Lexia Core5 Reading

Canada National Progress Report

2024–2025 School Year

Prepared by Lexia Research

Canada

PROGRAM DESCRIPTION

The Lexia® Core5® Reading program (Core5) is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities. The depth and breadth of Core5's scope and sequence supports both foundational and advanced literacy skills, while embedded assessment technology provides educators with real-time actionable data that helps answer relevant questions about student needs and abilities.

In Core5, students complete activities that are organized into 21 levels covering Pre-K through 5th grade skills. Completing skills with 90%–100% accuracy is required for students to advance to the next level. Students reach their end-of-year, grade-level benchmark when they complete all of the material up to and including the Core5 levels that correspond to their grade level. By allowing students to learn and practice skills at their own targeted place and pace, Core5 helps students make the critical shift from learning to read to reading to learn.

KEY FINDINGS

During the 2024-25 school year[1], Lexia supported diverse learning needs and dynamic implementations, resulting in over **112K PreK-5 students** across **3,200 schools**[2] using the Core5 program in Canada. Students of all abilities made substantial progress in Core5 across the year, with students who used the online components of the program with fidelity seeing impressive gains:

- **Over three quarters of students** (83%) who used the program with fidelity and started the school year working on material in their grade level **reached their end-of-year, grade-level benchmark** or beyond in Core5.
- **More than 41%** of students who started the school year working on skills one grade below their grade level and used with fidelity **closed the reading gap** and reached their end-of-year, grade-level benchmark or beyond in Core5.
- A substantial number of students (37%) who started the year working on skills two or more grades below their grade level and used Core5 with fidelity **greatly reduced their risk for reading failure and got back on track**, ending the school year working on material in their grade level or having reached their end-of-year, grade-level benchmark in Core5.

[1]Core5 users for the 2024-25 school year were defined as PreK–5th grade students who logged into Core5 between 7/29/2024 and 5/25/2025.
[2]Schools are user-defined, and may not directly correspond to physical schools.

DESCRIPTION OF REPORTING SAMPLE

The primary sample for this national report consists of 27,707 PreK-5 students who **used the online portions of Core5 with fidelity** across 1,948 schools during the 2024-25 school year. On average, these students completed **5 Core5 levels** over **32 weeks of use**, using the program for about **79 minutes per week**. This resulted in students mastering around **25 skills** and completing **25** corresponding **Skill Checks** throughout the school year.

In the subsequent sections, student progress is presented for groups of students who used Core5 with fidelity, based on their skill level in the program at the beginning of the school year.

PROGRAM FIDELITY

Students receive weekly usage targets ranging from 20-80 minutes per week. These targets update monthly, based on the likelihood of reaching end-of-year, grade-level benchmark in Core5. Because the program is designed for consistent use across the year, usage fidelity is also based on how many weeks a student uses Core5.

