



Lexia[®]
Texas



RESEARCH BRIEF

Language and Literacy Benefits of Lexia English™ in Texas

Key Findings

- Emergent Bilingual students who used Lexia English **scored significantly higher on speaking and listening** on the Texas English Language Proficiency Assessment (TELPAS) than students who did not use the program.
- Emergent Bilingual students who used Lexia English **scored significantly higher on their end-of-year English literacy assessment (STAAR Reading Language Arts)** than non-users.

Introduction

[Lexia® English Language Development™](#) (Lexia English) is a blended learning program that supports the development of English language proficiency for students in grades K-6. The program helps accelerate student learning by providing targeted speaking and listening practice alongside explicit language instruction. A [growing body of research](#) suggests that Lexia English has a positive impact on learning outcomes for emergent bilingual students. Studies have found that students who used Lexia English scored higher and grew more on tests of English language proficiency than students who did not use the program ([Feroce et al., 2025](#); Lexia, [2022](#), [2024](#)). Studies have also reported that students who use Lexia English have obtained higher general literacy achievement on standardized measures of English language arts compared to their peers (Lexia, [2023](#)).

In Texas, emergent bilinguals represent over 1 in 5 (23%) of all public school students ([Texas Education Agency, 2023](#)), and this number has continued to grow over the years. In this study, Lexia aimed to further understand the contexts in which Lexia English can support the language development of emergent bilinguals by examining data from students in Texas. While previous studies have examined outcomes from students across the United States, including California, Arizona, and Massachusetts, this is the first Lexia English study to look at student language and literacy outcomes in Texas.

In the 2023-24 school year, Lexia partnered with 4 school districts in Texas to conduct a study examining the impact of using Lexia English on the 2024 Texas English Language Proficiency Assessment (TELPAS) and the 2024 State of Texas Assessment of Academic Readiness in English Reading Language Arts (STAAR RLA) for emergent bilingual students in grades 3-6. To this end, Lexia researchers matched Lexia English users to non-users while controlling for differences in baseline English abilities and demographic factors. The study therefore presents Tier 2 (Moderate) evidence of effectiveness according to federal guidelines under ESSA.

Study Design

The sample pool consisted of 11678 emergent bilingual students across 112 schools in 4 school districts across Texas. All students were in grades 3–6 in the 2023–24 school year. Students were considered users of Lexia English if they completed at least 1 program unit, the smallest unit of meaningful program usage.¹ Based on this criterion, 387 students used Lexia English and 11291 were non-users.

Outcomes were analyzed based on grade-standardized scale scores for TELPAS domains and the overall STAAR RLA. TELPAS scale scores are reported for reading, writing, listening, and speaking components, and a composite score (1 to 4) which averages student domain performance (1 – Beginning, 2 – Intermediate, 3 – Advanced, 4 – Advanced High) is also reported. STAAR RLA contains reading and writing components, and scale scores are reported for the overall test. Based on students' prior year (2023) TELPAS, the sample consisted largely of students at lower levels of English proficiency. Specifically, 83% of Lexia English users and 41% of non-users were at the Beginning and Intermediate levels on the 2023 composite TELPAS.

To measure the impact of program usage on language and literacy achievement, Lexia researchers matched Lexia English users and non-users who were similar in prior TELPAS scores (composite rating), grade, district, special education status, economic disadvantaged status, district newcomer status², and language program³ enrollment during the 2023–24 school year. All TELPAS pre-test scores differed by less than 0.25 standard deviations between Lexia English users and non-users. The final analytic sample after matching included 491 students, and demographic information is provided in the table.

¹ Prior to TELPAS and STAAR RLA testing, matched students used Lexia English, on average, for 9 weeks (units completed: 65) and 11 weeks (units completed: 74), respectively.

² District newcomer status was based on whether a student had been enrolled in the district for 3 years or less.

³ Language programs included English as a Second Language, Transitional Bilingual, Dual Language, and None.

