

RESEARCH

Lexia® English Language Development™ Logic Model

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Lexia® English Language Development™ Program Logic Model

English Learners —also called Emergent Bilinguals—are one of the fastest growing segments of the student population. English Learners are a highly heterogeneous group, coming from different homes and cultures with various levels of exposure to English. Schools often struggle to provide English Learners with the differentiated and personalized instruction they need to attain English proficiency, a critical foundation for academic success. Lexia® English Language Development™ (Lexia English) is a computer-based program for English Learners in grades K-6 that helps build English proficiency by teaching speaking, listening, and grammar in English. The program emphasizes themes in math, science, social studies, biographies, and general knowledge to prepare students for academic success.

Lexia English is an adaptive blended learning program that supports development of English speaking, listening and grammar through academic conversations.

The Lexia English Language Development Program Logic Model is a visual representation of how Lexia English implementation is expected to affect English Learners. It helps satisfy the “demonstrates a rationale” level of evidence for the effectiveness of an educational program, as described by the Every Student Succeeds Act (ESSA). The primary purpose of the logic model is to guide Lexia English planning efforts by identifying short- and long-term goals related to implementation. The logic model can also be used to inform efforts to evaluate the program; however, evaluators should further consult the Lexia English Language Development Theory of Change which outlines the rationale behind the model, and how factors outside of Lexia English are expected to affect the program’s implementation and outcomes.

Lexia English Language Development Program Logic Model



The Lexia English Logic Model is divided into two main parts: process variables and outcome variables. The process variables are the inputs and activities that constitute the essential components of Lexia English implementation. Most of the process variables can be measured using Lexia English program data. The few exceptions, which are outlined below, should be measured using local data sources. The outcomes are the variables that Lexia English is intended to change. The outcome variables are external to Lexia English and are not measured with program data. Evaluators will therefore need to identify suitable measures to assess the intended program outcomes.

Lexia English Inputs

Program. Lexia English Language Development is an adaptive blended learning program that supports development of English speaking, listening and grammar through academic conversations. The program incorporates language learning with subject knowledge to improve students' academic achievement. The blended learning model consists of three components:

- Online Lexia English student program
- Educator-led Lexia Lessons®
- Educator myLexia® dashboard for monitoring student progress data.

Students can log into their Lexia English account via a computer or tablet device.

Educators. Educators can access student data and Lexia Lessons via the myLexia dashboard. They can implement Lexia English in a variety of settings including English content blocks, subject area blocks, English Learner blocks, small group interventions, before and after school, and at home.

Implementation Team. Successful implementation of Lexia English requires a Lexia English implementation team comprised of school/district leaders and customer success manager(s). The purpose of the team is to ensure local support for Lexia English implementation and collaboration with other Lexia staff. Initially, school/district leaders need access to funds to purchase Lexia English licenses as well as computer or tablet devices and microphone-enabled headphones. To reap full benefits of the program, it is essential that Lexia English is implemented with fidelity. At a minimum, the implementation team should equip educators with the full set of Lexia English implementation support guidelines described in the [Lexia English Resource Hub](#).

Activities

To implement the program, the Lexia English implementation team will:

- roster students into Lexia English and the educator's myLexia account, and send onboarding communications to educators;
- develop and *communicate the implementation plan and rationale* to educators and other relevant stakeholders; and
- distribute Lexia English materials and local resources including access to technology such as computer or tablet devices and microphone-equipped headphones.

Once students have begun using Lexia English, the implementation team will use the myLexia dashboard to assess, progress monitor and support student use of the online program at the building- and classroom-level. The implementation team should work to maximize how well educators are able to implement Lexia English through the activities described below.

Educators play a critical role in implementing Lexia English. First, they should ensure students understand why they are using Lexia English. It is important that they build familiarity and classroom routines to support implementation (see [Resource Hub](#)). They should also use the Educator Mode to preview the program, so they are prepared to explain contents of the program to students. Second, educators should ensure students meet program usage recommendations.