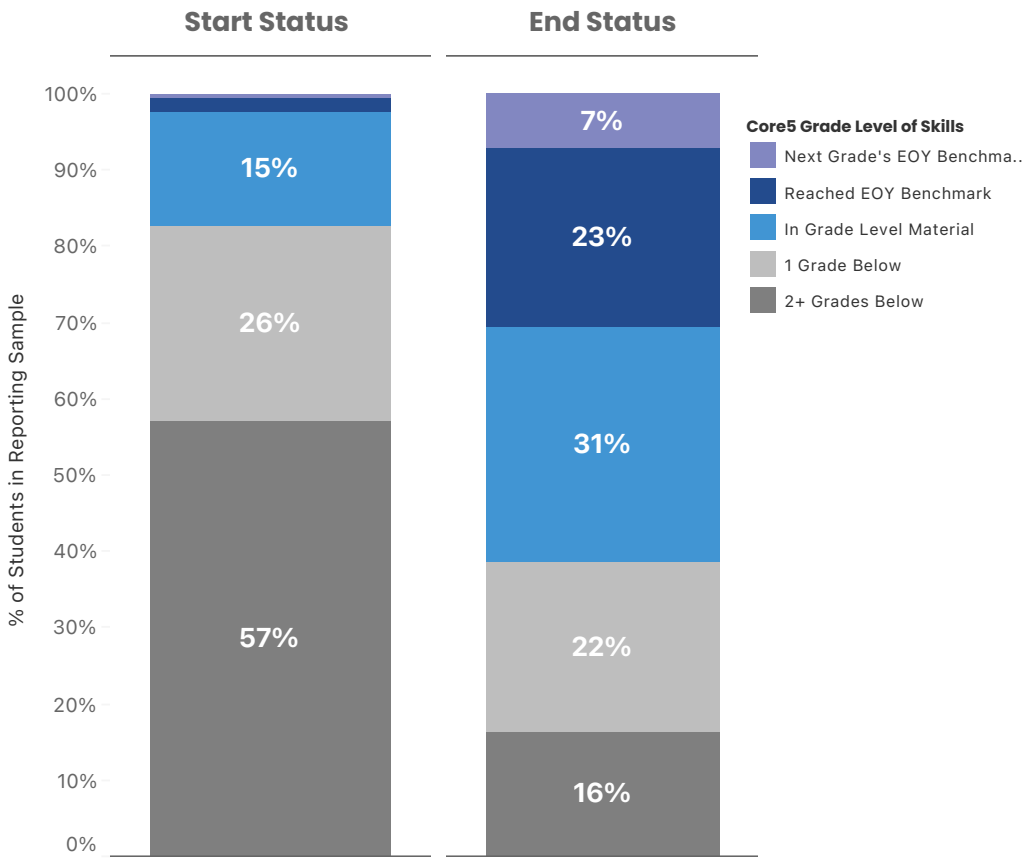
Students are considered to have used the online portion of Core5 *with fidelity* if they used the program for at least 20 weeks, met their weekly usage targets for 50% or more of those weeks, and started using the program before the end of 2024.

For example, a student who started using Core5 in September 2024, used Core5 for 22 weeks throughout the school year, and met usage targets for 11 of those weeks has used Core5 with fidelity.

PROGRESS FOR ALL STUDENTS IN REPORTING SAMPLE

Students who used Core5 with fidelity were able to make substantial progress. At the start of the school year, 17% of students were working on skills in or above their grade level (Figure 1). That number **increased to 61%** by the end of the school year. About 30% of students reached their end-of-year (EOY), grade-level benchmark or advanced to complete the next grade's EOY benchmark in Core5.

Figure 1. Core5 Progress for All Students in Reporting Sample (N=27,707)



* Graph labels may not add to 100% due to rounding.
** Note that schools are user-defined, and may not directly correspond to physical schools.

