Product Evidence Base

Lexia Core5 Reading Efficacy Research

December 2025

Introduction

Lexia Learning is the Structured Literacy expert. For more than 40 years, the company has focused solely on literacy. Today, Lexia provides a full spectrum of solutions for both students and teachers. Included in the portfolio is Lexia Core5 Reading, a supplemental program that accelerates the development of fundamental literacy skills for students of all abilities in preschool through grade 5. 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 Core5.

Core5 follows a rigorous scope and sequence built for college and career-ready standards, offering explicit, systematic instruction through personalized learning paths in six areas of reading. Embedded assessment technology predicts students' year-end performance and provides ongoing norm-referenced and actionable data to help teachers prioritize and plan instruction. Content specialists continually update Core5 to meet guidelines for inclusivity principles drawn from literature on culturally responsive pedagogy. As a blended learning program, Core5 integrates online activities with offline instruction. Key elements of the online component include ease of access to and use of the program, as well as program features that promote student engagement and motivation. Coupled with the online activities are teacher-directed, offline materials that are highly targeted to the needs of individual students.

Key Findings

Across multiple studies, we have found:

- **Significant effects of Core5 in comparison to alternative forms of classroom instruction.**

  Use of Core5 has a greater impact on student performance than alternative forms of instruction. Effect sizes in published studies of the current product range from 0.06 to 0.53.

- **Benefits of Core5 persist across different durations of implementation.**

  Core5 contributed to reading gains in one-year and multi-year studies, as well as studies of implementation in half of a school year and during intensive summer programs.

- **Core5 is effective for all students.**

  Core5 benefits students across all grades, regardless of race/ethnicity, English Learner, or disability status.

- **Core5 supports differentiated instruction.**

  Students with varying reading profiles benefited from differentiated instruction in Core5.

The Core5 Logic Model illustrates how Core5 is expected to impact students, educators, and school/district leadership. It operationally defines the key inputs and activities involved in implementing Core5, and the outcomes expected to result. The Core5 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 educational program (IES).

Lexia Core5 Reading (Core5) is an adaptive blended learning program designed to accelerate the development of fundamental literacy skills for students of all abilities in grades PreK-5.

The studies summarized in the tables below provide a rich evidence base establishing the efficacy of Core5. Included are 62 studies spanning more than 15 years of research. The portfolio contains early studies on precursor (legacy) products to Core5 – such as Lexia Early Reading and Lexia Primary Reading – together with more recent studies on Core5. We consider studies on precursor products to demonstrate a rationale that Core5 would be effective for students. Twenty-one of the efficacy studies included in this evidence base have been published in peer-reviewed, scientific journals. Of these published studies, six meet the highest standards of strong evidence for an educational program 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 field. This process is considered necessary to ensure academic scientific quality. As of December 2025, there are 21 peer-reviewed, published efficacy studies of Core5 all listed in Table 1 below.

Table 1.

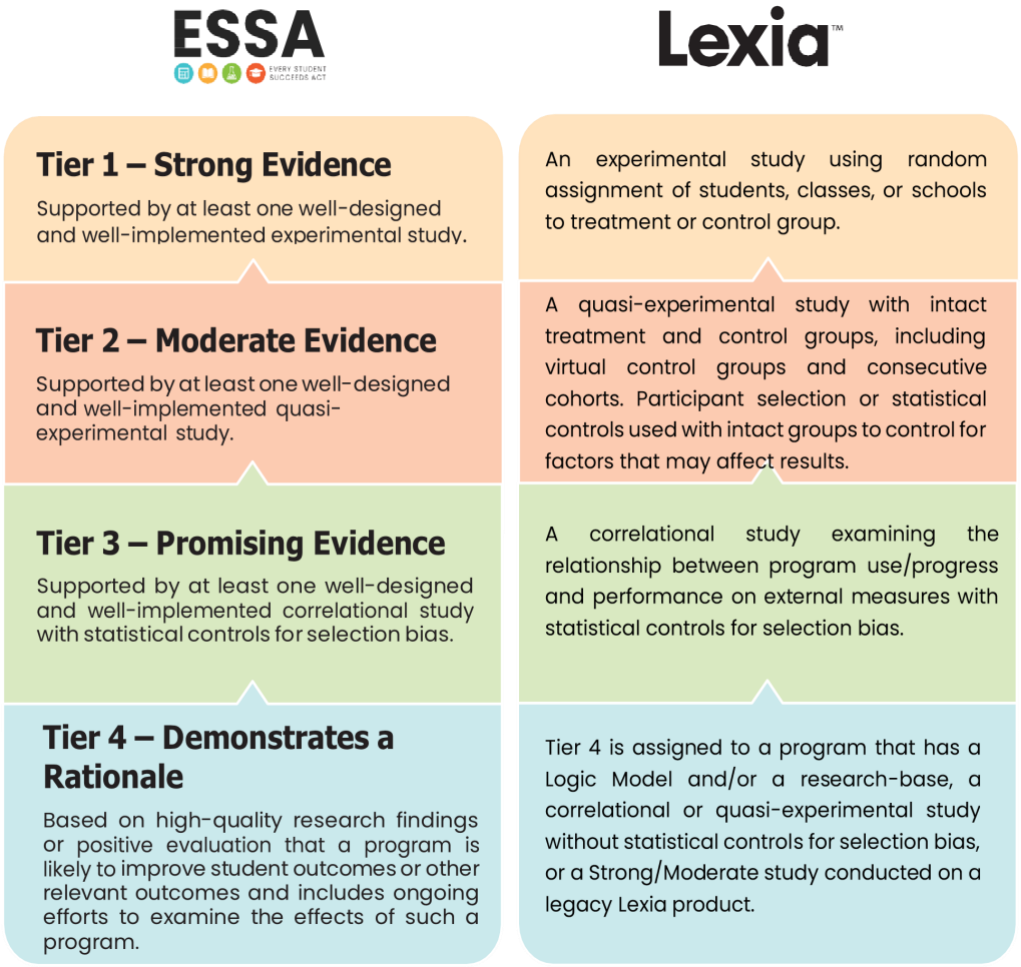
Peer-Reviewed Publications on Core5.

#	Year	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
1	2024	Strong	0.08, 0.18	1	697	Non-Proficient
2	2023	Strong	0.24	K-5	115	Non-Proficient
3	2022	Strong	-	1-4	96	Non-Proficient
4	2020	Moderate	0.09	K-5	3,721	Students of Color
5	2020	Moderate	-	K-1	593	Students of Color
6	2019	Rationale	-	K-3	63	-
7	2019	Rationale	-	K-2	68	-
8	2019	Rationale	-	3	1,119	-
9	2018	Rationale	-	K	18	-
10	2018	Rationale	-	K-5	884	English Learners
11	2017	Promising	-	K-5	641	English Learners
12	2016	Strong	0.06, 0.07	PreK-K	98	Non-Proficient
13	2016	Promising	0.31-1.10	2-7	30	Non-Proficient
14	2016	Strong	0.23	2	74	English Learners
15	2015	Strong	0.53	1-2	83	English Learners
16	2012	Rationale	0.41	1	106	Non-Proficient
17	2012	Rationale	-	1	28	English Learners
18	2011	Rationale	0.64-1.02	PreK-K	104	Non-Proficient
19	2011	Rationale	0.61, 0.69	K	66	English Learners
20	2008	Rationale	0.48, 0.53	K	71	-
21	2006	Rationale	0.62	1	167	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, Core5 has six peer-reviewed publications that fit the ESSA criteria of Strong Evidence. Thus, Lexia classifies Core5 as having ESSA Strong Evidence.

External organizations unaffiliated with Lexia have also reviewed Core5 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 the Institute for Education Science's What Works Clearinghouse on Core5 have reviewed seven and four studies, respectively, on Core5 and its precursor products. Evidence for ESSA (link) has

reviewed five studies on Core5. The UK-based Evidence 4 Impact (link) has reviewed one study. Each organization offers ratings for studies against their framework. However, the review criteria, review process, the studies reviewed, and corresponding ratings vary across organizations. Since 2013, Core5 has also undergone a rigorous review process every three years to maintain an endorsement by the Council of Administrators of Special Education (link).

Third-Party Evaluations

Several third-party evaluations have been conducted to assess the efficacy of Core5 in authentic real-world implementations. These studies have been commissioned by states, funders, or large districts who have invested resources into offering Core5 to students. These studies are summarized in Table 2, and they represent independent, professional evaluations that evaluate the effectiveness of Core5 in local settings.

Table 2.

Third-Party Evaluations of Core5.

#	Year (Location)	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
22	2024 (ID)	Rationale	-	K-3	9,975	-
23	2024 (UT)	Moderate	0.10-0.40	K-3	116,268	-
24	2023 (US)	Moderate	0.11	3-5	6,655	-
25	2023 (UT)	Moderate	0.03-0.37	K-3	116,789	-
26	2022 (UT)	Moderate	-0.03-0.27	K-3	104,692	-
27	2021 (UT)	Moderate	0.13-0.34	K-3	97,566	-
28	2020 (UT)	Moderate	0.07-0.33	K-3	95,639	-
29	2019 (UT)	Moderate	0.07, 0.15	K-3	65,109	-
30	2018 (UT)	Moderate	0.08, 0.15	K-3	52,807	-
31	2017 (UT)	Moderate	0.12, 0.28	K-3	40,308	-
32	2016 (IL)	Moderate	-	3-5	443	-
33	2016 (UT)	Moderate	0.11, 0.43	K-3	17,346	-
34	2015 (IL)	Moderate	-	3-5	1,038	-

Doctoral Dissertations

In addition to third-party professional evaluations, several graduate students have published dissertations quantifying the impact of Core5 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 Core5 and student learning outcomes.

Table 3.

Doctoral Dissertations on Core5.

#	Year	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
35	2025	Rationale	-	3-5	556	-
36	2024	Rationale	-	3-5	179	Families Living in Poverty
37	2024	Rationale	-	4-5	-	Non-Proficient
38	2022	Rationale	-	3-5	613	Non-Proficient
39	2021	Rationale	-	1-2	42	Non-Proficient
40	2020	Moderate	0.48, 0.51	K	751	-
41	2018	Promising	-	2-4	2,514	Students of Color, English Learners
42	2018	Rationale	0.18	2	3,532	-
43	2018	Rationale	-	4	75	Non-Proficient
44	2016	Rationale	-	2-6	241	English Learners
45	2016	Rationale	-	2-5	906	Families Living in Poverty
46	2016	Rationale	-	1-2	43	English Learners
47	2016	Rationale	-	1-3	477	-

Internal Research and Reports

Lexia regularly publishes results from its own internal studies to communicate the impact of Core5. Documents summarizing these results are described in Tables 4-6. State Impact Reports

compare learning outcomes for schools that purchased Core5 to schools that did not purchase Core5 within the same state. Research Briefs are short, accessible reports that summarize the main components of 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. Implementation Analyses examine the impact of Lexia's support services (Success Partnerships) on Core5 implementation. Because these services are intended to promote implementation, outcomes examined in these analyses include student usage, fidelity, and/or progress in the program.