- In Grades K-2, students should complete 10-15 minutes sessions – three times a week – totaling 30-45 minutes per week.
- In Grades 3-6, students should complete 15-20 minutes sessions – three times a week – totaling 45-60 minutes per week.

Students should also be encouraged to monitor their own progress. Educators should implement additional sessions when appropriate and possible (e.g., in an intervention block or after school). Third, educators should review class and student myLexia data at least weekly. They should schedule data conversations with their students, other educators and families using print outs of data reports as appropriate. Finally, educators should reinforce online learning and provide targeted instructional support. For example, they should view the Practice Groups Report in myLexia to identify groups of two or more students for pre-teaching, reteaching and targeted support through peer-to-peer conversations (see Lexia Lessons®). It is recommended that educators budget 30-60 minutes weekly to meet the implementation guidelines of administering two lessons per week. Once students complete a level in Lexia

English, educators should plan to have students to complete Lexia Skill Builders® focused on English speaking skills. Educators should set aside time to prepare and organize materials, and to display language frames for easy student reference. Overall, the online and educator-led components require a commitment of one to two hours per week of educators' time.

The main outputs in Lexia English involve data on student use of the online program. These include number of program units completed, amount of time spent in the program, student accuracy on Presentations of Knowledge units, and attainment of "achievement certificates." Program units are the smallest metric associated with program progress. The online program consists of different levels, which are divided into smaller components called "Activities," followed by "Encounters." Each Encounter consists of 5–7 individual units and each unit takes about 3–5 minutes to complete. Number of units completed and total minutes the student has spent in the program are recorded in the educator's myLexia account. Presentations of Knowledge are specific units embedded at the end of each Encounter which assess the student's mastery of skills practiced throughout that Encounter. Generally, 80% accuracy is considered "passing." Completion of a level results in an achievement certificate.

Measures of Lexia English output require access to Lexia English student and educator data. Currently, Lexia English provides individual student-level metrics, including number of program units completed, time spent in the online program, and average accuracy on Presentation of Knowledge units. However, Lexia English does not provide data on number of teacher-led Lexia Lessons administered nor how educators engage with student data in myLexia. This output must be assessed locally using direct observation or other methods.

Lexia English Short-Term Outcomes

Short-term outcomes for students include increased scores and proficiency levels on program-external English language assessments. Improvements in student outcomes on English proficiency assessments will also be accompanied by improved student engagement in classroom conversations.

Lexia English Long-Term Outcomes

The main long-term outcome for students using Lexia English is earlier and greater rates of reclassification to fluent English proficient. Although the reclassification process involves

multiple components beyond student assessment data, standardized English proficiency scores are a critical component of the process in the United States.

Lexia English Language Development Theory of Change

The Lexia English Language Development Theory of Change describes how Lexia English is hypothesized to work in a local context. It is intended to be used with the Lexia English Logic Model to aid evaluators in the development of an informative research plan.

For experimental research, it is recommended evaluators use the Lexia English Logic Model and Theory of Change to create an *evaluation logic model* that contrasts the use of Lexia English with a counterfactual condition in which Lexia English, or a component of Lexia English, is not used. It is important for evaluators to develop an evaluation logic model to strengthen the validity of their research. Studies that do not measure implementation, account for alternative theories of change, or address possible sources of treatment variation due to external factors have a limited ability to promote accurate inferences about program efficacy (Peck, 2020).

Other evaluation strategies – such as correlational and qualitative research – may wish to reference the Lexia English Logic Model and Theory of Change to identify program components or mechanisms that warrant special consideration. For example, it may be informative to describe contextual factors surrounding a Lexia English administration, such as the degree to which Lexia English is used in small group settings or at home.

