tests: aReading and AUTOreading. On average, students in the reading interventionist group saw an increase of 2.23 points in their reading test scores, whereas the growth score for the PowerUp group was marginally higher at 2.39. Overall academic improvement on the reading test was modest for both groups. *On the AUTOreading test the reading interventionist group achieved a mean growth score of 9.33. In contrast, the PowerUp group recorded a higher growth score of 14.55. Students in the PowerUp group exhibited significantly higher AUTOreading scores across the school year*, while students in the reading interventionist group showed more limited improvements – mainly from winter to spring. These outcomes point to the potential of PowerUp as a resource in facilitating literacy advancement among middle school students.

9 LINK A Quantitative Correlational Study Examining the Relationship between English Language Students' Lexia PowerUp Usage and English Language Proficiency Scores on ACCESS

# Schools	-
# Students	36
Assessments	ACCESS for ELLs
Duration	20 Weeks
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	9-12
Program	Lexia PowerUp Literacy
State	Georgia
Targeted Demographics	English Learners
Year	2024

The purpose of this study was to examine the relationship between PowerUp usage and English Language Proficiency (ELP) scores on the ACCESS for ELLs assessment among English Learners (ELs) in high school. ACCESS for ELLs is given annually to measure the progress of ELs toward English language proficiency as established by the state of Georgia. ACCESS for ELLs is a summative assessment developed by WIDA which provides scores in four composite areas: oral language, literacy, comprehension and overall. In this study ACCESS for ELLs ELP scores served as measures of the overall composite score. The measures in this study consisted of PowerUp usage (minutes over a 20-week period) along with ACCESS for ELLs ELP scores (range 1.0–6.0) and performance band placement (range 1–8) extrapolated from the ELP scores. Results showed *no significant relationship (r = .01) between PowerUp usage and ELP scores on the ACCESS for ELLs*. Similarly, no relationship (r = .01) was found between PowerUp usage and performance band placement on the ACCESS for ELLs. The author points out several limitations of this study. *A main limitation of this study is that it did not include any information about teachers' classroom instruction* – a key component of PowerUp's blended learning model. Thus, it remains uncertain from these outcomes the extent to which PowerUp is beneficial for ELs in high school.

10 LINK Improving Outcomes for Older Struggling Readers in Special Education Resource

# Schools	16
# Students	Unavailable
Assessment	Texas Assessments of Academic Readiness
Duration	2 Years
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grade	6
Program	Lexia PowerUp Literacy
State	Texas
Targeted Demographics	Non-Proficient
Year	2023

This study aimed to evaluate the implementation of Lexia Power Up Literacy in sixth grade special education classes to improve student outcomes in reading. A large suburban school district adopted PowerUp to use during the 2020-21 and 2021-22 school years in 16 schools. Due to district policies, student-specific data were not made available to the researcher so only aggregated outcomes were reported. Students made progress in PowerUp during both years of the study. The percentage of students completing PowerUp activities was 93% and 77% in the Word Study strand, 94% and 70% in the Grammar strand, and 99% and 91% in the Comprehension strand. Scores on the Texas Assessments of Academic Readiness (STAAR) were obtained at the end of each school year. Students had a passing rate of 44% on the STAAR at the end of 2020-21. This was a slight decrease from the rate of 47% at the end of the 2018-19 school year. The decrease can be attributed to the impact of the COVID–19 pandemic which disrupted the 2019-20 and 2020-21 school years. *From 2020-21 to 2021-22, the passing rate on the STAAR increased from 44% to 51%.* The latter outcome surpassed the pre-pandemic rate of 47%. Overall, this study identified potential benefits of PowerUp for students receiving special education services.

11 LINK The Lexia PowerUp Literacy Program as an Intervention to Increase Word Recognition Automaticity and Reading Self-Efficacy in Middle School Students with Disabilities

# Schools	1
# Students	20
Assessments	Kaufman Test of Educational Achievement-Third Edition
	Reader Self-Perception Scale-2
Duration	12 Weeks
Effect Size	0.74
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Ages	10-15
Program	Lexia PowerUp Literacy
State	New Jersey
Targeted Demographics	Non-Proficient
Year	2022