Table 4.

State Impact Reports on Core5.

#	Year (State)	ESSA Tier	Lexia School Point Difference	Grades	# Schools
48	2024 (FL)	Moderate	+1.5-2.9	3-5	158
49	2024 (TX)	Moderate	-	3-5	4,965
50	2024 (MD)	Moderate	-	3-5	872
51	2023 (CA)	Moderate	+2.8-3.5	3-5	4,887

Table 5.

Research Briefs on Core5.

#	Year	ESSA Tier	Effect Size	Grades	# Students	Targeted Demographics
52	2024	Moderate		3-5	12,868	
53	2021	Promising	-	K-5	12,965	-
54	2020	Strong	-	3	50	English Learners
55	2019	Rationale	-	K-2	175	English Learners
56	2018	Rationale	-	3-5	127	-
57	2017	Rationale	-	3	126	English Learners
58	2016	Rationale	-	K	165	English Learners
59	2015	Moderate	-	K-5	3,018	-

Table 6.

Implementation Analyses on Core5.

#	Year	Grades	# Schools	# Students	Outcomes
60	2025	K-5	20	6,208	Usage, Fidelity, Progress
61	2018	K-5	810	361,930	Fidelity, Progress
62	2016	K-5	1,400	-	Fidelity, Progress

The remainder of this document provides detailed information about the 62 research studies that constitute the evidence base for Core5, including links to the original publications where available. These studies provide solid and diverse evidence that Core5 is effective at improving literacy outcomes for all students. As additional evidence of the effectiveness of Core5 becomes available, this document will be updated.

1 LINK The Benefits of Computer-assisted Learning for Struggling Readers in Elementary Schools in England

# Schools	57
# Students	697
Assessment	Pearson Woodcock Reading Mastery Tests
Duration	12 – 24 Weeks
Effect Size	0.08, 0.18
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	External Researchers
Grade	1
Program	Core5 Reading
Country	England
Targeted Demographics	Non-Proficient
Year	2024

This independent evaluation of Lexia Core5 Reading was sponsored by the Education Endowment Foundation. The study was a randomized control trial with randomization at individual student level within schools. Participants were students in first grade identified by their school as being below average in reading ability. Half of the students were randomly assigned to use Core5, and the other half were control students who received regular instruction. Core5 was used four times per week with small groups of six to seven students. Outcomes were assessed with the Word Identification, Word Attack, Passage Comprehension, and Oral Reading Fluency subtests of the Woodcock Reading Mastery Tests (WRMT-III). Group comparisons showed a mean difference of 3.63 points in WRMT-III composite scores favoring Core5 students with an effect size of 0.08, reflecting approximately one month of additional reading progress for Core5 students. Similar outcomes were obtained when subtests were analyzed separately. *When analyses were restricted to students eligible for Free School Meals (FSM), Core5 students scored 9.47 points higher than control students on WRMT-III composite scores. This difference was statistically significant with an effect size of 0.18*, which corresponds to approximately 2 months of additional reading progress. Results of this study support the efficacy of Core5 for struggling readers, especially those eligible for FSM.

2 LINK Educational Technology in Support of Elementary Students with Reading or Language-Based Disabilities: A Cluster Randomized Control Trial

# Schools	5
# Students	115
Assessment	MAP Growth Reading
Duration	School Year
Effect Size	0.24
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	Lexia Research
Grades	K-5
Program	Core5 Reading
State	Illinois
Targeted Demographics	Non-Proficient
Year	2023

This study examined how well Lexia Core5 Reading could be used to enhance reading gains in students receiving special education support for reading difficulties. Students in the study attended 5 elementary schools in the same district. At the beginning of the study, 3 schools (65 students) were randomly assigned to use Core5 during supplemental reading instruction, while 2 schools (50 students) were placed in a control group and delivered instruction without Core5. In the fall students in Core5 schools and control students earned similar MAP scores. Only about 1 in 10 students were reading proficiently. *In the spring, Core5 users earned significantly higher MAP scores than control students.* The proportion of proficient readers in the control group remained fairly constant from fall to spring. In contrast, about 1 in 3 Core5 users earned proficient scores in the spring – a 20% increase over the course of the year. *In the spring, Core5 users were twice as likely to be proficient readers than control students.* Previous research found that the average reading intervention for students with learning disabilities had an effect size of 0.14. The effect size in this study was 0.24. Core5 was 64% more effective than comparable programs.

3 LINK Comparing Technology-Based Reading Intervention Programs in Rural Settings

# Schools	2
# Students	96
Assessments	Woodcock–Johnson IV Tests of Achievement COMPefficiency, ReadingCBM
Duration	School Year
Effect Size	-
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	External Researchers
Grades	1 – 4
Program	Core5 Reading
State	-
Targeted Demographics	Non-Proficient
Year	2022

This study used a randomized experimental design to assess the effectiveness and efficiency of two integrated learning systems (ILSs) – Lexia Core5 Reading and iStation. Two schools participated in this study, with one ILS assigned to each school. Within each school, 24 students were randomly assigned to use the ILS and 24 to a business-as-usual (BAU) condition. Students in the study were identified as at-risk for reading failure. Effectiveness of the ILSs was assessed using subtests from Woodcock–Johnson IV Tests of Achievement and performance on the COMPefficiency and readingCBM. Efficiency was measured in terms of "minutes of instructional time per student" to implement each ILS and BAU condition. In terms of effectiveness, both ILSs resulted in significant reading growth over the school year, although generally no more so than the BAU condition. In contrast, clear differences were reported for instructional efficiency. *Core5 required less than half the amount of time to implement (155 minutes per student) than iStation (414 minutes per student).* Instructional time for iStation was similar to the BAU conditions. The findings of this study show that Core5 and iStation led to comparable reading growth, but Core5 required much less instructional time to implement than iStation.

4 LINK An Investigation of Blended Learning to Support Reading Instruction in Elementary Schools

# Schools	6
# Students	3,721
Assessment	MAP Growth Reading
Duration	School Year
Effect Size	0.09
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	Lexia Research
Grades	K-5
Program	Core5 Reading
State	Florida
Targeted Demographics	Students of Color
Year	2020

This large-scale study examined the benefits of Lexia Core5 Reading for students in kindergarten through grade 5 within a charter school network. More than 50% of the students in the study were Hispanic. Three schools in the network agreed to be part of the treatment group. Administrators in these schools were concerned about the reading levels of their students and thus chose to adopt Core5 for use during the school year. Treatment students were compared to students in three control schools with similar demographic characteristics as the treatment students. Core5 was not adopted in the control schools. Instead, the standard form of instruction was maintained. Prior to implementation of Core5, treatment students performed significantly below control students on the MAP Reading Test. *At the end of study, treatment students showed significantly greater gains on the MAP than control students*, and the pretest difference between treatment and control students disappeared. The effect size for this comparison was 0.09. It was also found that *gains on the MAP were not significantly different across grades and ethnicities*. These outcomes point to the viability of using Core5 with students in different grades and ethnic backgrounds.

5 LINK Measuring the Impact of a Blended Learning Model on Early Literacy Growth

# Schools	4
# Students	593
Assessment	DIBELS Next
Duration	School Year
Effect Size	-
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	Lexia Research
Grades	K-1
Program	Core5 Reading
State	Massachusetts
Targeted Demographics	Students of Color
Year	2020

This study examined the benefits of Lexia Core5 Reading for students in kindergarten and grade 1 in an urban school district. Nearly 50% of the students in the study were Hispanic. Students in the two treatment schools used Lexia Core5 Reading during the school year while students in the two control schools engaged in classroom instruction without Core5. Based on classroom observations, an experienced educator rated the quality of instruction similarly across treatment and control schools. Students were tested with DIBELS Next at beginning and end of the school year. Given wide differences between schools in pretest DIBELS Next scores, propensity score analyses were used in this study. It was found that *Core5 students outperformed control students at posttest and the discrepancy between groups was larger for students with low pretest scores*. When comparing two hypothetical students with the same below average pretest scores, the Core5 student was projected to score 29 points higher at posttest than their control group counterpart. These outcomes point to the value of using Core5 for reading instruction in early elementary grades.

6 LINK Longitudinal Blended Learning in a Low SES Elementary School

# Schools	1
# Students	63
Assessment	Pearson GRADE
Duration	4 Years
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	K-3
Program	Core5 Reading
State	Massachusetts
Targeted Demographics	-
Year	2019

This four-year longitudinal study tracked the reading performance of 63 kindergarten students from a low SES school district. These students received instruction with *Lexia Core5 Reading* from the start of kindergarten through grade 3. All students met minimum usage requirements in the first three years of the study, and 97% met minimal requirements in year 4. Strong implementation contributed to solid reading gains. A comparison of fall and spring means on the GRADE – a standardized reading assessment – showed significant gains during kindergarten, grade 1, and grade 2. Performance leveled off in grade 3. A further year-over-year comparison of fall means revealed long-term benefits of *Core5*. It was found that the fall mean in grade 3 (102.40) was significantly higher than the fall mean in kindergarten (90.47) and grade 1 (96.77). In fact, the fall mean in grade 3 fell above the national average (100.0). This study showed that *strong, consistent implementation of Core5 resulted in long-term benefits* for these students.

7 LINK Three-Year Longitudinal Study: Impact of a Blended Learning Program – Lexia Core5 Reading – on Reading Gains in Low SES Kindergarteners

# Schools	1
# Students	68
Assessment	Pearson GRADE
Duration	3 Years
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	K-2
Program	Core5 Reading
State	Massachusetts
Targeted Demographics	-
Year	2019

This three-year longitudinal study tracked the reading performance of 68 kindergarten students from a low SES school district. These students received instruction with *Lexia Core5 Reading* from the start of kindergarten through second grade. During each school year the students made significant gains on the GRADE – a standardized reading assessment. However, their performance declined from spring of one school year to fall of the next, indicative of a summer slide. Further comparisons revealed that ***performance from the fall of one school year to the fall of the next showed significant improvement, pointing to the benefits of Core5 instruction to help overcome the summer slide.*** In fact, 91% of the students who started kindergarten scoring below the average range on the GRADE finished second grade scoring in the average range or above. These results demonstrated the value of Core5 use over multiple years to support reading growth in students from a low SES background.

