Product Evidence Base

Lexia® PowerUp Literacy® Efficacy Research

August 2023

Lexia® | Lexia POWERUP™ LITERACY

Introduction

Lexia® has a long history of building digital programs to help students become proficient readers. Included in the portfolio is the Lexia® PowerUp Literacy® blended learning 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. The program simultaneously helps close gaps in foundational literacy skills while building higher-order thinking capabilities to enable students to access grade-level content. PowerUp respects the maturity of adolescents with high-interest authentic texts and motivational elements. Lexia conducts rigorous scientific research to demonstrate the efficacy of its programs. This document summarizes the efficacy research studies that constitute the evidence base for PowerUp.

Content specialists continually update PowerUp to meet guidelines for inclusivity principles drawn from literature on culturally responsive pedagogy. As a blended learning program, PowerUp integrates online activities with offline instruction. PowerUp simultaneously addresses gaps in fundamental literacy skills while building higher-order analytical skills to accelerate learning across a broad range of skills. It motivates adolescent learners to work towards grade-level literacy standards, while offering true 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.

Key Findings

Across multiple studies, we found:

- Strong associations between progress in PowerUp and scores on standardized literacy assessments. Relationships between progress in PowerUp and achieving proficiency on literacy assessments showed correlations ranging from 0.46 to 0.76.
- 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. Across several studies, effect sizes ranged from 0.36 to 0.78.
- PowerUp was effective for all students. PowerUp helped all students learn, regardless of race/ethnicity, Emergent Bilingual, or special education status.

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. Six of the 17 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 the *Every Student Succeeds Act (ESSA)*.

6 Peer-Reviewed, Scientific Publications

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 (peers). This process is considered necessary to ensure academic scientific quality. As of July 2023, there are 6 peer-reviewed scientific studies of PowerUp, all listed below.

#	Year	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
1	2022	Strong	0.36	6-8	155	Struggling Students, Emergent Bilinguals
2	2022	Strong	-	6	570	Struggling Students
3	2022	Strong	0.69	6	122	Struggling Students, Emergent Bilinguals
4	2019	Rationale	-	8	19	Struggling Students
5	2013	Rationale	-	4-6	4	Struggling Students
6	2009	Rationale	0.78	6-7	47	Struggling Students

External Evaluations

PowerUp has been evaluated by external researchers unaffiliated with Lexia Learning. PowerUp has been reviewed by the independent research review organizations Evidence for ESSA and the National Center on Intensive Interventions at the American Institutes for Research.

PowerUp has also been independently evaluated and endorsed by the Council of Administrators of Special Education, following a rigorous review process.

Independent researchers have also evaluated the effectiveness of PowerUp. These evaluations have been conducted by graduate students as part of their doctoral dissertations. These research studies – summarized in the following table - provide independent, third-party confirmation that PowerUp is an effective program.

Doctoral Dissertations

#	Year	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
7	2022	Rationale	0.74	-	20	Struggling Students
8	2021	Rationale	0.50	5-6	703	Struggling Students

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 manuscripts are published with results from the research study. "Validity reports" present correlations between students' progress in PowerUp and scores on established external assessments. This evidence, known as test-criterion validity, demonstrates that progress in PowerUp can appropriately serve as a measure of progress towards important criterion goals such as achieving proficiency on reading assessments.

Research Briefs

#	Year	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
9	2020	Strong	0.54	6	38	Struggling Students
10	2018	Promising	-	8	33	Struggling Students

Validity Reports

#	Year	ESSA Tier	Correlation	Grades	# Students	Test
11	2022	Rationale	0.52-0.55	6-8	4,534	North Carolina End-of-Grade Test
12	2022	Rationale	0.46-0.55	6-8	3,501	State of Texas Assessments of Academic Readiness
13	2021	Rationale	0.52-0.61	6-8	1,127	STAR Reading
14	2021	Rationale	0.72	6	1,078	ACT Aspire
15	2021	Rationale	0.55-0.70	6-8	960	Georgia Milestones
16	2019	Rationale	0.76	6-10	1,040	MAP Growth
17	2019	Rationale	0.57	6-8	1,093	Fast aReading

The 17 research studies summarized in the above tables 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 where available. As additional evidence about the effectiveness of PowerUp becomes available, this document will be updated.