PROGRESS IN Core5 FOR STUDENTS IN GRADE LEVEL

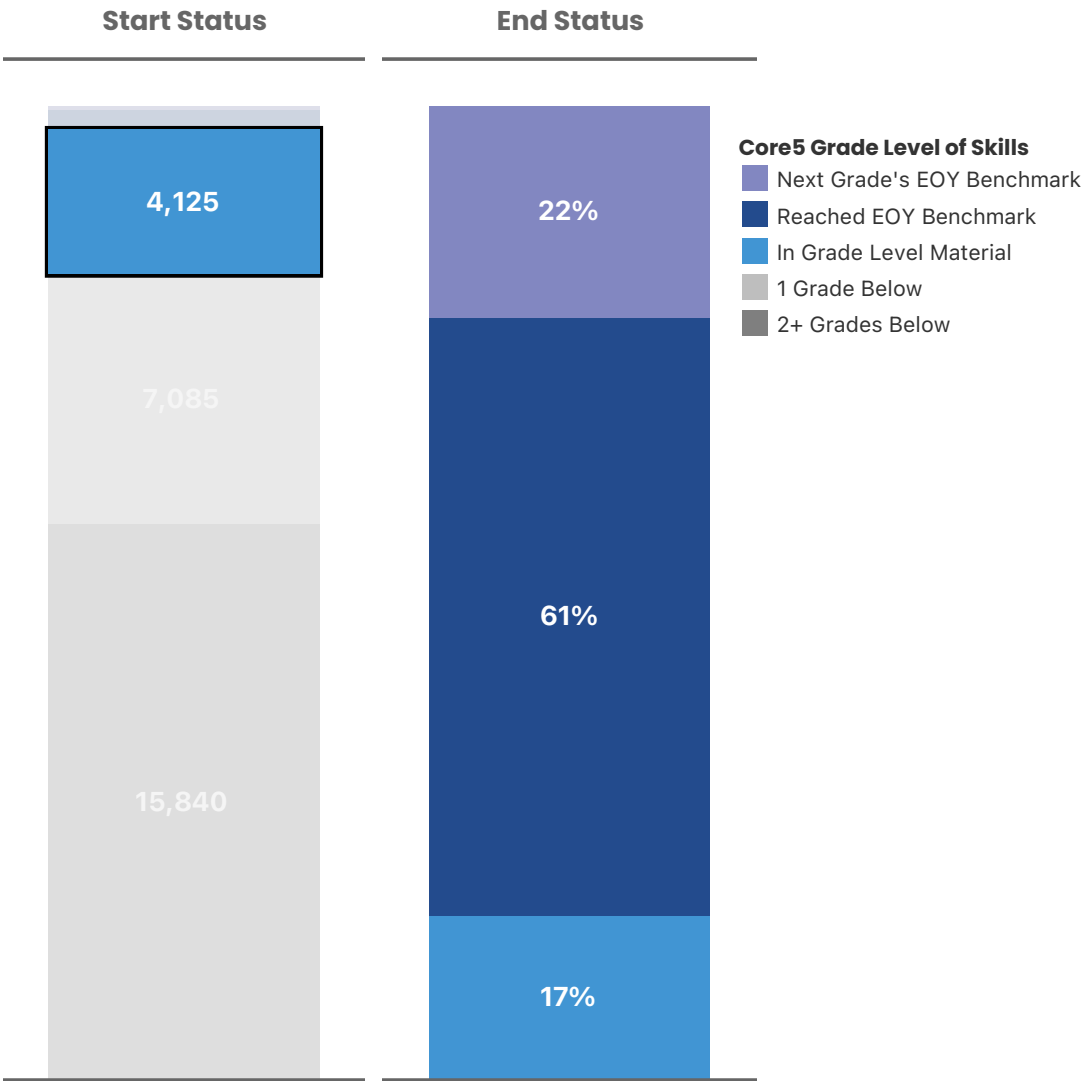
At the start of the school year, 4,125 of the students in the reporting sample were working on material in their grade level in Core5. The majority of these students (83%) reached their EOY grade-level benchmark or advanced to complete the next grade's EOY benchmark in Core5.

EXAMPLE STUDENTS

A third grade student started the school year working in third grade level skills ("In Student's Grade"). By the end of the school year, she completed all of the third grade skills to reach end-of-year, grade-level benchmark.

Another third grade student started the school year working in third grade level skills. He not only completed third grade skills, but also completed fourth grade level skills by the end of the school year. Thus, he reached the next grade's end-of-year benchmark.

Figure 2. Core5 Progress for Students Starting the Year Working In Grade Level (N=4,125)



* Graph labels may not add to 100% due to rounding.