8 LINK Can Educational Technology Effectively Differentiate Instruction for Reader Profiles?

# Schools	-
# Students	1,119
Assessment	Pearson aimsweb
Duration	1 Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	3
Program	Core5 Reading
State	Kansas
Targeted Demographics	-
Year	2019

This study investigated how well Lexia Core5 Reading can differentiate instruction for students with various reader profiles. Based on a standardized reading assessment – aimsweb – students were classified into four profiles: poor decoders, poor comprehenders, mixed deficits, and typical readers. There are three modes of instruction in Core5: standard, guided practice, and direct instruction. Core5 was effective in differentiating instruction and helping to improve aimsweb scores. Compared to typical readers, poor decoders were significantly slower in guided practice for the word reading domain and poor comprehenders had significantly lower standard mode accuracy in the comprehension domain. Students showed improvements on aimsweb in areas aligned with their deficits. Poor decoders improved from 18th to 31st percentile in oral word reading fluency, and poor comprehenders advanced from 13th to 36th percentile in reading comprehension. These outcomes showed that *Core5 can provide differentiated instruction for students with various reader profiles*.

9 LINK The Impact of Lexia Reading Program on Early Childhood Literacy: A Case Study of Kindergarten Students

# Schools	1
# Students	18
Assessment	Progress in Core5
Duration	Half Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	K
Program	Core5 Reading
State	-
Targeted Demographics	-
Year	2018

This study describes the in-program progress made by a classroom of kindergarten students using *Lexia Core5 Reading* for half a school year. There were 4 students who started at a preschool level, and they all advanced to a kindergarten level. Of the 14 students who started at a kindergarten level, 4 moved up to a first-grade level. Two of the students had their *Core5* progress analyzed in detail. They both started at a preschool level. One of them progressed smoothly to kindergarten levels just with practice and online instruction, while the other struggled greatly and took much longer to advance out of a preschool level. It was emphasized that *teacher-led instruction - including Lexia Lessons – is essential for students who struggle to advance through the program*.

10 LINK Efficacy of a Blended Learning Approach in Elementary School Reading Instruction for Students who are English Learners

# Schools	-
# Students	884
Assessment	Pearson aimsweb
Duration	2 Years
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	K-5
Program	Core5 Reading
State	Kansas
Targeted Demographics	English Learners
Year	2018

This study examined whether Lexia Core5 Reading can support reading development for English Learners (ELs) in kindergarten through grade 5. The study was based on the Kansas Reading Initiative – a statewide program designed to improve reading outcomes in Kansas. ELs were compared to non-ELs matched on grade level, beginning-of-year aimsweb tier status and placement level in Core5. After year 1, both groups showed significant gains on aimsweb with no differences between groups for kindergarten, and grades 2 through 5. In grade 1, ELs outperformed non-ELs. For students who continued using Core5 in year 2, ELs and non-ELs showed similar advances in aimsweb tier status. Notable reductions in percentage of students identified as at-risk for reading failure were found in both EL and non-EL groups. These findings show that *Core5 can support reading development for ELs in kindergarten through grade 5*.

11 LINK Elementary School-wide Implementation of a Blended Learning Program for Reading Intervention

# Schools	1
# Students	641
Assessment	Pearson GRADE
Duration	School Year
Effect Size	-
ESSA Tier	Tier 3 (Promising) – Correlational
Evaluators	Lexia Research
Grades	K-5
Program	Core5 Reading
State	Massachusetts
Targeted Demographics	English Learners
Year	2017

This study investigated the extent to which Lexia Core5 Reading can provide school-wide benefits for students in kindergarten through fifth grade in a low SES district. An examination of differences in pretest and posttest scores on the GRADE – a standardized reading assessment – revealed *significant gains for students in five of the six grades*. In general, gains were more pronounced for students in kindergarten through second grade than students in later grades. *In each grade, the extent of reading gains was uniform across students who were English Learners and non-English Learners*. Progress in the online component of Core5 was a significant predictor of gains on the GRADE when controlling for student grade, initial skill level, and English Learner status. These results indicated clear benefits of Core5, especially when beginning instruction in the early grades.

12 LINK A Randomized Controlled Trial of an Early Intervention, Computer-Based Literacy Program to Boost Phonological Skills in 4- to 6-Year Old Children

# Schools	2
# Students	98
Assessment	GL Assessment PhAB-2
Duration	8 Weeks
Effect Size	0.06, 0.07
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	External Researchers
Grades	PreK-K
Program	Core5 Reading
State	-
Targeted Demographics	Non-Proficient
Year	2016

This study evaluated the effectiveness of Lexia Core5 Reading for 4- to 6-year-old students in Northern Ireland. The students were selected for the intervention because they scored in the low average or below average range on one or more tests of the Phonological Assessment Battery (PhAB-2). The age group is equivalent to pre-kindergarten and kindergarten in the United States. Students were randomly assigned to use Core5 for 8 weeks or to a waitlist control group. Analyses showed that *Core5 students evinced significantly greater gains than control students on tests of sound blending and nonword reading*. Effect sizes were 0.06 and 0.07 for blending and nonword reading, respectively. Gains were maintained for 2-months following the intervention.

13 Phonics Training Improves Reading in Children with Neurofibromatosis Type 1: A Prospective Intervention Trial

LINK

# Schools	-
# Students	30
Assessment	Castles and Coltheart 2 Reading Test, Test of Word Reading Efficiency, Test of Everyday Reading Comprehension
Duration	8 Weeks
Effect Size	0.31–1.10
ESSA Tier	Tier 3 (Promising) – Correlational
Evaluators	External Researchers
Grades	2-7
Program	Core5 Reading
State	-
Targeted Demographics	Non-Proficient
Year	2016

This clinical study examined the efficacy of Lexia Core5 Reading to help improve reading skills in children with neurofibromatosis type 1 (NF1). Children with NF1 often show cognitive impairments including reading difficulties. This study utilized a double-baseline design. Children used Core5 daily at home for 8 weeks. Literacy measures were assessed at 4 time points: (1) 8 weeks before treatment, (2) just prior to treatment, (3) right after treatment, and (4) 8 weeks after treatment. Performance on key literacy measures remained stable prior to treatment (time point 1 to time point 2). Significant improvement was found after treatment (time point 2 to time point 3) across a range of measures, including letter-sound knowledge, phonemic decoding fluency, nonword reading, regular word reading, and reading comprehension. Improvements were maintained 8 weeks after treatment. Overall, *Core5 was effective in improving reading skills in children with NF1*.

14 LINK Exploration of a Blended Learning Approach to Reading Instruction in Second Grade

# Schools	1
# Students	74
Assessment	University of Oregon DIBELS Next
Duration	Half Year
Effect Size	0.23
ESSA Tier	TIer 1 (Strong) – Experimental
Evaluators	Lexia Researchers
Grades	2
Program	Core5 Reading
State	California
Targeted Demographics	English Learners
Year	2016

This study explored the benefits of using Lexia Core5 Reading with second grade students in a low-SES school district. Three classes in the same school participated in the study. Two classes were randomly assigned to use Core5 during the second half of the school year and the third class served as a control class. The two groups showed no significant differences on the DIBELS® Next reading assessment at pretest. However, Core5 students outperformed the control group at posttest. Analyses revealed *significantly greater gains for the Core5 group than the control group*. The effect size for this comparison was 0.23. Looking at changes in pretest-to-posttest Instructional Categories on DIBELS Next, 27% of students in Core5 classes demonstrated advancements in Instructional Categories, whereas none of the control students advanced.

15 LINK Exploration of a Blended Learning Approach to Reading Instruction for Low SES Students in Early Elementary Grades

# Schools	1
# Students	83
Assessment	Pearson GRADE
Duration	School Year
Effect Size	0.53
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	Lexia Research
Grades	1-2
Program	Core5 Reading
State	Massachusetts
Targeted Demographics	English Learners
Year	2015

This study investigated the benefits of using Lexia Core5 Reading with students in grades 1 and 2 from a low SES school. Comparisons were made between students in treatment classes who used Core5 and students in control classes without access to Core5. Classes in each grade were randomly assigned to the treatment or control group. Results showed significantly greater Total Test score gains on the GRADE for the treatment group over the control group. The effect size for this comparison was 0.53. The greatest discrepancy between groups occurred in the reading comprehension domain. A sub-analysis of low performing English Learners in the treatment group revealed the largest reading gains. At posttest, these students performed at the level of non-English Learners in the control group. These outcomes show that *Core5 can be effective in enhancing the reading skills of low SES students*.

16 LINK An Evaluation of the Use of Lexia Reading Software with Children in Year 3, Northern Ireland (6- to 7-Year Olds)

# Schools	4
# Students	106
Assessment	GL Assessment Group Reading Test
Duration	School Year
Effect Size	0.41
ESSA Tier	TIer 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	1
Program	Lexia Reading
State	-
Targeted Demographics	Non-Proficient
Year	2012

This study evaluated the effectiveness of Lexia programs for 6- to 7-year-old students in Northern Ireland. The age group is equivalent to first grade in the United States. Comparisons were made between treatment students who used a precursor to Lexia Core5 Reading – called Lexia Reading – and control students not given access to Lexia programs. Both groups contained students deemed eligible for reading intervention based on obtaining low scores on the Group Reading Test and/or demonstrating a profile consistent with dyslexia. Analyses revealed that *treatment students showed significantly greater gains on the Group Reading Test than control students*. Effect size for this comparison was 0.41.

17 LINK Using Primary Language Support via Computer to Improve Reading Comprehension Skills of First Grade English Language Learners

# Schools	1
# Students	28
Assessment	University of Oregon DIBELS, Woodcock Munoz Language Survey-R
Duration	8 Weeks
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	1
Program	Lexia Primary Reading
State	-
Targeted Demographics	English Learners
Year	2012

This study investigated the effectiveness of Lexia programs to provide primary language support to English Learners. Comparisons were made between students using a precursor to Lexia Core5 Reading – called Lexia Primary Reading – with oral instructions in Spanish versus oral instructions in English. Participants were first graders whose primary language was Spanish. Both groups used the Lexia program for eight weeks and showed significant growth on measures of fluency, word reading, and passage comprehension. There were no significant difference between groups in fluency or word reading. However, *English Learners who received Spanish language support had significantly higher scores in reading comprehension*.