1 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	PowerUp
State	Michigan
Targeted Demographics	Struggling Students, Emergent Bilinguals
Year	2022

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*.

2 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	PowerUp
State	Massachusetts
Targeted Demographics	Struggling Students
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.

3 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	PowerUp
State	Massachusetts
Targeted Demographics	Struggling Students, Emergent Bilinguals
Year	2022

This study explored how well PowerUp contributed to gains on fluency tests that tap into various reading skills and whether benefits of PowerUp occurred for both Emergent Bilinguals 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 Emergent Bilinguals and native English speakers. Overall, this study found that PowerUp students showed solid benefits on a test of reading fluency that tapped into multiple reading skills.

4 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	Four Months
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	8
Program	PowerUp
State	-
Targeted Demographics	Struggling Students
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.

5 Effects of Computer-Assisted Instruction for Elementary Readers with Disabilities

# Schools	1
# Students	4
Assessment	Lexia Quick Reading Test
Duration	Three 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	Struggling Students
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. They took 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. Generalization occurred at a rate of 80% across students.

6 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	Struggling Students
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.

7 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	Struggling Students
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.

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

# 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	Struggling Students
Year	2021

This study employed a quasi-experimental design to assess whether 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.

9 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
State	Michigan
Targeted Demographics	Struggling Students
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*.

10 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 3 (Promising) – Correlational
Evaluators	Lexia Research
Grades	8
Program	Lexia PowerUp
State	Ohio
Targeted Demographics	Struggling Students
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.

11 Large Suburban School District Correlation Summary Report

# Schools	-
# Students	4,534
Assessment	North Carolina End-of-Grade Test
Correlation	0.52-0.55
Duration	School Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	6-8
Program	Lexia PowerUp
State	North Carolina
Targeted Demographics	-
Year	2022

This report examined the relationship between student performance in Lexia PowerUp Literacy and scores on the North Carolina End-of-Grade (EOG) test. Significant correlations ranging from 0.52 to 0.55 across grades were found between the percentage of PowerUp content completed by the end of the school year and EOG test scores. Overall, *90% of students who completed PowerUp by the end of the school year scored at the Proficient level on the EOG test*. These outcomes demonstrate how advancements in PowerUp are associated with higher performance on the North Carolina End-of-Grade test.

12 Large Suburban School District Correlation Summary Report

# Schools	-
# Students	3,501
Assessment	State of Texas Assessments of Academic Readiness
Correlation	0.46-0.55
Duration	School Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	6-8
Program	Lexia PowerUp
State	Texas
Targeted Demographics	-
Year	2022

This report examined the relationship between student performance in Lexia PowerUp Literacy and scores on the State of Texas Assessments of Academic Readiness (STAAR) test. Students in the sample used PowerUp for at least 20 weeks over the school year. Significant correlations ranging from 0.46 to 0.55 across grades were found between the percentage of PowerUp content completed by the end of the school year and STAAR scaled scores. Overall, *48% of students with consistent use of PowerUp who ended the school year working at an Advanced level in one or more PowerUp strands (Word Study, Grammar, Comprehension) scored at a Proficient level on STAAR Reading*. These outcomes demonstrate how advancements in PowerUp are associated with higher performance on STAAR Reading.

13 Validity Report: PowerUp and Renaissance STAR

# Schools	-
# Students	1,127
Assessment	Renaissance STAR Reading
Correlation	0.52-0.61
Duration	School Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	6-8
Program	Lexia PowerUp
State	-
Targeted Demographics	-
Year	2021

This study examined the relationship between student performance in Lexia PowerUp Literacy and scores on Renaissance Star Reading – an established assessment of reading skills. The sample used PowerUp for at least 20 weeks over the school year. A statistically significant correlation of 0.56 was found between percentage of PowerUp content completed by the end of the year and students' STAR scores. Overall, *77% of students who ended the school year working at Advanced levels in all three PowerUp strands (Word Study, Grammar, Comprehension) scored at or above the 40th percentile on STAR Reading*. These outcomes demonstrate how advancements in PowerUp are associated with higher scores on STAR reading.

