

Dysolve — First Independent Randomized Controlled Trial of an AI Reading-Intervention for the Lowest-Performing US Readers

AI in Education · Good practice · United States of America

Quality score: 73/100

Evidence strength: Randomised controlled trial

Summary

The first independent RCT of an AI dyslexia-intervention game found a real but modest gain for the lowest-performing US readers (ITT +0.095 SD, $p \approx .06$), rising with dosage — though most students used it far below the recommended 9 hours.

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
Equity & inclusion	3/3
Transparency, ethics & data protection	3/3
Teacher capability & pedagogy	1/3
Scalability & sustainability	2/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-07-18

[Dysolve AI \(EduNational Solutions\)](#), independently evaluated by CRESPI, University of Delaware — accessed 2026-07-18

[CRESPI RCT results page](#) — accessed 2026-07-18

[CRESPI Dysolve RCT technical report \(PDF\)](#) — accessed 2026-07-18

[Psychology Today coverage](#) — accessed 2026-07-18

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