18 LINK Efficacy of Computer-Assisted Instruction for the Development of Early Literacy Skills in Young Children

# Schools	3
# Students	104
Assessment	Pearson GRADE
Duration	School Year
Effect Size	0.64-1.02
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	PreK-K
Program	Lexia Early Reading, Lexia Primary Reading
State	Massachusetts
Targeted Demographics	Non-Proficient
Year	2011

This study investigated whether Lexia programs can provide benefits for low-performing pre-kindergarteners and kindergartners in an urban school district. Students were identified as low performers based on fall pretest scores on the GRADE. Comparisons were made between students in treatment classes who used precursors to Lexia Core5 Reading – called Early Reading and Primary Reading – and students in control classes without access to Lexia programs. Treatment and control classes were in different schools in the same district. Students in both treatment and control groups showed gains. However, preschoolers had significant differences favoring the treatment group on Total Test scores and in the Phonological Awareness domain. Effect sizes for these comparisons were .69 and 1.02, respectively. For kindergarteners, students in treatment classes showed significantly greater gains on Total Test scores and a separate Word Reading subtest. Effect sizes for these comparisons were 0.64 and 0.85, respectively. The fact that both groups made large gains revealed that the district's reading curriculum was highly effective. *The larger gains in the treatment group can be attributed to the benefits of Lexia programs to support preliteracy skills in young children.*

19 LINK Benefits of Computer-Assisted Instruction to Support Reading Acquisition in English Language Learners

# Schools	1
# Students	66
Assessment	Pearson GRADE
Duration	School Year
Effect Size	0.61, 0.69
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	K
Program	Lexia Early Reading, Lexia Primary Reading
State	Texas
Targeted Demographics	English Learners
Year	2011

This study examined whether Lexia programs can benefit English Learners enrolled in bilingual kindergarten classes. Comparisons were made between a treatment group that used precursors to Lexia Core5 Reading – called Early Reading and Primary Reading – and a control group that received the same classroom instruction without access to Lexia programs. Classes were randomly assigned to treatment and control groups. Analyses revealed significantly greater gains for the treatment group compared to the control group in the domains of Phonological Awareness and Word Reading on the GRADE. The effect sizes were 0.69 and 0.61, respectively. A sub-analysis of low performers (scored below the 25th percentile at pretest) showed similar outcomes as the full groups. These results showed that *Lexia programs can support reading acquisition in English Learners and can serve as an effective intervention for low performers*.

20 LINK Efficacy of Computer-Assisted Instruction for Advancing Literacy Skills in Kindergarten Students

# Schools	2
# Students	71
Assessment	University of Oregon DIBELS, My Learning Springboard GMRT
Duration	School Year
Effect Size	0.48, 0.53
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	K
Program	Lexia Early Reading
State	Massachusetts
Targeted Demographics	-
Year	2008

This study examined the extent to which Lexia programs can benefit kindergartners in an urban school district. Comparisons were made between students who used a precursor to Lexia Core5 Reading – called Early Reading – and students in matched classes but without Lexia programs. Matched classes consisted of a morning class and an afternoon class taught by the same teacher. One class for each teacher was randomly assigned to the treatment group and the other class was a control class. The treatment and control groups did not differ at pretest on DIBELS. However, significant group differences were obtained at posttest on Gates-MacGinitie Reading Test (GMRT) in overall NCE scores and Oral Language Concepts. Effect sizes for these two comparisons were 0.48 and 0.53, respectively. These outcomes showed that *Lexia programs provided solid benefits for kindergartners*.

21 LINK The Efficacy of Computer-Based Supplementary Phonics Programs for Advancing Reading Skills in At-Risk Elementary Schools

# Schools	5
# Students	167
Assessment	My Learning Springboard GMRT
Duration	School Year
Effect Size	0.62
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	1
Program	Phonics Based Reading, Strategies for Older Students
State	Massachusetts
Targeted Demographics	Non-Proficient
Year	2006

This study examined whether Lexia programs can be beneficial for first-grade students in an urban school district. Comparisons were made between students who used precursors to Lexia Core5 Reading – called Phonics Based Reading and Strategies for Older Students – and control students who received the same classroom instruction without Lexia programs. Classes were randomly assigned to treatment and control groups. Initial results showed that both treatment and control students made significant reading gains on the Gates-MacGinitie Reading Test (GMRT) over the school year. Post-test scores of children in the treatment group were slightly (though not significantly) greater than the post-test scores of control students. *When analyses were restricted to low-performing students eligible for Title I services, significantly higher scores were obtained by the treatment group than the control group*. The effect size was 0.62 for this comparison. At post-test Title I students in the treatment group performed at levels similar to non-Title I students.

22 LINK FY 25 Literacy Tools: Approved Vendors Effectiveness Review

# Schools	47
# Students	9,975
Assessment	Idaho Reading Indicator
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 – Demonstrates a Rationale
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Idaho
Targeted Demographics	-
Year	2025

As part of its process for approving literacy tool vendors, the Idaho State Board of Education (OSBE) requires vendors to submit annual effectiveness data to OSBE for third party review. In the 2025 review, 71% of K–3 students advanced at least one grade level in Core5, and *for students who met Lexia's usage recommendations, 88% demonstrated grade-level advancement in Core5.* On the Idaho Reading Indicator (IRI) assessment, Core5 users showed gains in proficiency levels from Fall to Spring that mirrored or exceeded state averages across grades. Gains were most striking for students who met Lexia's usage recommendations. In this case *students performing At Grade level improved from Fall 2023 to Spring 2024 by at least 7 percentage points in each grade, with the largest gain of 27 percentage points in kindergarten*. In addition to gains in proficiency levels, related outcomes were evident when examining growth in scores on the IRI assessment. Students who met Lexia's usage recommendations showed more growth (77.6 points) than students who did not meet usage recommendations (58.9 points). Based on the results, the OSBE recommended that Core5 remain on the Approved Vendor List.

23 Utah's Early Intervention Reading Software Program: 2023-2024 Program Evaluation Findings

LINK

# Schools	456
# Students	116,268
Assessment	Acadience Reading
Duration	School Year
Effect Size	0.10-0.40
ESSA Tier	Level 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Utah
Targeted Demographics	-
Year	2024

This study examined ninth year outcomes from the state of Utah's initiative to supplement students' learning with software reading programs. The Evaluation and Training Institute (ETI) served as an external evaluator, assessing the impact of the programs on student learning. The initiative included 692 schools, which selected among 11 reading programs. Lexia Core5 Reading was chosen by more schools (66%) than any other program. ETI presented impact results aggregated across programs. To assess impact, ETI compared end-of-year Acadience Reading scores for students using the programs with matched students who were not part of the initiative. Statistically significant outcomes were obtained in kindergarten, grade 1 and grade 3. Effect sizes for these three grades were 0.40, 0.32 and 0.10, respectively. *Although based on aggregated samples, a substantial portion of the impact likely reflects use of Core5 because Core5 was used by far more students (116,268) than any other program (range: 25 – 23,441 students).* These findings suggest that Core5 benefits students in early elementary school grades.

24 LINK Students Using Lexia® Core5® Reading Show Greater Reading Gains Than Matched Comparison Students

# Schools	25
# Students	6,655
Assessment	MAP Growth Reading
Duration	School Year
Effect Size	0.11
ESSA Tier	Level 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	3 – 5
Program	Lexia Core5 Reading
State	-
Targeted Demographics	-
Year	2023

RAND Education and Labor conducted a study evaluating effects of Core5 on reading achievement of students during the 2021-22 school year. The study used a quasi-experimental, matched comparison group design in which Core5 students were compared to similar students across the U.S. who did not use Core5. The Core5 group included 6,655 students in grades 3-5 who attended 25 elementary schools in one district. The researchers used a nationwide NWEA database to create a matched comparison group with over 160,000 students in non-Core5 schools. Fall 2021 and Spring 2022 scores on NWEA's MAP Growth Reading test were used to assess reading gains. It was found that *Core5 students outperformed the comparison group with an effect size of 0.11.* Effect sizes favored Core5 students for each race/ethnicity subgroup – White, Black, and Hispanic students. A secondary analysis showed that "high usage" Core5 students outperformed their comparison group peers with an effect size of 0.16. The researchers also looked at how well Core5 students performed relative to national MAP norms obtained prior to the pandemic. *Core5 students in grade 3 began the school year scoring below national norms but ended the year scoring significantly above the norms.* Students in grades 4 and 5 began the year scoring above norms and continued to show gains during the year.

25 LINK Utah's Early Interactive Reading Software Program Report: 2022-2023 Program Evaluation Findings

# Schools	434
# Students	116,789
Assessment	Acadience Reading
Duration	School Year
Effect Size	0.03-0.37
ESSA Tier	Level 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Utah
Targeted Demographics	-
Year	2023

This study examined eighth year outcomes from the state of Utah's initiative to supplement students' learning with software reading programs. The Evaluation and Training Institute (ETI) served as an external evaluator, assessing the impact of the programs on student learning. The initiative included 692 schools, which selected among 5 reading programs. Lexia Core5 Reading was chosen by more schools (63%) than any other program. ETI presented impact results aggregated across programs. To assess impact, ETI compared end-of-year Acadience Reading scores for students using the programs with matched students who were not part of the initiative. Statistically significant outcomes were obtained across grades. Effect sizes were 0.37, 0.18, 0.03 and 0.13 for kindergarten through grade 3, respectively. *Although results were based on aggregated samples, they largely reflected the impact of Core5. This stems from the fact that Core5 was used by far more students (116,789) than the other programs (range: 708 – 24,127 students).* These findings show the benefits of using Core5 for students in grades K through 3.

26 LINK Utah's Early Intervention Reading Software Program: 2021-2022 Program Evaluation Findings

# Schools	358
# Students	104,692
Assessment	Acadience Reading
Duration	School Year
Effect Size	-0.03-0.27
ESSA Tier	Level 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Utah
Targeted Demographics	-
Year	2022

This study examined seventh year outcomes from the state of Utah's initiative to supplement students' learning with software reading programs. The Evaluation and Training Institute (ETI) served as an external evaluator, assessing the impact of the programs on student learning. The initiative included 565 schools, which selected among 4 reading programs. Lexia Core5 Reading was chosen by more schools (63%) than any other program. ETI presented impact results aggregated across programs. To assess impact, ETI compared end-of-year Acadience Reading scores for students using the programs with matched students who were not part of the initiative. Statistically significant outcomes were obtained for kindergarten, grade 1 and grade 3. Effect sizes were 0.27, 0.10, -0.03 and 0.10 for kindergarten through grade 3, respectively. *Although results were based on aggregated samples, they largely reflected the impact of Core5. This stems from the fact that Core5 was used by far more students (104,692) than the other programs (range: 5,507 – 35,640 students).* These findings show the benefits of using Core5 for students in early elementary grades.

27 LINK Utah's Early Intervention Reading Software Program: 2020-2021 Program Evaluation Findings

# Schools	335
# Students	97,566
Assessment	Acadience Reading
Duration	School Year
Effect Size	0.13-0.34
ESSA Tier	Level 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Utah
Targeted Demographics	-
Year	2021

This study examined sixth year outcomes from the state of Utah's initiative to supplement students' learning with software reading programs. The Evaluation and Training Institute (ETI) served as an external evaluator, assessing the impact of the programs on student learning. The initiative included 605 schools, which selected among 4 reading programs. Lexia Core5 Reading was chosen by more schools (55%) than any other program. ETI presented impact results aggregated across programs. To assess impact, ETI compared end-of-year Acadience Reading scores for students using the programs with matched students who were not part of the initiative. Statistically significant outcomes were obtained across grades. Effect sizes were 0.34, 0.23, 0.13 and 0.17 for kindergarten through grade 3, respectively. *Although results were based on aggregated samples, they largely reflected the impact of Core5. This stems from the fact that Core5 was used by far more students (97,566) than the other programs (range: 7,280 – 34,394 students).* These findings show the benefits of using Core5 for students in grades K through 3.