This study employed a one group pretest/posttest design to investigate the impact of Lexia PowerUp Literacy on word recognition automaticity and reading self-efficacy in middle school students with disabilities. Twenty students with various types of disabilities – the most common being Specific Learning Disability – participated in this study. Students used PowerUp three times a week in their Language Arts classes for 12 weeks. Scores on the Word Recognition Fluency subtest of the Kaufman Test of Educational Achievement-Third Edition were used to assess word recognition automaticity, and reading self-efficacy was evaluated with the Reader Self-Perception Scale-2. Results showed that *use of PowerUp contributed to a significant gain in word recognition automaticity*. The effect size for this outcome is 0.74. Use of PowerUp was also associated with a small, non-significant increase in reading self-efficacy. These findings show that use of PowerUp can help enhance students' automatic word recognition and thus contribute to reading success, though the gains in automaticity were not tied to a significant increase in self-efficacy.

12 A Mechanism to Increase Literacy and Math Skills to Reduce Summer Learning Loss

LINK

# Schools	1
# Students	703
Assessment	NWEA MAP
Duration	5 Weeks
Effect Size	0.50
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	5-6
Program	Lexia PowerUp Literacy
State	Connecticut
Targeted Demographics	Non-Proficient
Year	2021

This study employed a quasi-experimental design to assess if participation in an intensive, 5-week Summer Academy could lead to improved reading scores for middle school students. All participants in the Summer Academy had a Spring reading score at the 25th percentile or lower on NWEA MAP. Students scoring above the 25th percentile served as a comparison group. The intervention included reading and writing instruction and a STEM performance task. For reading instruction, whole group activities focused on comprehension strategies, and small group activities targeted word study, vocabulary, fluency, and comprehension. A key component of small group activities was use of PowerUp to provide students with individualized instruction. *Participants in the intervention demonstrated significant growth in MAP reading scores over the summer and, further, showed significantly more reading growth than comparison students*. Effect size for this comparison is 0.50. In contrast to reading growth, participants in the intervention regressed in MAP math scores over the summer. Overall, the Summer Academy – which included PowerUp as a key component in the intervention – resulted in improved reading performance for middle school students.

13 LINK Efficacy of the Lexia PowerUp Literacy Program: State Test Score Improvements for Struggling and Non-Proficient Readers

# Schools	2
# Students	38
Assessment	Michigan Student Test of Educational Progress (M-STEP)
Duration	Half Year
Effect Size	0.54
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	Lexia Research
Grades	6
Program	Lexia PowerUp Literacy
State	Michigan
Targeted Demographics	Non-Proficient
Year	2020

This study evaluated how well PowerUp could support reading for students in middle school. All students in the study were in grade 6 and enrolled in supplemental classes, receiving 40 minutes of literacy instruction per day. Four classes were randomly assigned to use PowerUp for six months, and two classes served as a control group in which instruction was delivered with the traditional supplemental curriculum. Scores on the Michigan Student Test of Educational Progress (M-STEP) at the end of grade 6 were the post-test. There were no differences in M-STEP scores between PowerUp and control students at pretest. However, after the intervention, PowerUp students averaged more than 6 points higher than control students. Effect size for this comparison was 0.54 – nearly five times the impact seen with typical middle school reading interventions. The difference is equivalent to an *improvement of over 20 percentile points*.

14 LINK Lexia PowerUp Literacy Research Summary: Evidence of Effectiveness with Non-Proficient Middle School Readers

# Schools	1
# Students	33
Assessment	Ohio State English Language Arts Test
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	8
Program	Lexia PowerUp Literacy
State	Ohio
Targeted Demographics	Non-Proficient
Year	2018

This study examined the extent to which use of Lexia PowerUp Literacy was related to reading gains in struggling middle school readers. All students in the study had scored in the "non-proficient" range on the state ELA test at the end of grade 7. They then used PowerUp in grade 8. By the end of the school year, PowerUp students showed a statistically significant 5.1 scaled score gain on the state ELA test. *One-third of students improved to the extent that they no longer scored in the non-proficient range on the test.* It was also found that students' time-on-task in PowerUp was related to performance on subsections of the state test. Every 10-minutes spent in PowerUp's Comprehension strand per week was associated with a statistically significant 5% increase in Reading for Information scores and a 3% increase in Writing scores on the state test. In addition, every 10 minutes students spent in PowerUp's Grammar strand per week was associated with a statistically significant 4% increase in Writing scores. These findings showed that use of PowerUp was tied to reading gains in middle school students.

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