



ARIZONA DEPARTMENT OF EDUCATION

Each reading intervention program will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the K-3 MOWR vetted reading intervention program list. Peer Review will be noted but does not disqualify overall approval.

Study: [Students Using Lexia® Core5® Reading Show Greater Reading Gains Than Matched Comparison Students](#)

Date of Study: 2021-2022

Grade Levels of Study: 3rd-5th grade

Reading Intervention Program's Marketed Name: Lexia Core5

	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier	Y	Tier 2 ESSA
Independent Researchers (Y/N)	Y	Rand Corporation
Established Measure (Y/N)	Y	NWEA MAP
Sample Size	Y	Lexia obtained agreement from a school district in the southeastern United States to participate in this study. Twenty-five elementary schools in the district used Core5 in kindergarten through grade 5, but the study is limited to grades 3–5 because only those grades used the MAP reading assessment. The schools are situated in suburbs (five), towns (six), and rural areas (14). Schoolwide percentages of students eligible for free or reduced-price meals ranged from 15 to 99 percent, with an average of 38 percent. Within these schools, the student sample included 6,655 students, about equally distributed across grades 3–5. These students

		were about 50 percent White, 28 percent Hispanic, 16 percent Black, and 7 percent other race/ethnicity. Core5 Group of 3rd graders- 2, 157 VCG Group of 3rd graders- 60,895
Research Design	Y	The study used a matched comparison group methodology. A strength of the matched comparison group design is that use of Core5 is the only readily apparent difference between the Core5 students and the comparison group at the beginning of the study (baseline). The current study was able to be conducted retrospectively and without requiring sites that wanted to use Core5 to take any special measures, such as holding back some students from using it. Those who used Core5 for at least 20 weeks during the study period and met Core5 usage targets for at least half of those weeks are defined as high-usage students. About 43 percent of Core5 students in the sample were in the high-usage subgroup.
Outcome	Y	Core5 students overall (3rd-5th grade) are estimated to have outperformed their comparison group peers by a standardized effect size of about 0.11. This is equivalent to having about 54 percent of Core5 students outperform the comparison group median on the spring 2022 reading assessment. However, 3rd graders, specifically, outperformed their comparison group peers by a standardized effect size of about 0.10. White students are estimated to have experienced gains of 0.15 relative to the comparison group, whereas Black and Hispanic students experienced gains of 0.05 and 0.06, respectively. This analysis calculated how well the average student in each of these groups performed relative to the pre-pandemic national norms at the beginning and end of the study period. Students in grade 3 began the 2021–2022 academic year performing significantly below national norms, but, by the following spring, they were performing significantly above national norms.

Effect Size	Y	To summarize, our analyses estimated that students in grades 3 through 5 in the sample who used Core5 during the 2021–2022 academic year experienced larger reading achievement gains, on average, than their counterparts in a matched comparison group. The standardized effect of 0.11 means that about 54 percent of Core5 students outperformed the spring comparison group median. This effect size is similar to effects estimated in rigorous studies of five other literacy focused interventions for the same grade levels. All subgroups of the Core5 students we examined experienced reading achievement gains relative to the corresponding subgroups in the comparison group. Core5 effect estimates were essentially the same across grade level and gender, but White Core5 students experienced larger gains than students in underrepresented racial/ethnic groups. Core5 students in grade 3 started the year significantly below the pre-pandemic norms and finished the year significantly above those norms. For subgroup data breakdown see p.13 Table A.3
*MTSS Level of Support	Y	Tier 2 or Tier 3
*Peer Review (Y/N)	N	

MOWR Committee findings:

-Will continue to be on the MOWR Intervention Program Vetted List.

