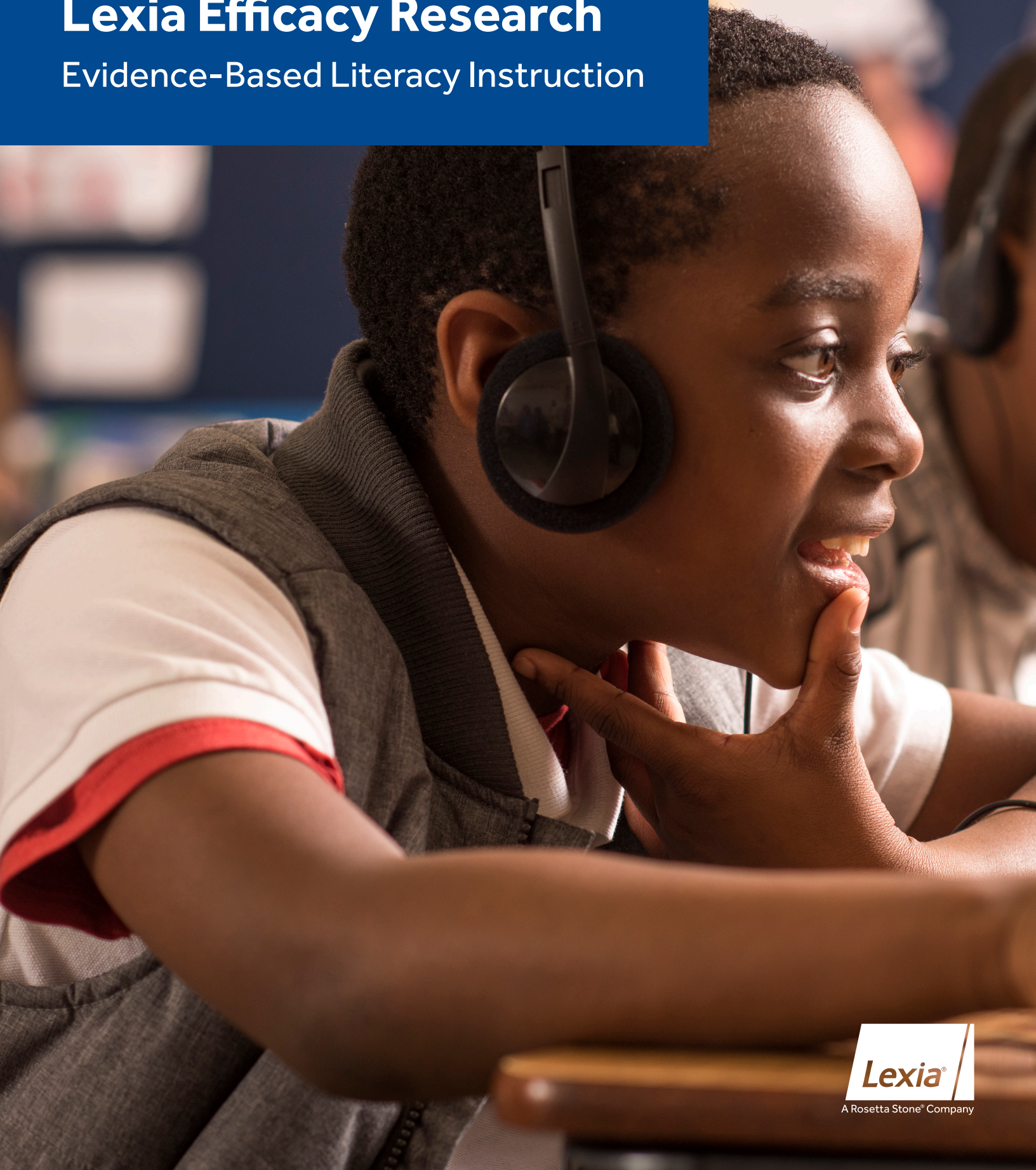# Lexia Efficacy Research

Evidence-Based Literacy Instruction

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Lexia Reading® Core5® Works

Evidence-based research studies have demonstrated that Lexia's literacy program, Core5, contributes to students' success on standardized reading assessments. In multiple studies published in peer-reviewed journals, Lexia Reading Core5 has been found to accelerate the development of literacy skills.

Key Findings:

- Lexia programs contribute to improved scores on standardized reading tests for students in preschool and elementary school.