491
Students

92
Schools

4
Districts

Grades
3-6

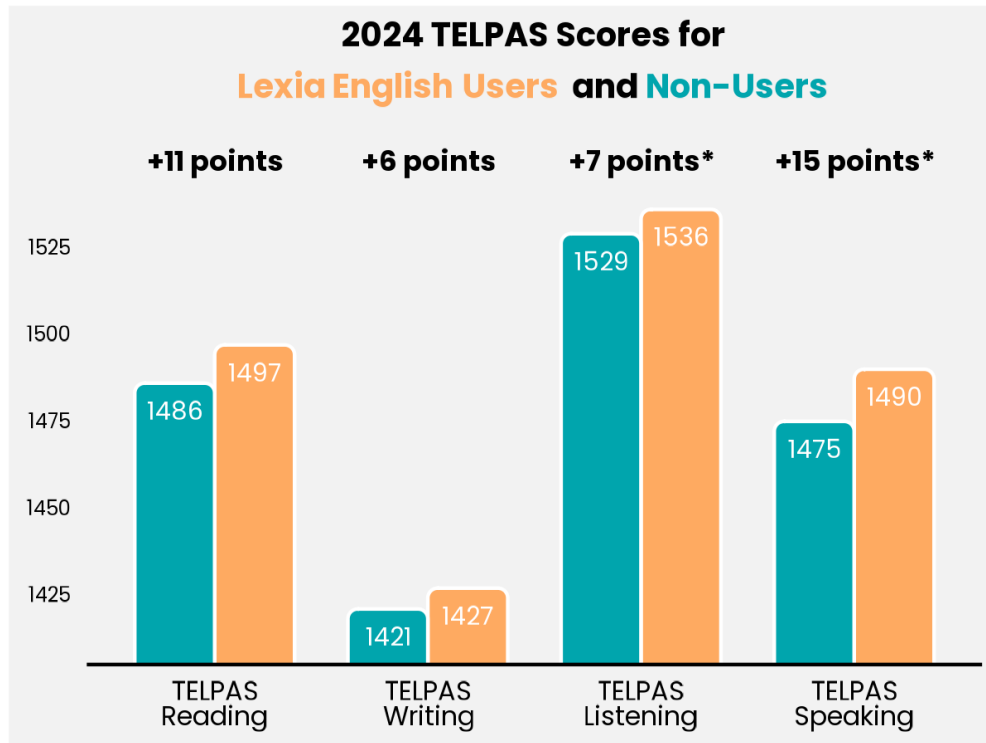
| Matched Sample Descriptive Statistics | Pre-TELPAS | | |
|--|------------|--------|-------|
| | LE Users | Non-LE | Total |
| Avg. TELPAS 2023 Comp. Score | 1.8 | 1.8 | 1.8 |
| Avg. TELPAS 2024 Comp. Score | 2.2 | 2.1 | 2.1 |
| % Economic Disadvantaged | 94% | 94% | 94% |
| % Special Education | 18% | 18% | 18% |
| % District Newcomers | 74% | 74% | 74% |
| % Grade 3 | 40% | 40% | 40% |
| % Grade 4 | 24% | 25% | 24% |
| % Grade 5 | 30% | 30% | 30% |
| % Grade 6 | 6% | 6% | 6% |
| N | 246 | 245 | 491 |

Lexia researchers estimated program impact via multilevel regression analyses controlling for district, pre-test scores, gender, special education status, economic disadvantaged status, newcomer status, years enrolled in the district, grade level, and language program.

Results

Students who used Lexia English scored significantly higher on TELPAS speaking and listening than students who did not use the program.

On average, Lexia English users scored higher than non-users on TELPAS reading (+11 points), writing (+6 points), listening (+7 points), and speaking (+15 points). The statistical analyses confirmed the descriptive trends for speaking and listening. Specifically, students that used Lexia English scored significantly higher than non-users on TELPAS speaking and listening, but this was not significant for reading or writing. Nevertheless, for each domain, the effect size (ES) – which indicates the extent of difference between the Lexia English users and non-users – is considered medium (0.05 – 0.20) or large (> 0.20) according to [Kraft \(2020\)](#): reading (ES: 0.10), writing (ES: 0.12), listening (ES: 0.17), speaking (ES: 0.24). Average 2024 TELPAS scores are shown in the graph, and results that are statistically significant ($p < .05$) are denoted with an asterisk.



The significant effects for speaking and listening align with the focus of Lexia English on speaking and listening development, which is consistent with previous studies showing the benefit of program use on outcomes from different English language proficiency assessments.

