



STATE IMPACT REPORT

Utah's Early Intervention Reading Software Initiative: 2024-2025

Key Findings

- Core5 was the most preferred program in the Utah's Early Intervention Reading Software initiative. **Core5 students accounted for 59% of all software users – by far the largest share among the 12 programs.**
- Increases in software usage were significantly associated with higher end-of-year Acadience Reading scores in grades K, 1, and 3, but not grade 2. However, **a significant relationship was found between Core5 usage and predicted Acadience Reading scores for all four grades – including grade 2.** This shows a consistent, positive association for Core5 even when the aggregate vendor results were not significant.
- Analyses showed that **on-grade-level reading rates for third graders would have been four percentage points lower in the absence of software use.** This represents a significant lift in statewide literacy performance which can largely be attributed to Core5 use.

Introduction

In 2015, the state of Utah introduced the Early Interactive Software Program (EISP) as a state-supported initiative to supplement learning and strengthen literacy skills among students in grades K-3 with the support of edtech programs. The EISP initiative has been ongoing for 10 years. Here we review findings based on the initiative during the 2024-25 school year.

The findings reviewed here are based on an [evaluation](#) conducted by the Utah Education Policy Center (UEPC) – an independent research-based center at the University of Utah administered through the College of Education. There were 12 reading programs included in the evaluation conducted by UEPC. This review will focus mainly on findings tied to Lexia Core5 Reading.

Program Selection

There were 141,854 students participating in the EISP initiative in the 2024-25 school year. During the school year, *Core5 students accounted for 59% of all software users, by far the largest share of any program.* Over the 10 years of the initiative, Core5 has accounted for 60% of all software users. As a result, the positive outcomes in the 2024-25 evaluation as well as in the [previous nine years](#) capture the impact of Core5 usage and should be interpreted as a strong indicator of Core5's contribution to EISP outcomes.

Program Usage

UEPC calculated the percentage of students who met vendor recommendations for program usage. It was found that 59% of Core5 students met 80% of usage recommendations and 47% of Core5 students met 100% of usage recommendations. Lexia had one of the higher rates of students who met usage recommendations among all programs evaluated.

Results from program usage data highlight the strength of Lexia Success Partnerships which were provided to schools that selected Core5 in the Utah initiative.

Learning Outcomes

Outcomes across Programs

UEPC reported that increases in software usage were significantly associated with higher end-of-year Acadience Reading scores for students in grades K, 1 and 3. However, the effect was not significant in grade 2. The table shows effect sizes for contrasts in which usage was at 0% of recommendations versus 100% or 200% of recommendations.

Effect Sizes for Contrasts in Usage

CONTRAST	Grade K	Grade 1	Grade 2	Grade 3
0% vs. 100%	0.26	0.09	<0.01	0.05
0% vs. 200%	0.44	0.23	0.04	0.11

Kraft (2020) offers the following benchmarks for interpreting effect sizes of education interventions: <0.05 = Small; 0.05–0.19 = Medium; >0.20 = Large.

Outcomes Specific to Core5

UEPC also conducted program-specific analyses and provided them to each vendor. According to the Lexia-specific sub-report,¹ **the relationship between Core5 usage and predicted Acadience Reading scores was significant across all four grades** – including grade 2 – indicating a consistent, positive association for Core5 even when the aggregate vendor results did not show significance. The table shows effect sizes for contrasts when Core5 usage was at 0% of recommendations versus median usage.

Effect Sizes for Contrasts in Usage

CONTRAST	Grade K	Grade 1	Grade 2	Grade 3
0% vs. Median Usage	0.33	0.20	0.05	0.05

Kraft (2020) offers the following benchmarks for interpreting effect sizes of education interventions: <0.05 = Small; 0.05–0.19 = Medium; >0.20 = Large.

¹Altermatt, T. W., Gallyer, J., Altermatt, E. R., Yildiz, M., & Rorrer, A. K. (2025). Implementation and Outcome Evaluation of the Early Interactive Reading Software Program: Lexia Report. Salt Lake City, UT: Utah Education Policy Center.

Outcomes for Different Sub-Populations

UEPC examined learning outcomes for students identified as part of different sub-populations. These include multilingual learners, students receiving special education services and students identified as the lower performers at the start of the school year. In each case analyses showed favorable effects of the EISP initiative for students in these sub-populations.

Multilingual Learners. As usage increased from 0% to 100%, the rate of gains in Acadience Reading was greater for multilingual learners than non-multilingual learners. It was found that the gap between multilingual learners and non-multilingual learners observed at 0% usage diminished by 100% usage. The interaction between multilingual learner status and usage was statistically significant for students in kindergarten but not the other grade levels.

Students in Special Education. In grades K, 2 and 3 increases in reading scores with usage were significantly stronger among students in special education than students not in special education. A lower starting point combined with a steeper positive slope for students in special education resulted in a shrinking gap at higher usage levels between students who did and did not receive special education services.

Lower Performers. Across all four grades, the strongest increase in end-of-year Acadience Reading scores was observed among the students whose performance was in the lowest quartile at the start of the year. Greater usage shrinks gaps between groups of students defined by different levels of reading performance at the start of the year.

Overall Benefits of the EISP Initiative

Analyses showed that **on-grade-level reading rates for third graders would have been four percentage points lower in the absence of software use.** That is, if EISP were discontinued and early literacy software usage fell from its current level to zero, the percentage of 3rd graders reading on grade level would have been 45.1% instead of 49.4%. This represents a significant lift in statewide literacy performance which can largely be attributed to Core5 use.

Want to Learn More? For additional information or updates on research related to Core5, please contact research@lexialearning.com.

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