PROGRESS IN Core5 FOR STUDENTS BELOW GRADE LEVEL

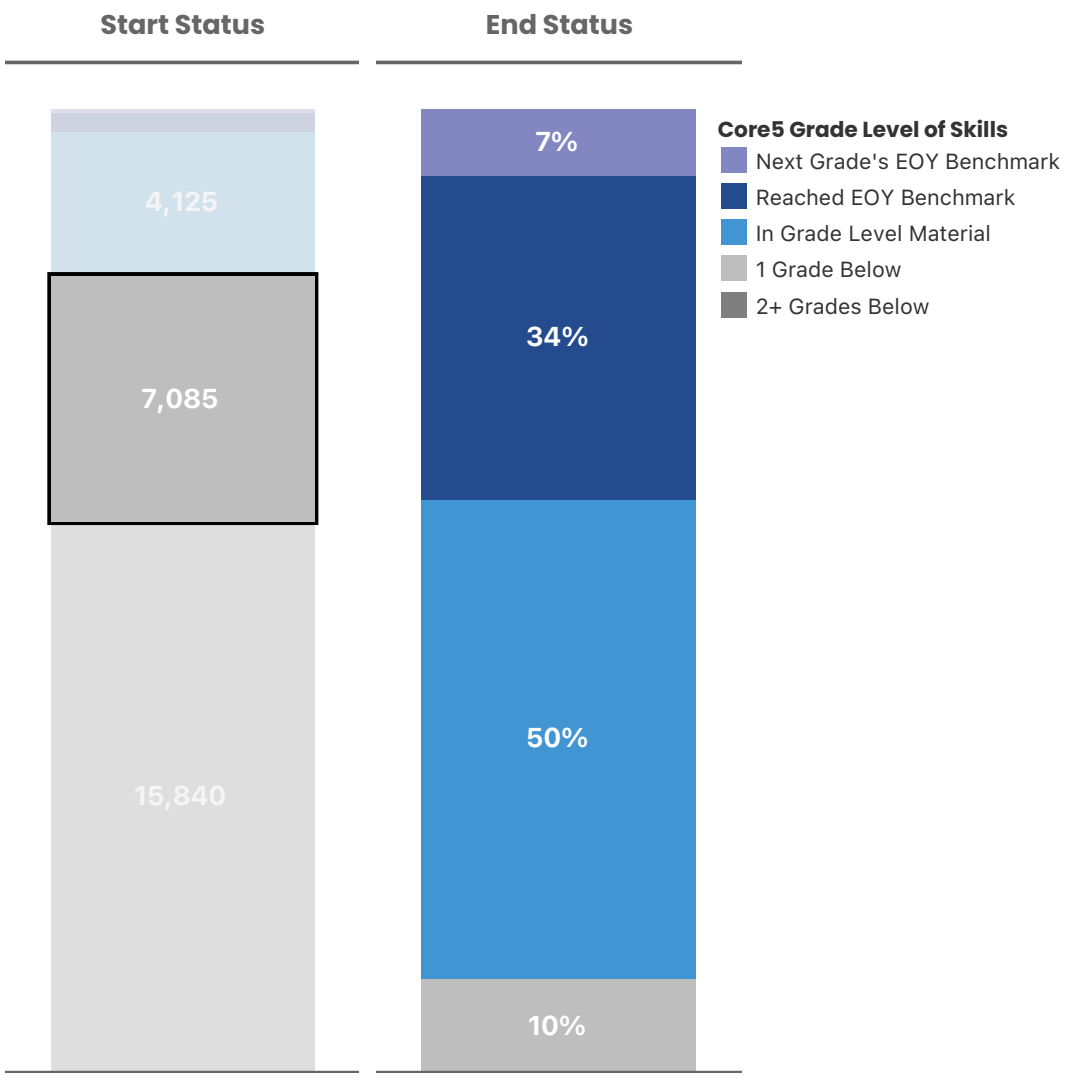
At the start of the school year, 7,085 students in the reporting sample were working on skills one grade below their grade level in Core5. **41%** of these students **closed the reading gap** and reached their EOY, grade-level benchmark or advanced to complete the next grade's EOY benchmark in Core5. Another 50% made progress, ending the school year working on skills in the student's grade level.

EXAMPLE STUDENTS

A fourth grade student started the school year working on third grade skills ("1 Grade Below"), but by the end of the school year he completed all third grade skills and made progress in fourth grade skills (ending the year "In Student's Grade").

Another fourth grade student started the school year working on third grade skills, and made substantial progress to complete third and fourth grade skills by the end of the year. Thus, she reached end-of-year benchmark at the end of her fourth grade year.

Figure 3. Core5 Progress for Students Starting the School Year Working 1 Grade Below Grade Level (N=7,085)



* Graph labels may not add to 100% due to rounding.