The effects for reading and writing were positive but non-significant, which may have been due to students using other tools that supported their language development (including vocabulary and basic English grammatical structures) in the written domain, such as [Core5® Reading](#) (Core5). In a previous study of 3–5th graders in Texas, significant effects for reading, but not writing, were observed for students who only used Lexia English compared to students not using either Lexia English or Core5. In the current study, which includes 6th grade students, sensitivity analyses eliminating Core5 users in grades 3–5 show the same patterns: Lexia English users scored significantly higher than non-Lexia students on TELPAS reading (ES: 0.17) but not writing (ES: 0.15). Thus, the extent to which Lexia English can help build students’ basic English proficiency skills in reading and writing likely hinges on age group and the degree to which they are using other evidence-based literacy tools.

Students who used Lexia English scored significantly higher than non-users on STAAR RLA.

For STAAR RLA, analyses were conducted based on the subset of matched students who had available STAAR 2024 scores and followed the same analytical methods as the TELPAS analyses. Given that STAAR testing begins in grade 3, students’ standardized 2023 TELPAS scores from all domains were used as a pre-test control, and additional sensitivity analyses were conducted for students in grades 4-6 controlling for prior STAAR RLA and TELPAS scores.

| Matched Sample Descriptive Statistics | Pre-STAAR | | |
|--|-----------|--------|-------|
| | LE Users | Non-LE | Total |
| Avg. TELPAS 2023 Comp. Score | 1.8 | 1.8 | 1.8 |
| Avg. TELPAS 2024 Comp. Score | 2.3 | 2.1 | 2.2 |
| Avg. STAAR RLA 2024 Score | 1440 | 1422 | 1430 |
| % Economic Disadvantaged | 93% | 94% | 93% |
| % Special Education | 20% | 19% | 19% |
| % District Newcomers | 70% | 72% | 71% |
| % Grade 3 | 42% | 41% | 41% |
| % Grade 4 | 22% | 23% | 22% |
| % Grade 5 | 30% | 30% | 30% |
| % Grade 6 | 7% | 6% | 6% |
| N | 209 | 232 | 441 |

As can be seen in the table, Lexia English users scored 18 points higher on the STAAR RLA compared to non-users.⁴ Statistical analyses confirmed these results, as this difference was significant and associated with a medium effect size (0.18). This trend demonstrates how providing targeted oral language instruction to emergent bilingual students can support their broader literacy development. Additionally, this finding aligns with a previous study in [California](#) showing that students in grades 3–5 who used Lexia English scored higher on a standardized literacy assessment (SBAC ELA) than students who did not use the program.

The results from STAAR RLA suggest that using Lexia English not only strengthens students’ English language proficiency skills but may also support their ability to strategically apply their language skills when engaging with and responding to complex, grade-level texts. This is particularly relevant for meeting the advanced reading and writing demands of the STAAR RLA

⁴ Sensitivity analyses were conducted for just 4th, 5th, and 6th graders (n=221) while also controlling for 2023 STAAR RLA scores and 2023 TELPAS scores. This yielded similar results, with Lexia English users scoring significantly higher than non-users (ES: 0.20).

assessment, such as analyzing characters, evaluating thematic elements, and interpreting author choices from texts from different genres. Students may be specifically benefiting from Lexia English's focus on reading comprehension skills via improved vocabulary, grammar, and listening comprehension. Another possibility is that Lexia English improves academic achievement more broadly by helping students leverage their language skills to build content-specific background knowledge from their classes. In turn, this improved knowledge may prepare students to better understand different types of texts as assessed in STAAR RLA. Future research with a larger sample and more nuanced assessment measures can examine the direct and indirect ways in which Lexia English improves students' overall literacy achievement.

Overall, the findings of this study underscore the importance of supporting the English language proficiency of emergent bilingual students, particularly in speaking and listening, alongside their core language and literacy instruction.

Want to Learn More?

For additional information, including technical details of the analyses, or updates on research related to Lexia English, please contact research@lexialearning.com.



Lexia®, a Cambium Learning Group brand, is a leader in science-of-reading-based solutions. For over 40 years, the company has focused on pre-K-12 literacy and today provides solutions for every student and educator. With a complete offering of professional learning, curriculum, and embedded assessment, Lexia helps more learners read, write, and speak with confidence.



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