- Targeted populations (such as students who are low performers and/or in Title I schools) benefit significantly from Core5.

- Students who are English Learners show significant benefits from Core5, in some cases closing the reading gap with their native English-speaking peers.

- Rigorous scientific methods were followed in conducting these studies, including use of treatment and control groups, pretests/posttests, using standardized reading assessments, and appropriate statistical data analyses.

For a more detailed look at the research and findings, please visit www.lexialearning/research.

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Although many reading programs may be described as research-based, there is an important distinction between research-based and evidence-based.

A program is said to be research-based when prior peer-reviewed research is used to inform the design of the program. For example, program designers may use others' research on successful phonological awareness interventions to design program activities, but this research does not speak to the effectiveness of the new program.

For a program to be evidence-based it must be evaluated using rigorous scientific methods, as seen in Gold Standard efficacy studies.

Gold Standard efficacy studies:

Include treatment and control groups.

Evaluate results using appropriate statistical data analyses.

Randomly assign classrooms to the participant and control groups.

Are rigorously and blindly evaluated through a peer-review process to assess the research methods and ensure the soundness of the findings.

Pretest and posttest students in both groups using standardized measures to compare groups.

When we say that Lexia programs are research-proven, we mean that they are both research-based and evidence-based.
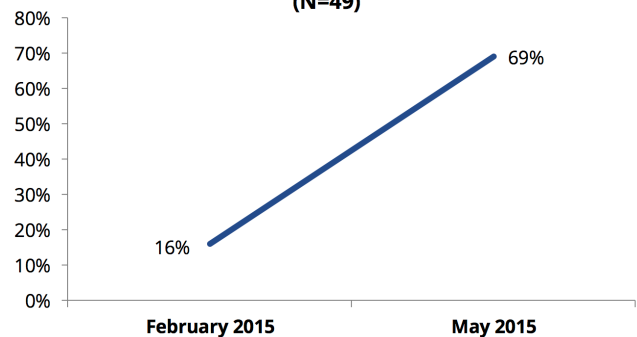
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Oral Reading Fluency for Second Grade Study

Students in the Core5 treatment group made significantly greater gains in words per minute scores on the DIBELS Next DORF subtest of oral reading fluency compared to students in the control group. Results indicate that use of Core5 can lead to growth in early literacy skills.

Only 16% of the second grade students who started the pilot program were working on grade-level skills. By the end of the year, 69% were working on grade-level skills or had reached end-of-year benchmark. These findings indicate that Core5 students made substantial progress in Core5 over a 16-week period.

Percent of Students Working In or Above Grade-Level in Core5 (N=49)

Students in the Core5 classes made significantly greater gains in words per minute scores on the DIBELS Next subtest of oral reading fluency compared to students in the control class. In fact, Core5 students had nearly four times the gains (25% growth compared to 6% growth) in oral reading fluency.

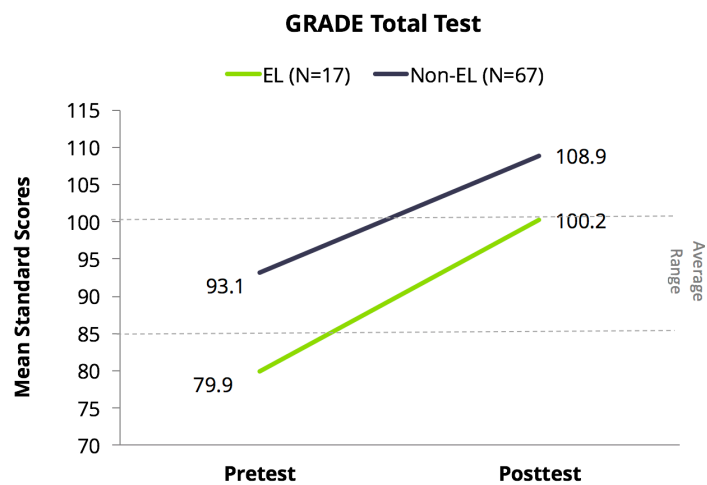**DIBELS Next Oral Reading Fluency Subtest**
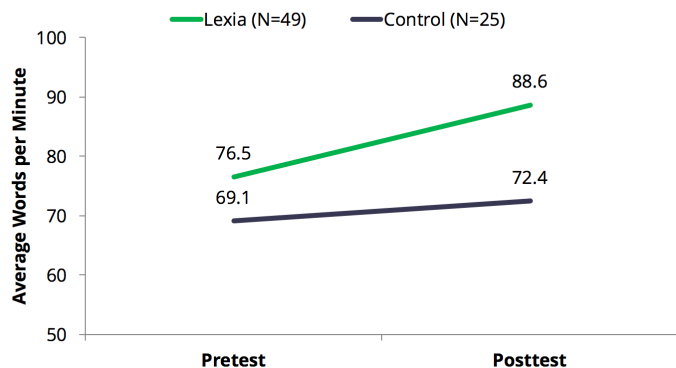
Wilkes, S., Macaruso, P., Kazakoff, E., & Albert, J. (2016). Exploration of a Blended Learning Approach to Reading Instruction in Second Grade. In Proceedings of EdMedia: World Conference on Educational Media and Technology 2016 (pp. 791-796). Association for the Advancement of Computing in Education (AACE).