28 LINK Early Intervention Reading Software Program Report: 2019-2020 Program Evaluation Findings

# Schools	313
# Students	95,639
Assessment	Acadience Reading
Duration	Half Year
Effect Size	0.07-0.33
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Utah
Targeted Demographics	-
Year	2020

This study examined fifth year outcomes from the state of Utah's initiative to supplement students' learning with software reading programs. The Evaluation and Training Institute (ETI) served as an external evaluator, assessing the impact of the programs on student learning. The initiative included 573 schools, which selected among 4 reading programs. Lexia Core5 Reading was chosen by more schools (55%) than any other program. The study took place during the school year in which COVID-19 disrupted in-person learning. Thus, results were reported only for the first half of the year. Unlike previous Utah reports, ETI presented results aggregated across programs. To assess impact, ETI compared midyear Acadience Reading scores for students using the programs with matched students who were not part of the initiative. Statistically significant outcomes were obtained across grades. Effect sizes were 0.33, 0.13, 0.07 and 0.17 for kindergarten through grade 3, respectively. *Although results were based on aggregated samples, they largely reflected the impact of Core5. This stems from the fact that Core5 was used by far more students (95,639) than the other programs (range: 6152 – 38,966 students).* These findings highlighted the benefits of using Core5 even in the context of a half-year implementation.

29 LINK Early Intervention Reading Software Program Report: 2018-2019 Program Evaluation Findings

# Schools	223
# Students	65,109
Assessment	Acadience Reading
Duration	School Year
Effect Size	0.07, 0.15
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Utah
Targeted Demographics	-
Year	2019

This study examined fourth year outcomes from the state of Utah's initiative to supplement students' learning with software reading programs. The Evaluation and Training Institute (ETI) served as an external evaluator, assessing students' usage of the programs and impact on learning. Results are based on 438 schools which selected among 4 reading programs. Lexia Core5 Reading was chosen by more schools (51%) and used by more students (65,109) than any other program. The percentage of Core5 students meeting minimum dosage requirements was 60% - the top value among programs. To assess impact, ETI compared Acadience Reading scores for students using the programs with matched students who were not part of initiative. *Core5 showed statistically significant outcomes in kindergarten and grade 3.* Effect sizes were 0.15 and 0.07, respectively.

30 LINK Early Intervention Reading Software Program Report: K-3 Program Evaluation Findings

# Schools	188
# Students	52,807
Assessment	University of Oregon DIBELS
Duration	School Year
Effect Size	0.08, 0.15
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Utah
Targeted Demographics	-
Year	2018

This study examined third year outcomes from the state of Utah's initiative to supplement students' learning with software reading programs. The Evaluation and Training Institute (ETI) served as an external evaluator, assessing students' usage of the programs and impact on learning. Results are based on 403 schools which selected among 7 reading programs. Lexia Core5 Reading was chosen by more schools (47%) and used by more students (52,807) than any other program. The percentage of Core5 students meeting minimum dosage requirements was 58% - the top value among programs. To assess impact, ETI compared DIBELS scores for students using the programs with matched students who were not part of initiative. *Core5 showed statistically significant outcomes in kindergarten and grade 1.* Effect sizes were 0.15 and 0.08, respectively.

31 LINK Utah's Early Intervention Reading Software Program: 2016-2017 K-3 Program Evaluation Results

# Schools	157
# Students	40,308
Assessment	University of Oregon DIBELS
Duration	School Year
Effect Size	0.12, 0.28
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Utah
Targeted Demographics	-
Year	2017

This study examined second year outcomes from the state of Utah's initiative to supplement students' learning with software reading programs. The Evaluation and Training Institute (ETI) served as an external evaluator, assessing students' usage of the programs and impact on learning. Results are based on 388 schools which selected among 7 reading programs. Lexia Core5 Reading was chosen by more schools (40%) and used by more students (40,308) than any other program. The percentage of Core5 students with average weekly use meeting dosage recommendations was 52% - the highest value among programs. To assess impact, ETI compared DIBELS scores for students using the programs with matched students who were not part of initiative. *Core5 showed statistically significant outcomes in kindergarten and grade 1.* Effect sizes were 0.28 and 0.12, respectively.

32 LINK Personalized Learning(s) from the Field: A Report from the LEAP Innovations Pilot Network Cohort 2

# Schools	4
# Students	443
Assessment	NWEA Growth MAP Reading
Duration	School Year
Effect Size	-
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	3-5
Program	Core5 Reading
State	Illinois
Targeted Demographics	-
Year	2016

This study examined the second year of outcomes from an initiative conducted by LEAP, a non-profit educational reform organization. LEAP launched the Pilot Network to provide Chicago schools an opportunity to use Edtech programs to implement personalized learning in their schools. The results in this report are based on 14 schools allowed to select among 16 reading and/or math programs. Lexia Core5 Reading was one of two reading programs selected by the schools. Core5 was chosen by four schools, and the other program was chosen by one school. The LEAP report shared findings from 443 students who used Core5 in grades 3-5. The researchers examined MAP reading scores for Core5 students compared to students in the same school district who did not use Core5. It was reported that *Core5 students showed a statistically significant, 11 percentage point advantage in reading scores above control students*. These findings point to clear benefits of Core5 within the LEAP Pilot Network.

33 LINK Early Intervention Software Program Evaluation: 2015-16 Program Results

# Schools	73
# Students	17,346
Assessment	University of Oregon DIBELS
Duration	School Year
Effect Size	0.11, 0.43
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K-3
Program	Core5 Reading
State	Utah
Targeted Demographics	-
Year	2016

This study examined first year outcomes from the state of Utah's initiative to supplement students' learning with software reading programs. The Evaluation and Training Institute (ETI) served as an external evaluator, assessing students' usage of the programs and impact on learning. Results are based on 388 schools, which selected from 8 reading programs. Lexia Core5 Reading was chosen by 19% of schools – the second highest total. The percentage of students who met averagely weekly use recommendations was highest for Core5 at 58%. Core5 was also the only program to show significant regression coefficients in kindergarten (0.22), grade 1 (0.78) and grade 2 (0.86) when weeks of use was used to predict DIBELS scores. To assess impact, ETI compared DIBELS scores for students using the programs with matched students who were not part of initiative. *Core5 showed statistically significant outcomes in kindergarten and grade 1, with effect sizes were 0.43 and 0.11, respectively.*

34 LINK Finding What Works: Results from the LEAP Innovations Pilot Network (2014-2015)

# Schools	12
# Students	1,038
Assessment	NWEA MAP Growth Reading
Duration	School Year
Effect Size	-
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	3-5
Program	Core5 Reading
State	Illinois
Targeted Demographics	-
Year	2015

This study investigated outcomes from an initiative conducted by LEAP, a non-profit educational reform organization. LEAP launched the Pilot Network to provide Chicago schools an opportunity to use Edtech programs to implement personalized learning in their schools. The Network included 15 schools allowed to select among 6 reading programs. Only 4 programs were selected by the schools. Of these, Lexia Core5 Reading was chosen to be used in 63 classrooms with a total of 1,038 students. Analyses revealed Core5 was one of only two programs that showed a statistically significant impact on student learning. It was found that *use of Core5 resulted in a 1.42 point increase in MAP reading scores*. This outcome points to the benefits of Core5 use for students who took part in the LEAP Pilot Network.

35 LINK Exploring the Relationship between the Usage Data of Three Supplemental Digital Platforms and Student Academic Achievement and Growth

# Schools	1
# Students	556
Assessment	OST ELA, NWEA MAP
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	3–5
Program	Core5 Reading
State	Ohio
Targeted Demographics	-
Year	2025

This study examined the relationship between student usage of three digital platforms and academic achievement data. The one platform for literacy was Lexia Core5 Reading. The study analyzed two years of data (2022-2024) for students in grades 3 – 5, comparing measures of Core5 use and Core5 units completed against achievement data on Ohio State Test - English Language Arts (OST ELA) and achievement and growth data on Northwest Evaluation Association's Measures of Academic Progress (MAP). *In terms of OST ELA scores, there was a moderate positive correlation with Core5 weekly average usage in grade 3 (r = .44) and a strong positive correlation with Core5 weekly average usage in grade 4 (r =.50). OST ELA scores showed strong positive correlations with Core5 units completed in grade 3 (r = .52) and grade 4 (r = .58).* Weak correlations were found for total minutes using Core5 and MAP achievement (r=.16) and growth (r=-.012); likewise, weak correlations were found for Core5 units completed and MAP achievement (r=.08) and growth (r=.04). It was concluded that an emphasis on completing program units over usage requirements may contribute to better academic performance, as seen on the OST ELA assessment.

36 Improving Reading Outcomes Through Blended Learning

LINK

# Schools	-
# Students	179
Assessment	State of Texas Assessments of Academic Readiness (STAAR)
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	3–5
Program	Core5 Reading
State	Texas
Targeted Demographics	Families Living in Poverty
Year	2024

Students from economically disadvantaged (ECD) sub-groups in grades 3 – 5 were facing difficulties in meeting and mastering grade level standards on the STAAR. To address this issue, the districts implemented Core5 as a blended learning model intervention. Impact was explored in a study of four teachers from three school districts. The study examined relationships between end-of-year levels in Core 5 and end-of-year STAAR scores, as well as changes in meeting or mastering grade level standards on the STAAR from the previous school year to the Core5 year. The study showed *a positive correlation of .59 between end-of-year levels in Core 5 and STAAR scores.* It was found that 61% of ECD reading scores were meeting grade level standards on end-of-year STAAR scores – an 8-point increase from the previous year. In addition, *there was a 17-point growth in percentage of ECD students mastering grade level standards in comparison to the previous year.* Teachers' survey responses pointed to benefits of Core5, including data monitoring and student tracking, professional development, and personalized lessons that cater to individual student needs. Overall, it was recommended that the districts continue leveraging use of Core5 as a blended learning intervention to address reading and writing gaps, particularly among ECD students.

37 LINK Effects of Lexia Reading Core5 on Non-ELL Upper Elementary Students' Reading Comprehension

# Schools	1
# Students	-
Assessment	Georgia Milestones Assessment System (GMAS)
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	4–5
Program	Core5 Reading
State	Georgia
Targeted Demographics	Non-Proficient
Year	2024

The purpose of this study was to determine the effects of using Core5 Reading on the reading skills of upper elementary students performing below grade level in reading. The study asked whether significant differences existed in overall GMAS reading scores between students in grades 4 and 5 who participated in the Core5 intervention during the 2017-18 school year and students in the same grades who did not participate in the intervention during the previous 2016-17 school year. All students in the study were identified as being in the lower 35% in reading. At the beginning of the 2017–18 school year, students receiving the intervention attended a newly developed Learning Lab in which they used Core5's online component and were provided with Lexia Lessons and Skill Builders. Analyses compared end-of-grade GMAS scores in spring 2018 (after Core5 intervention) and spring 2017 (prior to intervention). *No significant differences were found between intervention and non-intervention students in grades 4 and 5.* However, the researcher noted that the results were based on a small sample size (which was not clearly stated in the report). Further, because the analyses used archival GMAS data, the researcher had no opportunity to assess how well Core5 was implemented as an intervention.

