

RESEARCH BRIEF

Independent Study of Core5 Funded by the Education Endowment Foundation

Key Findings

- Core5 students scored 3.63 points higher than control students on the WRMT–III. This difference has an effect size of 0.08, which relates to one month of additional learning.
- For students who received free school meals, Core5 students scored 9.47 points higher than control students on the WRMT–III. This difference has an effect size of 0.18, which relates to two months of additional learning.
- There were no significant differences between Core5 and control students on the Key Stage 1 reading test.
- In compliance with recommendations, 93% of students completed at least 720 minutes of Core5 usage.
- Nearly two thirds of schools reported that they accessed myLexia reports on a weekly basis in compliance with recommendations.
- Over 90% of educators said they received sufficient training to deliver Core5, and nearly two thirds reported they would recommend Core5 to other schools.

Introduction

The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and education achievement. One approach EEF takes to achieve their mission is to fund independent evaluations of programs and approaches that aim to raise the attainment of students from socio-economically disadvantaged backgrounds.

As indicated in the EEF report, in 2019 the percentage of students in the United Kingdom who did not reach expected standard in reading in Year 1 (kindergarten in the U.S.) was 25%. For students who receive free school meals (FSM), the percentage was 38%. It was pointed out that problems with early reading skills can hinder students' development and have long-term consequences for their educational outcomes. Consequently, EEF recognizes a need to identify the most promising approaches to support literacy development in young students. In this vein, EEF sponsored a research project aimed to evaluate the efficacy of Lexia Core5 Reading to improve the reading ability of struggling readers in Year 2 (grade 1 in the U.S.).

Study Design

Core5 was evaluated in a randomized control trial. Within each participating school, half of the struggling readers were randomly assigned to receive Core5, while the others were instructed with regular lessons and support. Students receiving Core5 used the program for 12 – 24 weeks. Students were included in the study if they were in the lower half of Year 1 students in reading ability as identified by the school. There were 57 schools and 697 students in the study. In addition to overall analyses, findings for students eligible for FSM were addressed in sub-analyses. Among students in the study, 38% were or had been eligible for FSM. The primary outcome measure was composite scores on Woodcock Reading Mastery Tests – Third Edition (WRMT-III). A secondary measure was raw scores on a national Key Stage 1 reading test.

In addition to quantitative analyses, EEF evaluated how Core5 was implemented in the schools. Educators were surveyed about participating in training sessions, compliance with Core5 use requirements, where in the schools Core5 was implemented, use of myLexia reports, and if they would recommend Core5 to others.

Results

Students who used Core5 scored 3.63 points higher than control students on the WRMT-III. This difference has an effect size of 0.08, which relates to one month of additional learning.

Students who used Core5 had a mean WRMT-III composite score that was 3.63 points higher than the mean for control students. This difference trended toward significance ($p=.15$) and was associated with an effect size of 0.08. An effect size of 0.08 relates to approximately one month of additional learning.

For the FSM subgroup, Core5 students scored 9.47 points higher than control students on the WRMT-III. This difference has an effect size of 0.18, which relates to two months of additional learning.

When analyses were restricted to the subgroup of FSM eligible students, those who used Core5 had a mean WRMT-III composite score that was 9.47 points higher than the mean for control students. This difference was significant ($p=.04$) and associated with an effect size of 0.18. An effect size of 0.18 relates to approximately two months of additional learning. These results suggest that Core5 was particularly effective for struggling readers from socio-economically disadvantaged backgrounds.

There were no significant differences between Core5 and control students on the Key Stage 1 reading test.

There were no significances between students who used Core5 and control students on the Key Stage 1 reading test. Non-significant differences were found for the full set of students and students in the FSM subgroup. Thus, use of Core5 did not show any impact on the U.K national reading assessment.

In compliance with recommendations, 93% of students completed at least 720 minutes of Core5 usage.

In compliance with minimum Core5 usage recommendations, 93% of students completed at least 720 minutes of program usage over a 24-week period. Delivery of Core5 occurred outside of the classroom in 85% of the schools. Core5 was used in locations such as a computer suite, a small study room, and the library.

Nearly two thirds of schools reported that they accessed myLexia reports on a weekly basis in compliance with recommendations.

Nearly two thirds of schools reported that they accessed myLexia reports on a weekly basis in compliance with recommendations, and just over 25% of schools reported using offline materials on a regular (most often weekly) basis.

Over 90% of educators said they received sufficient training to deliver Core5, and nearly two thirds reported they would recommend Core5 to other schools.

Over 90% of educators reported that the training they received gave them sufficient information to deliver Core5, and nearly two thirds said they would recommend Core5 to other schools. More than 75% of educators responded “strongly agree” or “somewhat agree” that students found Core5 engaging, were able to work independently, and benefited from using the program.

Want to Learn More?

For more information and updates on research related to Core5, please contact research@lexialearning.com.

References

Tracey, L., Elliott, L., Fairhurst, C., Mandefield, L., Fountain, I., & Ellison, S. (2021). *Lexia Reading Core5: Evaluation Report*. Education Endowment Foundation.

<https://d2tic4wvoliusb.cloudfront.net/documents/projects/Lexia-report-unconditional-effect-sizes.pdf?v=1684354501>

Lexia[®]

a **cambium** company

Lexia[®], a Cambium Learning Group company, is the Structured Literacy expert. For more than 30 years, the company has focused solely on literacy, and today provides science of reading-based solutions for both students and educators. With robust offerings for differentiated instruction, personalized learning, assessment, and professional learning, Lexia helps more learners read, write, and speak with confidence.



[lexialearning.com](https://www.lexialearning.com)

© 2023 Lexia, a Cambium Learning Group company. Lexia[®], Lexia English Language Development[®], and other trademarks, names, and logos used herein are the property of Lexia and/or its subsidiaries, and are registered and/or used in the United States and other countries. Additional trademarks included herein are the property of their respective owners. All rights reserved.