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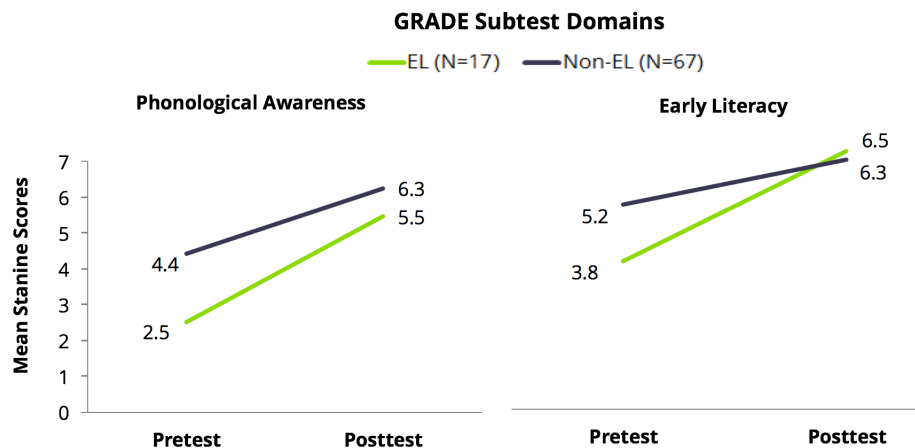
EL Kindergarten Study

Implementation of Lexia Reading Core5 in a low SES school district resulted in significant gains for both EL and non-EL kindergartners. Results indicate that Core5 can be effective in enhancing reading skills for all kindergartners, and that EL kindergartners caught up to their non-EL peers on several foundational reading skills.

Both EL and non-EL kindergartners experienced significant pretest to posttest gains on the Group Reading Assessment and Diagnostic Evaluation (GRADE™).

GRADE Total Test

EL (N=17)   Non-EL (N=67)

Mean Standard Scores

108.9
100.2
93.1
79.9

Average Range

Pretest   Posttest

EL Kindergartners were particularly successful on the early literacy and phonological awareness subtests, closing the reading gap with their non-EL peers.

GRADE Subtest Domains

EL (N=17)   Non-EL (N=67)

Phonological Awareness

Mean Stanine Scores

6.3
5.5
4.4
2.5

Pretest   Posttest

Early Literacy

6.5
6.3
5.2
3.8

Pretest   Posttest

Brooke, E., Kazakoff, E.R., Macaruso, P., & Prescott, J. (2016, July). Can a Blended Learning Model of Reading Instruction Support the Development of EL Students' Reading Skills in Kindergarten? Poster presentation at the Society for the Scientific Study of Reading Annual Meeting. Porto, Portugal.

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EL First and Second Grade Study

First- and second-grade students using Core5 showed significantly greater pretest to posttest gains on the GRADE compared to the control group. Results indicate that Core5 can be effective in enhancing reading skills for students who are from a low SES background and EL students.

Students in the Core5 group showed significantly greater gains on the GRADE compared to control students who received the same classroom instruction without Core5.