14 Validity Report: PowerUp and ACT Aspire

# Schools	-
# Students	1,078
Assessment	ACT Aspire Reading
Correlation	0.72
Duration	School Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	6
Program	Lexia PowerUp
State	-
Targeted Demographics	-
Year	2021

This report examined the relationship between student performance in Lexia PowerUp Literacy and scores on ACT Aspire. Students used PowerUp for at least 20 weeks over the school year. A statistically significant correlation of 0.72 was found between the percentage of PowerUp content completed by the end of the year and ACT Aspire scores. Overall, *80% of students who ended the school year working at Advanced levels in all three PowerUp strands (Word Study, Grammar, Comprehension) scored at or above the 40th percentile* on the assessment. The outcomes demonstrate how advancements in PowerUp are associated with higher performance on the ACT Aspire assessment.

# Schools	-
# Students	960
Assessment	Georgia Milestones English Language Arts Assessments
Correlation	0.55-0.70
Duration	School Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	6-8
Program	Lexia PowerUp
State	-
Targeted Demographics	-
Year	2021

This report examined the relationship between student performance in Lexia PowerUp Literacy and scores on the Georgia state ELA test (GMAS). Students used PowerUp for at least 20 weeks over the school year. A significant correlation of 0.59 was found between the percentage of PowerUp content completed by the end of the year and GMAS scores. Overall, *80% of students who ended the school year working at Advanced levels in all three PowerUp strands (Word Study, Grammar, and Comprehension) scored at or above the 40th percentile on the assessment*. These outcomes demonstrate how advancements in PowerUp are associated with higher performance on GMAS.

# Schools	-
# Students	1,040
Assessment	MAP Growth Reading
Correlation	0.76
Duration	School Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	6-10
Program	Lexia PowerUp
State	-
Targeted Demographics	-
Year	2019

This study examined the relationship between student performance in Lexia PowerUp Literacy and scores on NWEA MAP Growth Reading – an established measure of reading ability. Students in the sample attended grades 6-10 in a mid-size school district. They used PowerUp for at least 10 weeks and had taken the MAP Growth Reading assessment in the spring. A statistically significant correlation of 0.76 was found between the percentage of PowerUp content completed by the end of the year and Spring MAP Growth Reading scores. Overall, *99% of students who completed all three strands in PowerUp (Word Study, Grammar, Comprehension) scored above the 40th percentile on the MAP assessment*. Further, students who made the greatest progress in PowerUp had Spring MAP scores that were, on average, *14 percentile points higher* than students who showed minimal progress. These outcomes demonstrate how progress in PowerUp is associated with higher performance on NWEAP MAP Growth Reading.

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17 Validity Report: PowerUp and FAST aReading

# Schools	-
# Students	1,093
Assessment	Fastbridge Learning FAST aReading Test
Correlation	0.57
Duration	School Year
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	6-8
Program	Lexia PowerUp
State	-
Targeted Demographics	-
Year	2019

This report examined the relationship between student performance in Lexia PowerUp Literacy and scores on the FastBridge Learning FAST aReading test – an established measure of reading ability. Students in the sample attended grades 6-8 in a mid-size school district. They used PowerUp for at least 10 weeks and had taken FAST aReading assessment in the spring. A significant correlation of 0.57 was found between percentage of PowerUp content completed by the end of the year and Spring FAST aReading scores. Overall, *90% of students who completed all three strands in PowerUp (Word Study, Grammar, Comprehension) achieved proficient scores based on Spring FAST aReading benchmark standards*. Further analyses considered students identified as non-proficient readers based on Fall FAST aReading scores. It was found that students who reached the highest levels in all three PowerUp strands (or completed the program) were 3 times more likely to achieve proficiency on the Spring Fast aReading test than students who did not. These outcomes demonstrate how advancements in PowerUp are associated with higher performance on the FAST aReading assessment.

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