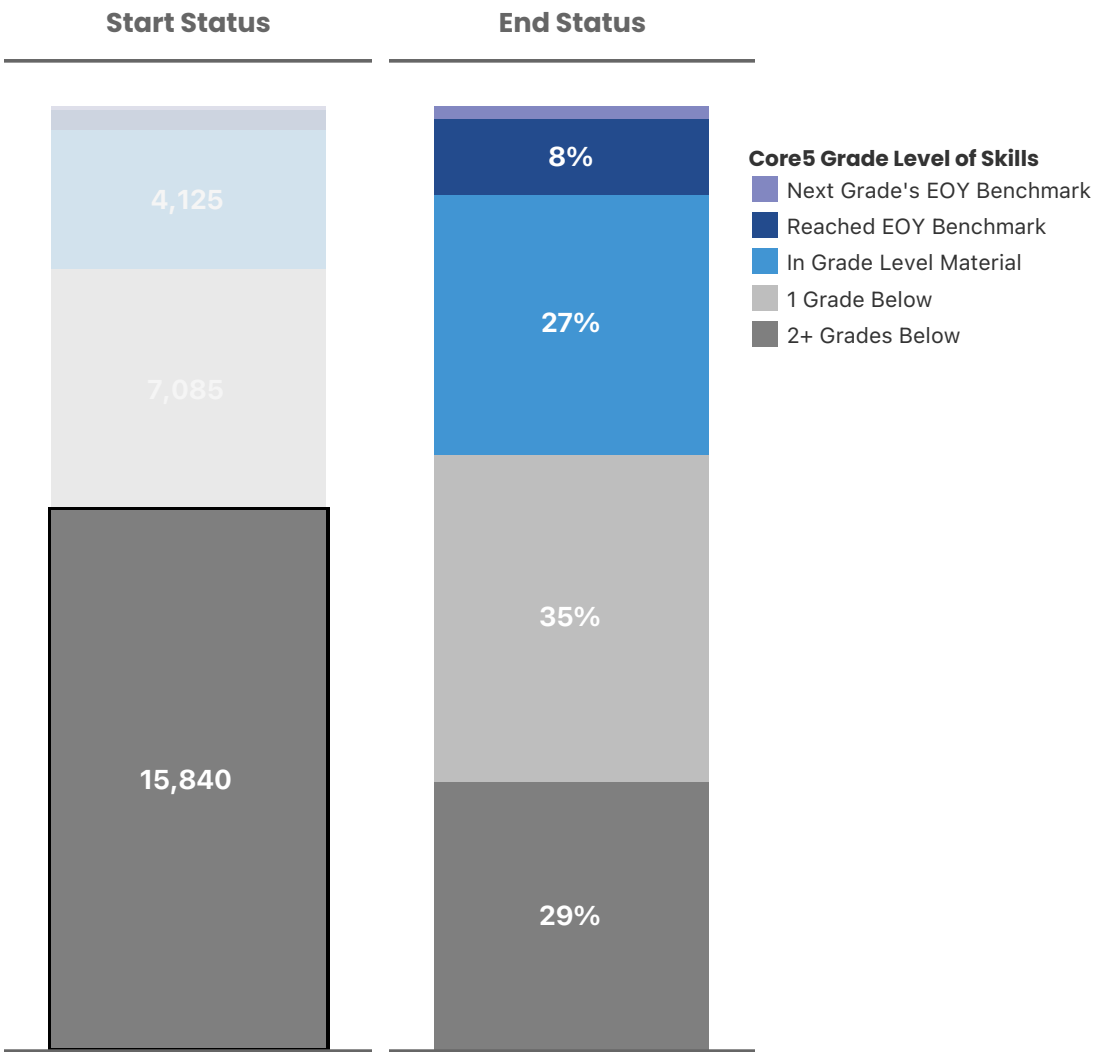
PROGRESS IN Core5 FOR STUDENTS WELL BELOW GRADE LEVEL

At the start of the school year, 15,840 students in the reporting sample were working on material in Core5 that was two or more grades below their own grade level. **37% of these students substantially reduced their risk for reading failure**, ending the school year working on skills in their grade level or above in Core5. Among these students who started the year working two or more grade levels behind in Core5, **over half (53%) gained two or more grade levels of skills in one year**.

EXAMPLE STUDENT

A third grade student started the school year working in first grade skills ("2+ Grades Below" her grade level). Throughout the year, she completed all first and second grade skills and finished the year working in third grade level skills ("In Student Grade").

Figure 4. Core5 Progress for Students Starting the School Year Well Below Grade Level (N=15,840)



* Graph labels may not add to 100% due to rounding.

Note: Includes usage data of sites available for reporting.