From: [LEX Proposal Team](#)
To: [Vendor Review](#)
Cc: [Cara Bliss](#); [Andrea Samadi](#); [LEX Proposal Team](#); [Destiny Chirello](#)
Subject: Re: MOWR Intervention Program Research Review Complete- Lexia Learning/Core5
Date: Wednesday, October 29, 2025 8:18:14 AM
Attachments: [image002.png](#)
[image003.png](#)
[Outlook-lwcmkm4.png](#)

Good morning, Move On When Reading Committee Members,

In response to your recent request regarding Lexia Learning's Core5 Reading program explicit teacher led instruction and training, please find the following assurance:

Lexia Professional Learning for Arizona teachers includes the utilization of explicit teacher led instruction. It is a critical component of Lexia's Blended Learning model, a key differentiator for Core5. Arizona educators are informed and guided through professional learning on how to utilize Core5 to meet the Arizona required minutes for instruction.

Respectfully,

Lexia Learning

LACEY O'BRIEN, PMP
Senior Manager, State Proposal Strategy



Begin forwarded message:

From: Vendor Review <VendorReview@azed.gov>
Date: September 4, 2025 at 5:00:03 PM MST
To: Andrea Samadi <Andrea.Samadi@lexialearning.com>
Subject: RE: MOWR Intervention Program Research Review Complete- Lexia Learning/Core5

Hello again,

The MOWR Review Committee noticed that the expected number of minutes of intervention instruction for Lexia Core 5 Reading states 20-60 minutes per week. This is what was submitted to us in the MS Form for the MOWR Vetted Intervention List. We are reaching out to make you aware that the recommended instructional minutes for Tier 2 intervention in AZ is 90 minutes per week and Tier 3 is 225 minutes per week. Please let us know if this AZ expectation cannot be met by Lexia Core 5 Reading.

Reading Intervention Marketed Name Link to website)	Publisher	Year published and/or latest edition	Intended Purpose of This Tool	Primary Instructional Use Within the RTI Framework	Targeted Students	Intended Grade Level(s)	Primary Delivery Format	Intended Group Size	Recommended Frequency (Days)	Recommended Duration Intervention (Minutes)
Intervention programs are color-coded in purple. These intervention products are intended to be used with students unable to meet the minimum standards for the current grade level.										
Products indicated with an asterisk (*) may be used to support Tier 1 instruction, however, are <u>not considered a comprehensive core program</u> and are not intended to replace core instruction. A.R.S. 15-704 requires all districts and charters that serve any K-3 students to adopt instructional curricula and intervention which meets select criteria. Interventions must be evidence-based and meet the criteria for the top three evidence tiers, as defined by ESSA.										
Only Intervention programs highlighted in GREEN have been vetted to meet these requirements and are available to select districts.										
Lexia Core5 Reading	Lexia Learning Systems LLC	2020	Intervention *Updated based on webpage information	Tier 1* Tier 2 Tier 3	Struggling Readers English Language Learners Students with learning disabilities including dyslexia Special Education	Pre-K K-5th	Online (website/app) In-person Blended/hybrid	Small group One-on-one	20-60 minutes per week	20-60 minutes per week

Also, the Committee is asking for more information regarding the amount of teacher led direct instruction that is required for Lexia Core 5 Reading. We appreciate your help with this question.

Respectfully,

MOWR Review Committee



Arizona Department of Education MOWR Committee

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From: Vendor Review
Sent: Friday, February 28, 2025 3:46 PM
To: Andrea Samadi <Andrea.Samadi@lexialearning.com>
Subject: MOWR Intervention Program Research Review Complete- Lexia Learning/Core5

Greetings,

The review of Lexia Learning/Core5 submission to the Arizona Department of Education Intervention Reading Program List is complete. The Move On When Reading Committee has reviewed the research study provided. Based on the findings from this review, Lexia Learning/Core5 will continue to stay on the vetted Arizona Department of Education Intervention Reading Program List.

The rubric used to evaluate the research study has been attached.

Thank you for your patience and cooperation during this process.

Respectfully,

Move On When Reading Committee

<image001.png>
Arizona Department of Education MOWR Committee

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