38 LINK A Causal Comparative Study of the Supplemental Lexia Core5 Reading Computer-Assisted Instruction Program Intervention for Improving the Reading Achievement of Elementary School Students with Disabilities

# Schools	8
# Students	613
Assessment	Georgia Milestones Assessment System (GMAS)
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	3-5
Program	Core5 Reading
State	Georgia
Targeted Demographics	Non-Proficient
Year	2022

This study looked at the effects of using Lexia Core5 Reading as a supplement to an English Language Arts (ELA) curriculum for elementary school students with disabilities. The students had a wide range of disabilities including specific learning disability, intellectual disability, autism spectrum disorder and emotional disturbance. These students were compared to control students who had similar types of disabilities but attending schools in which Core5 was not part of their curriculum. The Georgia Milestones Assessment System (GMAS) ELA End-of-Grade assessment was used as the outcome measure. Chi-square analyses revealed a *significantly higher proportion of Core5 students at the Proficient/Distinguished and Developing levels and a significantly lower proportion at the Beginning level on the GMAS compared to control students*. These differences were found for students aggregated across grades and when results were analyzed separately by grade.

39 The Impact of the Response to Intervention Lexia Reading Program on the Academic Performance of 2nd Grade Students

LINK

# Schools	1
# Students	42
Assessment	Renaissance Star Reading
Duration	School Year plus 5 Months
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	1-2
Program	Core5 Reading
State	Georgia
Targeted Demographics	Non-Proficient
Year	2021

The aim of this study was to examine whether use of Lexia Core5 Reading that spans more than one school year contributes to significant reading gains. Students in the study used Core5 throughout grade 1 and the beginning of grade 2. The amount of online program use was strong – an average of 88 minutes per week. To address reading gains, Star Reading Assessment was administered four times in grade 1 and two times at the beginning of grade 2. The main finding was significant reading gains occurred across the six time periods. Subsequent analyses showed that the degree of reading gains did not differ for male and female students, nor did it differ for students classified as low, middle, or high performers. *Core5 was shown to have a positive effect on reading performance for students using the program across more than one school year*, and the program was equally effective for both male and female students and students at differing reading levels.

40 LINK Addressing Literacy Skills in Kindergarteners in Alaska: An Evaluation of Lexia Reading Core5

# Schools	15
# Students	751
Assessment	Pearson aimsweb, NWEA MAP K-2 Early Literacy
Duration	School Year
Effect Size	0.48, 0.51
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	External Researchers
Grades	K
Program	Core5 Reading
State	Alaska
Targeted Demographics	-
Year	2020

This study used a quasi-experimental, non-equivalent control group design to evaluate the benefits of Lexia Core5 Reading on developing early literacy skills in kindergarten students. The sample consisted of 751 students attending 15 schools in the same district. Schools in the district used Core5 to varying degrees. Students were divided into groups based on amount of Core5 use in the school year. Students in the treatment group used Core5 for at least 20 weeks and met weekly recommended minutes for at least 10 weeks. Students in the partial treatment group used the program for 50% or less of the recommended usage time, and students in the control group never used Core5. The three groups did not show any differences on pretest measures. Following Core5 use, all three groups demonstrated pretest-posttest gains on aimsweb, Letter Name Fluency (LNF), and Letter Sound Fluency (LSF). However, *gains made by the treatment and partial treatment groups were significantly higher than the control group*. All three groups also made gains on MAP K-2 Early Literacy, but group differences in gains were not statistically significant. End-of-year Core5 levels correlated with benchmark scores on LNF, LSF and MAP K-2 Early Literacy probes. Overall, these findings suggest that Core5 is an effective program to use in a kindergarten curriculum.

41 LINK Leading for Literacy: Lexia Reading Core5 and the Association with Oral Reading Fluency in Title 1 Schools

# Schools	9
# Students	2,514
Assessment	Formative Assessment System for Teachers (FAST)
Duration	School Year
Effect Size	-
ESSA Tier	Tier 3 (Promising) – Correlational
Evaluators	External Researchers
Grades	2-4
Program	Core5 Reading
State	Iowa
Targeted Demographics	Students of Color, English Learners
Year	2018

This report examines the relationship between student performance in Lexia Core5 Reading and changes in oral reading fluency rates on the FAST Curriculum-Based Measure for Reading. The FAST was administered to 2,514 students in grades 2-4 in fall and spring of the school year. Regression analyses examined the relationship between two Core5 measures – average minutes using the program and changes in Predictor scores from fall to spring – and student growth in oral reading fluency on the FAST. *The two Core5 measures were statistically significant and explained 12.4% of the variance in student growth in oral reading fluency*. The relationship between performance in Core5 and oral reading fluency held across various demographic groups, including students from low SES backgrounds, Hispanic students, and English Learners.

42 How Teachers May Influence the Impact of Computer Adaptive Instruction: A Mixed-Methods Analysis of Implementing Lexia Core5 in Second-Grade Classrooms

LINK

# Schools	14
# Students	3,532
Assessment	Renaissance Star Reading
Duration	School Year
Effect Size	0.18
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	2
Program	Core5 Reading
State	Idaho
Targeted Demographics	-
Year	2018

This mixed-methods study examined the effectiveness of Lexia Core5 Reading by comparing the reading gains of students who used Core5 with the gains made by control students who attended the same schools in three previous school years but did not use Core5. Comparisons were based on scores from STAR given to students in grade 2. Quantitative results showed that *students who used Core5 with fidelity had significantly higher percentile gains (15.5) than control students (12.1). This reflects a 28% greater gain in percentile scores for Core5 students than control students*. The effect size for this difference was 0.18. In the qualitative analysis, teachers with students who had exceptionally high reading gains reported that they frequently monitored students' progress using the reports provided in Core5, used the program to differentiate reading interventions, publicly celebrated students' achievements in Core5, and collaborated as grade-level teams to provide more intensive interventions when necessary.

43 Impact of Research-Based Literacy Programs used for Response to Intervention (RTI) in Tennessee Fourth-Grade English Language Arts (ELA) Students

LINK

# Schools	1
# Students	75
Assessment	Pearson aimsweb
Duration	12 weeks
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	4
Program	Core5 Reading
State	Tennessee
Targeted Demographics	Non-Proficient
Year	2018

The goal of this study was to determine the extent to which Response to Intervention (RTI) programs can elevate reading scores in fourth-grade students receiving Tier II instruction. The students were taught in one of four intervention programs and compared to Tier I control students. One of the intervention programs was Lexia Core5 Reading. Teachers identified students who scored below the 25th percentile on Oral Reading and MAZE subtests of aimsweb and assigned them to one of the intervention programs. After a 12-week intervention period, gain scores on aimsweb were analyzed. Results showed that the *difference in gain scores between Core5 and control students approached statistical significance* and that Core5 gain scores were second highest among the RTI programs.

44 LINK A Blended Summer School Experience for English Learners

# Schools	3
# Students	241
Assessment	Renaissance Star Reading
Duration	6 weeks in summer
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	2-6
Program	Core5 Reading
State	California
Targeted Demographics	English Learners
Year	2016

This study analyzed the effects of three software programs designed to increase literacy levels for students in grades 2-6 attending a six-week summer school session. One of the programs was Lexia Core5 Reading. A non-reading program was also used with students in grades 4-6 to assess changes in growth mindset. Three elementary schools with high percentages of English Learners (ELs) were included in the study. Each school received a different reading software program. ELs who did not make one level of growth on the California English Language Development Test during the school year were invited to attend the summer session. Star Reading was used to assess reading gains, and the Mind Assessment Profile examined changes in growth mindset. Following the summer session, *Lexile gains on Star Reading were statistically significant for students receiving Core5* as well as the other programs. The *mean Lexile gain for Core5 was 60.57*. In addition, students increased their growth mindset as evidenced by scores on the Mind Assessment Profile. The study concluded that ELs benefited from the summer school session.

45 Improving Learning Outcomes for Vulnerable Populations: Efficacy of a Computer-Based Intervention Literacy Program

LINK

# Schools	3
# Students	906
Assessment	NWEA MAP Reading
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	2–5
Program	Core5 Reading
State	California
Targeted Demographics	Families Living in Poverty
Year	2016

The purpose of the study was to determine whether Core5 could help change the learning trajectories of students in a Title I school district. The study explored the relationship between student usage of Core5 and growth in NWEA MAP reading from Spring 2015 to Spring 2016. The first set of analyses showed *no significant differences in reading growth between high and low Core5 usage groups for different demographic subgroups* – Black students, Asian students, Latino students, White students, English Learners and students in special education. The second set of analyses showed no significant correlations between reading growth and various measures of Core5 usage (e.g., total minutes, meeting usage targets) at school and class levels. *The final set of analyses examined the relationship between reading growth and units completed in Core5. In this case there was a significant correlation of .09.* It was found that Black students with high number of completed Core5 units demonstrated larger reading gains in comparison to the full sample, and English Learners with high number of completed Core5 units were also able to surpass the full sample. The overall recommendation was for schools to closely monitor the amount of completed Core5 units since the analyses revealed a significant correlation between annual units completed and reading gains.

46 Early Reading Skills in Low Socioeconomic Status At-Risk English Language Learners: Effects of Multisensory Structured Language Intervention

LINK

# Schools	1
# Students	43
Assessment	Test of Word Reading Efficiency 2 (TOWRE-2), Clinical Evaluation of Language Fundamentals 4 (CELF-4), Woodcock Reading Mastery Test III (WRMT-III)
Duration	8 Weeks
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	1-2
Program	Core5 Reading
State	Massachusetts
Targeted Demographics	English Learners
Year	2016

This study asked if an 8-week multisensory structured language (MSL) intervention which included Lexia Core5 Reading could help English Language Learners (ELLs) from low socioeconomic backgrounds improve their reading skills. The intervention was offered in an after-school enrichment program. Students were administered tests of decoding, listening comprehension, and reading comprehension before and after intervention. It was found that ELLs did not show significant gains in decoding (TOWRE-2: Phonemic Decoding Efficiency, Sight Word Efficiency) nor in listening comprehension (CELF-4: Understanding Spoken Paragraphs). These null outcomes were attributed to relatively high levels of performance prior to the intervention. *ELLs did show significant gains in reading comprehension (WRMT-III: Passage Comprehension)*. Similar outcomes were found for non-ELLs in the study. These findings suggest that adequate decoding and listening comprehension skills coupled with MSL intervention which includes Core5 can result in improved reading comprehension for at-risk ELLs.