GRADE Total Test for All Students

Core5 (N=45)   Control (N=38)

- 106.6
- 102.9
- 93.9
- 91.0
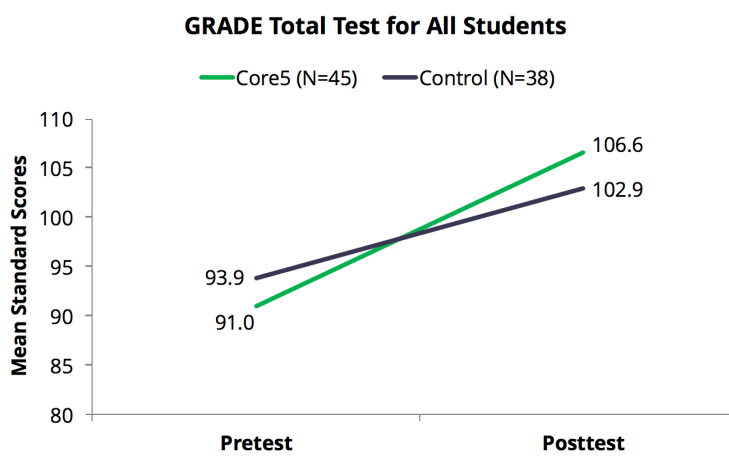
A sub-analysis of low performing EL students in the treatment group revealed the largest reading gains, closing the gap with non-EL students in the control group.

GRADE Total Test for EL Students

EL Treatment (N=14)   Non-EL Control (N=31)

- 104.4
- 102.9
- 96.1
- 82.7
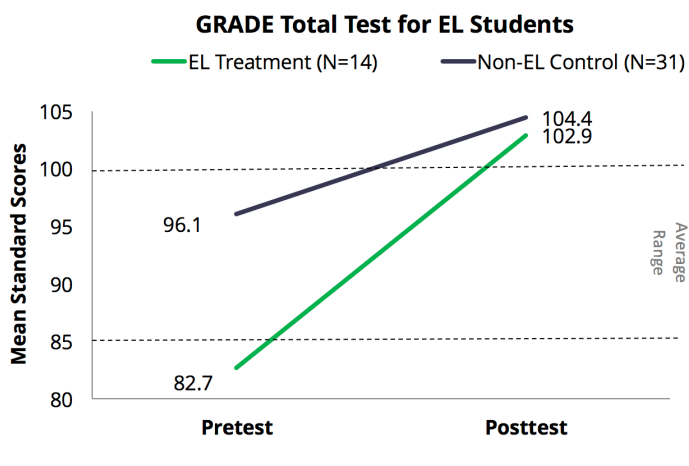
Schechter, R., Macaruso, P., Kazakoff, E.R., & Brooke, E. (2015). Exploration of a blended learning approach to reading instruction for low SES students in early elementary grades. *Computers in the Schools*, 32(3-4), 183-200.

School-Wide Implementation of Core5

A total of 641 students in elementary grades (K-5) who used Core5, with fidelity, for one year made significant gains on an outside reading assessment. Results indicate that students who completed more levels in Core5 performed better on the GRADE.

Across all grades, students who made greater advances in Core5 showed larger gains on the GRADE.

Growth on GRADE and Core5 (N=641)

*Standard Scale Points Grown* vs *Levels Completed in Core5*
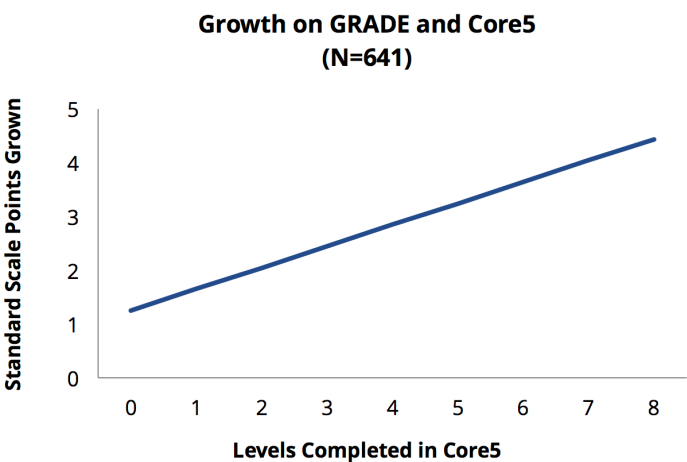
Prescott, J.E., Bundschuh, K., Kazakoff, E. & Macaruso, P. (2017). Elementary school-wide implementation of a blended learning program for reading intervention in a Title I school: Implications for students who are English Learners. *Journal of Educational Research*.

