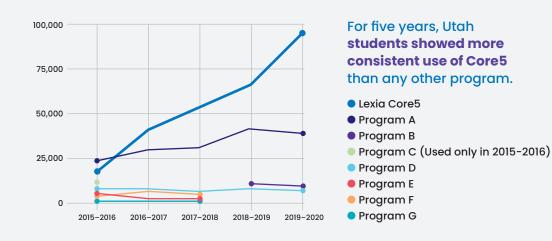# Third-Party Evaluations of Lexia Programs

Independent, third-party research of Lexia® Learning's programs provides additional evidence for the success of Lexia's literacy solutions. These studies have been used to:

- Assess the effectiveness of Lexia programs

- Evaluate Lexia programs as part of broader education reform initiatives
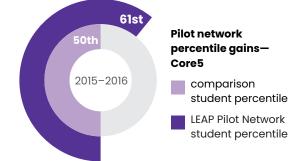
- Study the benefits of edtech product features

Statewide Programs

Utah's Early Intervention Reading Software Program (EISP) shows that Lexia® Core5® Reading has become the most popular program selected in the state (see figure below). In addition, the Evaluation and Training Institute found Core5 use in Utah contributed to significant reading gains in grades K–3.[1,2,3]

For five years, Utah students showed more consistent use of Core5 than any other program.

- Lexia Core5
- Program A
- Program B
- Program C (Used only in 2015–2016)
- Program D
- Program E
- Program F
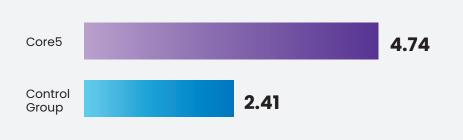- Program G

Education Reform Organizations

Nonprofit organization LEAP Innovations offers personalized learning opportunities through its Pilot Network. In 2017, LEAP's evaluation team reported that Core5 was selected most often by schools and resulted in a 2.57-point increase in NWEA reading scores for students in grades 3–5.[4] This is equivalent to an 11-percentile-point gain for a student using Core5.
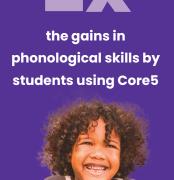

61st
50th
2015–2016

Pilot network percentile gains— Core5

- comparison student percentile
- LEAP Pilot Network student percentile

Lexia® All for Literacy

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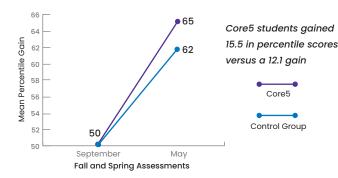
International Studies

In the United Kingdom, a randomized controlled trial by O'Callaghan et al. (2016) showed that students using Core5 showed nearly double the gains in phonological skills compared to the control group.[5]

2x

the gains in phonological skills by students using Core5

Core5 **4.74**

Control Group **2.41**

Theses and Dissertations

A dissertation by Woolstenhulme (2018) showed that students in grade 2 who used Core5 had 28% reading gain over students who did not use the program in the previous three years.[6]

Core5 students gained 15.5 in percentile scores versus a 12.1 gain

Mean Percentile Gain

66 — 65
64
62 — 62
60
58
56
54
52
50 — 50

September — May

Fall and Spring Assessments

— Core5
— Control Group

University-Based Research Studies

A published study by Draper Rodríguez et al. (2012) examined the benefits of offering Spanish directions in Lexia's literacy programs. The study found this led to improved reading comprehension for English Learners in grade 1.[7]

¡HOLA!

(i) **For further information, email: research@lexialearning.com**

[1] Evaluation and Training Institute. (2016). Early intervention software program evaluation: 2015-2016 program results. Culver City, CA: Education and Training Institute.

[2] Evaluation and Training Institute. (2017, 2018, 2019). Utah's early intervention reading software program: K-3 program evaluation results. Culver City, CA: Education and Training Institute.

[3] Evaluation and Training Institute. (2020). Utah's early interactive reading software program: 2019-2020 Program evaluation findings. Culver City, CA: Education and Training Institute.

[4] LEAP Innovations. (2017). personalized learning(s) from the field: A Report for the LEAP Innovations Pilot Network cohort 2. Chicago, IL: Leap Innovations.

[5] O'Callaghan, P., McIvor, A., McVeigh, C., & Rushe, T. (2016). A randomized controlled trial of an early-intervention, computer-based literacy program to boost phonological skills in 4-to-6-year-old children. British Journal of Educational Psychology, 86, 546–558.

[6] Woolstenhulme, S. G. (2018). How Teachers May Influence the Impact of Computer Adaptive Instruction: A Mixed-Methods Analysis of Implementing Lexia Core5 in Second-Grade Classrooms. Boise State University Theses and Dissertations. 1496.

[7] Draper Rodríguez, C., Filler, J., & Higgins, K. (2012). Using primary language support via computer to improve reading comprehension skills of first-grade English language learners, Computers in the Schools: Interdisciplinary Journal of Practice, Theory, and Applied Research, 29, 253–267.

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