47 Lexia Core5's Impact on Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension

LINK

# Schools	1
# Students	477
Assessment	Renaissance Star Reading
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	External Researchers
Grades	1-3
Program	Core5 Reading
State	Kansas
Targeted Demographics	-
Year	2016

This study examined whether students' usage of Lexia Core5 Reading was related to student gains in foundational reading skills. Students were enrolled in an elementary school that was part of the Kansas Reading Initiative – a statewide program designed to improve reading outcomes in Kansas. They were assessed with Star Early Literacy (grade 1) and Star Reading (grades 2 and 3) as pre- and posttests. Differences between pre- and post-test scores were used to show reading gains. *Significant gains were found in phonemic awareness, phonics, fluency, vocabulary, and comprehension in grade 1, and in phonics, fluency, vocabulary, and comprehension in grades 2 and 3*. Further, it was shown that students' Core5 log-in time was related to gain scores in four of five areas in grade 1, and in two of four areas in grade 2. Log-in time was unrelated to gain scores in grade 3. Overall, students who used Core5 showed significant reading gains across multiple skill areas, and log-in time was associated with these gains, particularly in grades 1 and 2.

48 LINK Impact of Core5 Reading in Underperforming Schools in Florida

# Schools	158
# Students	33,209
Assessment	Florida Assessment of Student Thinking
Duration	School Year
Effect Size	-
ESSA Tier	Level 2 (Moderate) – Quasi-Experimental
Evaluators	Lexia Research
Grades	3 – 5
Program	Lexia Core5 Reading
State	Florida
Targeted Demographics	-
Year	2024

This study addressed the impact of Core5 on students' reading scores in underperforming schools. The sample consisted of 33,209 students in grades 3–5 across 158 elementary schools and 26 districts. These schools were assigned a rating of D or F in the state of Florida, which signifies underperforming. Of these, 22 schools used Core5, and 136 schools did not during the 2022-23 school year. Schools that had at least 25% of students using Core5 with fidelity were deemed "Core5 schools," while schools with low fidelity were removed from analyses. Lexia researchers compared Core5 and non-Core5 schools in terms of school-level and grade-level English Language Arts scores on the Florida Assessment of Student Thinking (FAST). The analyses controlled for school-level characteristics and schools' prior ELA scores from Spring 2022. At the school level, students at Core5 schools scored 1.5 points higher on Spring 2023 FAST than students at non-Core5 schools. *In terms of grade level outcomes, significant results were found in grade 5. Students in grade 5 at Core5 schools scored 2.9 points higher than grade 5 students at non-Core5 schools.* These results could be attributed to the fact that the Florida literacy curriculum transitions students in grade 5 from foundational skills to more advanced comprehension skills. For grade 5 students who struggle to master foundational skills, Core5 may have helped them fill in skill gaps not fully addressed in the schools' primary curriculum.

49 Impact of Core5 in Texas

LINK

# Schools	4,965
# Students	1,091,469
Assessment	TX STAAR Reading Language Arts
Duration	School Year
Effect Size	-
ESSA Tier	Level 2 (Moderate) – Quasi-Experimental
Evaluators	Lexia Research
Grades	3 – 5
Program	Lexia Core5 Reading
State	Texas
Targeted Demographics	Hispanic Students
Year	2024

Lexia researchers compared scores on the TX STAAR Reading Language Arts (RLA) assessment for students in schools using Core5 with students in non-Core5 schools throughout the state of Texas. The sample consisted of 1,091,469 students in grades 3-5 across 4,965 schools. Over 50% of the students were Hispanic/Latino students. The first set of analyses compared 2023 STAAR RLA scores for students in Core5 schools versus non-Core5 schools. Given that Core5 and non-Core5 schools differed in certain demographic characteristics, a second set of sensitivity analyses was conducted by closely matching Core5 and non-Core5 schools on prior year STAAR RLA scores and demographic characteristics. Multiple linear regression models were then used to predict the effect of using Core5 on the 2023 STAAR RLA assessment, controlling for schools' prior year STAAR RLA scores. *In each grade 3-5, students at Core5 schools significantly outperformed their counterparts at non-Core5 schools on the 2023 STAAR RLA assessment.* The effect of Core5 was even stronger in the sensitivity analyses. Further, students in Core5 schools correctly answered significantly more reading and writing items on the 2023 STAAR RLA assessment than students at non-Core5 schools. This outcome also held up in the sensitivity analyses. Overall, this study demonstrates the distinct advantages schools have using Core5 in the state of Texas.

50 LINK Impact of Core5 in Maryland

# Schools	872
# Students	190,027
Assessment	Maryland Comprehensive Assessment Program
Duration	School Year
Effect Size	-
ESSA Tier	Level 2 (Moderate) – Quasi-Experimental
Evaluators	Lexia Research
Grades	3 – 5
Program	Lexia Core5 Reading
State	Maryland
Targeted Demographics	-
Year	2024

Lexia researchers compared scores on the Maryland Comprehensive Assessment Program (MCAP) for students in schools using Core5 with students in non-Core5 schools throughout the state of Maryland. The sample consisted of 190,027 students in grades 3-5 across 872 schools. Of these, 317 schools used Core5 and 555 schools did not use Core5 in the 2022-23 school year. The first set of analyses compared 2023 MCAP English Language Arts (ELA) scores for students in Core5 versus non-Core5 schools. A second set of sensitivity analyses was conducted by closely matching Core5 and non-Core5 schools on 2022 MCAP ELA scores and demographic characteristics. Analyses showed that *1.85% more students scored in the proficient range on the 2023 MCAP ELA assessment at Core5 schools than non-Core5 schools*. This difference was statistically significant. In the sensitivity analyses, Core5 had an even stronger impact on reading proficiency scores. Core5 schools had 2.16% more students score in the proficiency range than students at non-Core5 schools. Subsequent analyses indicated that the positive effects of Core5 were observed for each individual grade 3 – 5. Core5 schools had 1.80% more students in grade 3 and 2.14% more students in grade 4 in the proficient range than students at non-Core5 schools. For grade 5, the effect of Core5 was smaller (0.65%) and not significant. Similar outcomes were observed for each grade in the sensitivity analyses.

51 LINK The Impact of Lexia Core5 in California

# Schools	4,887
# Students	1,026,692
Assessment	Smarter Balanced English Language Arts (SBAC ELA)
	Smarter Balanced Math
Duration	School Year
Effect Size	-
ESSA Tier	Level 2 (Moderate) – Quasi-Experimental
Evaluators	Lexia Research
Grades	3 – 5
Program	Lexia Core5 Reading
State	California
Targeted Demographics	-
Year	2023

This study focused on the impact of Core5 on students' ELA achievement scores in California's public schools. In the first set of analyses, Lexia researchers compared the 2023 SBAC ELA scores for schools that used Core5 and schools that did not use the program. Sensitivity analyses were performed in which Core5 and non-Core5 schools were matched on 2022 SBAC ELA scores and demographic characteristics. Multiple regression models were used to predict the effect of using Core5 on 2023 SBAC ELA scores, controlling for schools' prior ELA achievement on the 2022 SBAC. It was found that *students in grade 3 at Core5 schools scored an average of 3.5 points higher, students in grade 4 scored 2.8 points higher, and students in grade 5 scored 3.4 points higher than students at non-Core5 schools. All three differences were statistically significant.* Given that the SBAC Math assessment requires considerable reading comprehension, a second set of analyses asked whether Core5 schools performed better on SBAC Math than non-Core5 schools. In this case, students in grade 3 at Core5 schools scored an average of 3.08 points higher, students in grade 4 scored 3.04 points higher and students in grade 5 scored 2.05 points higher than students at non-Core5 schools. Overall, *students in grades 3 – 5 at Core5 schools scored higher on both SBAC ELA and Math assessments than students at non-Core5 schools.*

52 LINK The Impact of Lexia Core5 on Student Reading in Lexia LETRS Classrooms

# Schools	-
# Students	12,868
Assessment	Smarter Balanced English Language Arts (SBAC ELA)
Duration	School Year
Effect Size	-
ESSA Tier	Tier 2 (Moderate)
Evaluators	Lexia Research
Grades	3-5
Program	Core5 Reading and Lexia LETRS
State	-
Targeted Demographics	-
Year	2024

Lexia researchers partnered with two school districts in which elementary teachers varied in terms of the extent to which they completed LETRS. Researchers first examined patterns in students use of Core5 for three types of classrooms: classrooms in which teachers did not begin LETRS, classrooms in which teachers began but did not complete LETRS, and classrooms in which teachers completed LETRS. It was found that *students with LETRS teachers made significantly more weekly progress in Core5 than students with teachers who did not use LETRS.* Researchers then analyzed the effect of Core5 on SBAC ELA scores for students who met Core5 usage requirements 10%, 30%, and 50% of weeks. The difference in SBAC ELA scores for Core5 and non-Core5 students was highest when students used Core5 at least 50% of weeks with fidelity. *More specifically, students who used Core5 at least 50% of weeks with fidelity – and had teachers who completed LETRS – scored 46.4 points higher on SBAC ELA than matched non-Core5 students.* This difference reached statistical significance. Overall, the effect of Core5 on SBAC ELA scores tended to increase as students used the program with greater fidelity, and this pattern intensified as teachers completed more of LETRS.

53 LINK Using Lexia Core5 Reading to Address Learning Loss and Accelerate Learning: Insights from a 2020-21 Nationwide Study

# Schools	35
# Students	12,965
Assessment	NWEA MAP Growth Reading
Duration	Half Year
Effect Size	-
ESSA Tier	Tier 3 (Promising) – Correlational
Evaluators	Lexia Research
Grades	K-5
Program	Core5 Reading
State	California, Michigan, North Carolina
Targeted Demographics	-
Year	2021

This large-scale study analyzed the extent to which Lexia Core5 Reading could be used to address pandemic-related learning loss and accelerate learning during the 2020-21 school year. All schools in the study administered the MAP Growth Reading assessment to students in Fall 2020 and Winter 2021. Students were identified as having "learning loss" if their Winter 2021 scores were 3 or more points lower than their Fall 2020 scores. Students were identified as having "accelerated learning" if their actual growth on MAP exceeded their projected growth targets. It was found that the more weeks students met Core5 usage targets, the less likely they experienced learning loss and more likely they showed accelerated learning. ***Students who met Core5 usage targets for 12 weeks had an 82% probability of experiencing no learning loss, and a 42% probability of showing accelerated learning.*** For both analyses there were no statistically significant differences in terms of students' demographic characteristics or grade. These outcomes show that Core5 contributed to all students learning during pandemic-induced disruptions in 2020-21.

54 LINK Impact of Core5 in a Summer Program for English Learners

# Schools	-
# Students	50
Assessment	HMH Reading Inventory
Duration	Summer
Effect Size	-
ESSA Tier	Tier 1 (Strong) – Experimental
Evaluators	Lexia Research
Grades	3
Program	Core5 Reading
State	California
Targeted Demographics	English Learners
Year	2020

This study examined whether use of Lexia Core5 Reading during the summer can provide benefits for English Learners. All students in the study completed third grade in an urban school district. Twelve students were randomly assigned to an 8-week intensive summer program. They were provided with iPads to work on Core5 activities at home. It was recommended that they spend at least 75-minutes per week on Core5. The remaining students served as a control group. It was found that *the reading gains made by students in the summer program were four times greater than gains made by students in the control group*. Outcomes of this study demonstrated the benefits of using Core5 as part of a summer program for English Learners.