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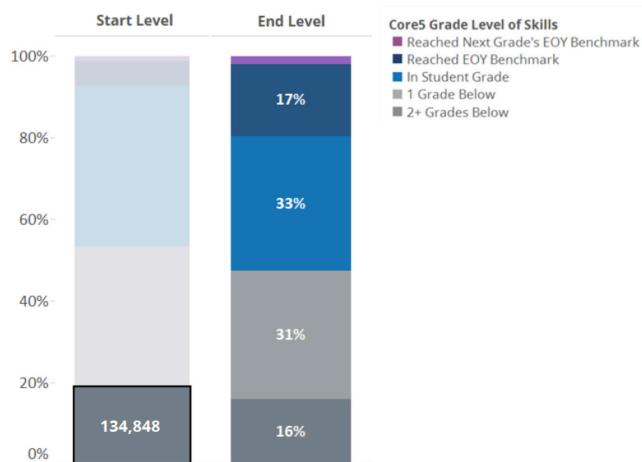
Closing the Reading Gap

Elementary Grades National Progress Report

Over 712,158 students in elementary grades (K-5) across the United States used Lexia Reading Core5 with fidelity during the 2016-2017 school year. 52% of these students were below grade level when they started using Core5. Results indicate that Core5 helped close the reading gap for more than half of the students performing below grade level by the end of the school year.

More than half of students (52%) who started Core5 working on skills one grade below their grade level completed all grade-level skills and reached their end-of-year, grade-level benchmark in Core5.
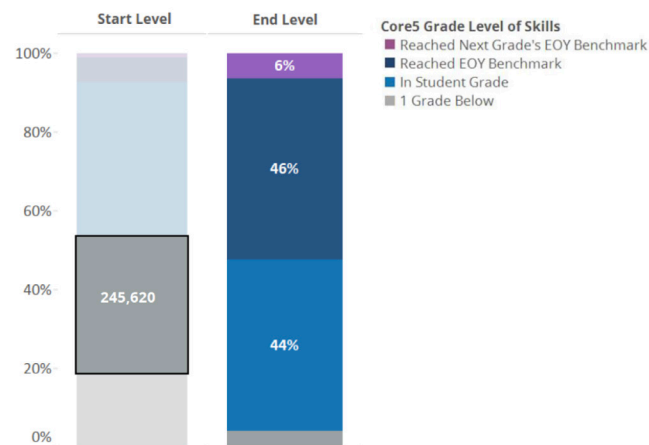
More than half of students (53%) who started Core5 working on skills two or more grades below their grade level reduced their risk for reading failure, ending the school year working on skills in their grade level or reached their end-of-year, grade-level benchmark in Core5.
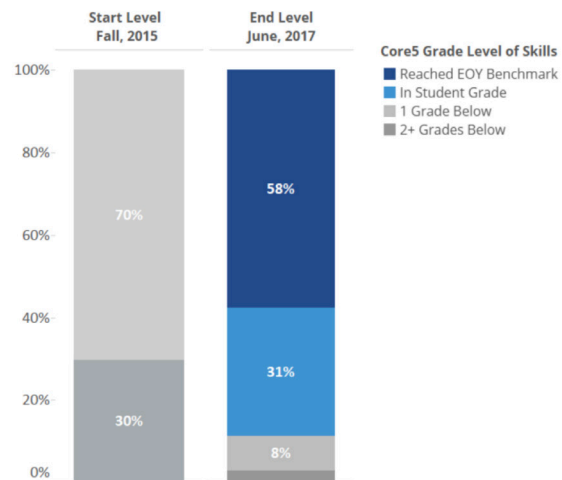
Closing the Reading Gap

National Two-Year Progress Report

Over 101,812 students at risk for reading failure in grades 1-5 across the United States used Core5 for the 2015-2016 and 2016-2017 school years. Students were identified as at-risk because they began Core5 working below grade level in Fall 2015. Results indicate that Core5 helped close the reading gap for 89% of students performing below grade level within two school years.

Eighty-Nine percent of at-risk students ended the second year working on skills in or above their grade level. More than half (58%) successfully reached their EOY, grade-level benchmark in Core5.

Two-Year Progress in Core5 for At-Risk Students

Start Level Fall, 2015 — End Level June, 2017

Core5 Grade Level of Skills
- Reached EOY Benchmark
- In Student Grade
- 1 Grade Below
- 2+ Grades Below

Start Level Fall, 2015: 70%, 30%
End Level June, 2017: 58%, 31%, 8%

Committed to Research Excellence

Lexia Learning is committed to evidence-based research, and continues working with teachers, school administrators, specialists, and academic consultants to study the efficacy of our programs.

For a closer look at the studies summarized in this document, or for more information about Lexia and our products, please visit **www.lexialearning.com**