55 Impact of Core5 for Entering English Learners with Low English Proficiency

LINK

# Schools	1
# Students	175
Assessment	Pearson GRADE
Duration	2 Years
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	K-2
Program	Core5 Reading
State	Massachusetts
Targeted Demographics	English Learners
Year	2019

This study asked whether use of Lexia Core5 Reading could benefit English Learners (ELs) with the lowest English language skills. Nine ELs in kindergarten or grade 1 were selected based on obtaining scores at the lowest proficiency level (Level 1) on the WIDA assessment. These "Level 1 ELs" were compared to 16 ELs who scored at higher proficiency levels on the WIDA and 150 non-ELs. All students were taught in classes with Core5 serving as the primary form of reading instruction over two years. Level 1 ELs scored below the average range on the GRADE prior to Core5 use. After two years of Core5 use, their scores improved 19.3 standard score points, resulting in a mean score well within the average range. The mean gain score for Level 1 ELs (19.3) was larger than the mean gain score for ELs with higher proficiency levels (11.8) and the mean gain score made by non-ELs (12.6). These findings indicate that *use of Core5 can be beneficial for ELs with the lowest English language skills*.

56 Evidence of Reading Growth Following 3 Months of Lexia Core5 Reading Use

LINK

# Schools	1
# Students	127
Assessment	Smarter Balanced ELA Assessment
Duration	3 months
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	3-5
Program	Core5 Reading
State	California
Targeted Demographics	-
Year	2018

This study examined whether Lexia Core5 Reading could support reading growth for students in a low SES urban school over a 3-month period. Students in grades 3-5 used the program from March to May. After using Core5 for three months, 23% of students advanced through at least one grade level of material in Core5. To assess reading growth, we examined year-over-year performance on the SBAC for a subset of 78 students who had SBAC scores for both the spring prior to Core5 use and the spring following Core5 use. Based on overall scores, SBAC assigns students to one of four proficiency levels: did not meet expectations, nearly met expectations, met expectations, and exceeded expectations. For this analysis, students who met or exceeded expectations were classified as Proficient, and students who nearly met or did not meet expectations were classified as Non-Proficient. In the year prior to Core5 use, only 35% of students were classified as Proficient. In the year following Core5 use 48% of students were classified as Proficient on SBAC, reflecting a 13% increase. This outcome shows that *students experienced reading growth following three months of Core5 use*.

57 Examining the Impact of Blended Learning on Third Grade Reading Skills

LINK

# Schools	1
# Students	126
Assessment	Lexia Core5 Reading
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 (Demonstrates a Rationale)
Evaluators	Lexia Research
Grades	3
Program	Core5 Reading
State	Massachusetts
Targeted Demographics	English Learners
Year	2017

This study examined the extent to which use of Lexia Core5 Reading can support reading growth for students in grade 3. The study considered reading growth for English Learners (ELs) in comparison to non-EL students. There were 26 ELs and 100 non-ELs in the study. All students used Core5's online program and offline materials as part of their ELA curriculum. Both ELs and non-ELs showed significant gains on the GRADE. Importantly, ELs were able to show significantly greater gains than non-ELs, indicating that ELs were closing the reading gap with their non-EL peers. However, ELs did remain significantly below non-ELs at posttest. Overall, this study demonstrated that ***both ELs and non-ELs in grade 3 benefited from successful implementation of a blended learning approach to their ELA instruction***. The fact that ELs showed greater reading gains than non-ELs suggests that Core5 was able to offer additional benefits for EL students.

58 LINK Core5 Research Report: A Blended Learning Early Intervention for ELL and non-ELL Kindergarteners

# Schools	1
# Students	165
Assessment	Pearson GRADE
Duration	School Year
Effect Size	-
ESSA Tier	Tier 4 – Demonstrates a Rationale
Evaluators	Lexia Research
Grades	K
Program	Core5 Reading
State	Massachusetts
Targeted Demographics	English Learners
Year	2016

This study examined the impact of Lexia Core5 Reading using two cohorts of kindergartners. Cohort 1 consisted of 19 English Learners (ELs) and 62 non-ELs who used Core5 in the second half of the school year. Cohort 2 contained 17 ELs and 67 non-ELs who used Core5 for a full school year. In Cohort 1, 68% of ELs were auto placed below grade level compared to 35% of non-ELs. ELs advanced greatly in Core5 so they were performing at similar levels to non-ELs at end of year – 98% and 100% in/above grade level, respectively. ELs in Cohort 2 also auto placed below grade level (94%) more so than non-ELs (46%). ELs again advanced greatly in Core5 so they were performing at similar, high levels to non-ELs at end of year – 88% and 90% above grade level, respectively. In addition, students in Cohort 2 were administered the GRADE – a standardized reading assessment. At pretest, ELs scored much lower than non-ELs (means 80 and 93, respectively). At posttest, ELs improved 20 points (mean 100) and non-ELs improved 15 points (mean 108). *Use of Core5 supported reading gains for both ELs and non-ELs and helped ELs close the reading gap with their non-EL peers*.

59 Reading Gains of Core5 Students from the Kansas Reading Initiative

LINK

# Schools	-
# Students	3,018
Assessment	Pearson aimsweb, University of Oregon DIBELS Next
Duration	School Year
Effect Size	-
ESSA Tier	Tier 2 (Moderate) – Quasi-Experimental
Evaluators	Lexia Research
Grades	K-5
Program	Core5 Reading
State	Kansas
Targeted Demographics	-
Year	2015

This study used both between-school and within-school comparisons to examine the reading progress of students in Kansas schools who did or did not use Core5 as part of the Kansas Reading Initiative (KRI) – a statewide pilot program designed to improve reading outcomes in Kansas. Between-school analyses compared aggregated reading outcomes for students in schools that used Core5 with students from matched control schools that did not use Core5. Schools using Core5 showed a significantly greater increase (13%) in students classified as Tier 1 on aimsweb than students in schools that did not use Core5 (1%). Core5 schools also showed a significantly greater increase (15%) in students categorized as At/Above Benchmark on DIBELS Next than non-Core5 schools (5%). Using a consecutive cohort design, the performance of at-risk students who used Core5 was compared with a cohort of at-risk students who attended the same school the previous year but did not use Core5. Students who scored at Tiers 2 and 3 on beginning-of-year aimsweb testing were considered at-risk. Within-school analyses showed that *the percentage of at-risk students who advanced tiers on aimsweb by the end of the school year was significantly higher for the Core5 cohort (50%) than the non-Core5 cohort (35%)*.

60 LINK Systems-Level Consultation to Improve Intervention Fidelity and Student Outcomes: A Collective Case Study of a Blended Learning Reading Program

# Schools	20
# Students	6,208
Duration	School Year
Evaluators	Lexia Research
Grades	K-5
Program	Core5 Reading
Implementation Support	Customer Success Partnership
Outcomes	Student Usage, Fidelity and Progress
State	-
Targeted Demographics	-
Year	2025

This study examined the impact of Customer Success Partnerships on student usage, fidelity, and progress in Core5 in a sample of 6,208 K-5 students attending 20 schools in 3 districts. District 1 (10 schools) received implementation support via a Customer Success Partnership. Districts 2 and 3 (10 schools) implemented Core5 without a Success Partnership. All participating schools were in the same geographic region and had similar demographic profiles. Outcomes were aggregated and compared at the district level. Results indicated that *students in schools with a Success Partnership used Core5 for significantly more minutes per week,* on average, than students in comparison schools. *Students in Success Partnership schools also met their personalized usage targets – a key metric reflecting fidelity – in significantly more weeks than students in comparison schools*. Finally, *students in Success Partnership schools made significantly more progress in the program,* completing more program levels and gaining more grade levels of material than students in comparison schools. These results provide promising evidence that Success Partnerships can impact Core5 implementation as reflected in student usage and progress in the program.

61 LINK Improving Reading Instruction: Advantages of Providing Tiered, Year-long Implementation Support

# Schools	810
# Students	361,930
Duration	School Year
Evaluators	Lexia Research
Grades	K-5
Program	Core5 Reading
Implementation Support	Implementation Service Package
Outcomes	Student Fidelity and Progress
State	-
Targeted Demographics	-
Year	2018

This study evaluated a coaching-based model to support implementation of Core5. The model included an Implementation Service Package (ISP), in which an Implementation Manager provided support to leadership and educators to help maximize program fidelity and student gains. The study examined the impact of ISPs on program usage and progress in Core5. The sample consisted of 2,604 schools with Core5 site licenses. Of these schools, 810 purchased an ISP. There were 361,930 students in ISP schools. Benefits of an ISP were examined by comparing ISP schools with schools that did not have an ISP. Program data were analyzed at four time points: September, November, January, and May. Program fidelity was defined as students meeting their weekly usage targets for at least half of the weeks of program use. Student progress was the average number of Core5 units each student completed per week. Students in both ISP and non-ISP schools showed similar rates of program fidelity and progress in September. However, for the remaining time points, *students in ISP schools showed higher fidelity rates and rates of progress than students in non-ISP schools.* In terms of progress, the ISP advantage was quite pronounced for "Some Risk" students – 9.0 units per week in ISP schools versus 7.6 units per week in non-ISP schools. Overall, this study demonstrated the benefits of an ISP to support program fidelity and progress in Core5 schools.

62 LINK Implementation Analysis: Lexia's Implementation Services Help Drive Academic Gains

# Schools	1,400
# Students	-
Duration	School Year
Evaluators	Lexia Research
Grades	K-5
Program	Core5 Reading
Implementation Support	Implementation Services Plan
Outcomes	Student Fidelity and Progress
State	-
Targeted Demographics	-
Year	2016

This study considered the benefits of having a Lexia Implementation Services Plan (ISP) to support fidelity of implementation of Core5 in classrooms. During the 2015–2016 school year, Lexia researchers analyzed the implementation fidelity of nearly 1,400 schools that had a site license for Core5. Approximately one-third had an ISP as part of their strategy plan to implement Core5. *Schools with an ISP achieved implementation fidelity (i.e., met Core5 usage targets) with 50% of their students compared to 39% in non-ISP schools.* A second analysis focused on schools with a student population classified as "high-risk" (greater than 50% of students began the year working on reading skills more than two years below grade level). The analysis found that for "high risk" schools with an ISP, 41% of students achieved implementation fidelity compared to 27% in schools without an ISP. *A final analysis showed that students who used the program with fidelity were 5 times more likely to reach their end-of-year, grade-level benchmarks in Core5 compared to students who used the program a minimal amount*. Overall, these positive outcomes point to the benefits of having a Lexia ISP to support implementation of Core5.

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