Program Administration

Lexia English is intended to be administered by districts/schools with the goal of supporting English Learners as they work toward acquiring higher language proficiency levels of English. The program provides students with instruction and practice in speaking, listening and grammar. It blends language learning with subject knowledge to improve academic achievement. The program's design reflects research supporting best practices around language learning and development. Specifically, the design assumes that English is acquired mainly through understanding what is heard (Krashen, 1982). It also assumes that the development of language is promoted by interactions, such as speaking the language (Long, 1980) and reflecting on how one engages in conversation (Swain, 1993). To this end feedback can be used to enhance students' reflections, especially in the form of explicit corrections, clarification requests, recasts, repetitions and metalinguistic clues (Tedick & de

Gortari, 1998). Following Halliday (1973), Lexia English's language functions are mainly academic and tied to conversational goals, such as to inform, summarize and persuade. Lexia English also uses strategies to reduce anxiety, such as incorporating culturally responsive pedagogies, to improve language acquisition (Krashen, 2003).

Lexia English uses a flexible implementation model that can be adapted to various school programs, such as English language development, dual language, sheltered instruction, and "push-in" and "pull-out" support groups. It is also flexible in the extent to which schools can utilize educator-led instruction and home use. To attain the intended program outcomes, the Lexia English Theory of Change holds that educators must ensure that students (a) understand why they are using Lexia English and (b) meet program usage recommendations. They should also (c) review class and student myLexia data at least weekly and (d) reinforce online learning and provide targeted instructional support.

Lexia English is primarily intended to be used by students in schools, but includes school-to-home connections, such as parent reports and translated resources and home-use videos. Districts/schools that use Lexia English will have varying organizational features. They may differ in their missions, resources and expenses, policies and practices, and overall capacity. Student homes also reflect heterogeneous characteristics, such as extent of English use. These differences in contexts are expected to influence implementation of Lexia English and, by extension, program outputs and outcomes (e.g., Højlund, 2014).

Given the purpose and design of Lexia English, it is expected that the local Lexia English implementation team will promote use of the program, adherence to implementation guidance documents, and, ultimately, completion of the program. To achieve these ends, the implementation team is expected to communicate the rationale for adopting the program and the implementation plans. They are expected to roster participants into Lexia English and distribute resources as needed for program completion, including access to technology and ancillary materials.

Outputs

Lexia English is designed for use across multiple grade levels. As such, there is not a singular output that connotes program completion. Continuous measures of use, such as time spent in the program, will typically offer the most informative data on program implementation. Achievement certificates – which are awarded when levels are completed – celebrate

important milestones, providing a form of feedback to the students, and can serve as an alternative metric of program use. Because achievement certificates are both tangible and theoretically more motivating to students than usage metrics, in some circumstances they may be preferred in an evaluation over finer-grained or continuous measures of program use.

Outcomes

Lexia English is hypothesized to improve student English language proficiency and engagement in the classroom. Change in these proximal outcomes is hypothesized to increase the likelihood that students will be reclassified to fluent English proficient.

Proximal Outcomes. Lexia English is designed to improve student English language proficiency and engagement in the classroom.

- *English language proficiency:* To date, five studies have been conducted on the effectiveness of Lexia English. These studies were quasi-experiments that reported positive significant effects on English Language proficiency (effect sizes: .18 - .40). All studies were conducted with an intent-to-treat analysis during one academic year and over 9000 students participated in these studies ([Lexia English Evidence Base](#)). The amount of program use needed to improve English language proficiency still needs to be investigated.
- *Classroom engagement:* Classroom engagement refers to the extent to which students participate in typical, academic classroom activities. Lexia English is hypothesized to improve student classroom engagement. However, research has yet to examine this outcome.

Distal Outcomes. If the proximal outcomes of Lexia English are observed, it is hypothesized that Lexia English will also improve the likelihood that English Learners will be reclassified to fluent English proficiency. However, research has yet to examine this outcome.

Context and Populations

The administration, outputs and outcomes of Lexia English will be affected by external factors, such as policy context and populations (e.g., schools, educators and students). Though it would be impractical to identify every external factor that could influence use and impact of Lexia English, evaluators should be cognizant of factors with high likelihood of affecting impact.

Policy Context. The policy context will influence use and impact of Lexia English. For example, both federal and state governments set policies for the selection of educational interventions and defining English Learner status and related classifications. The policies can affect how Lexia English is used and how theoretical outcomes are measured, which in turn will affect the degree to which program implementation leads to the attainment of desired outcomes.

School Characteristics. Prior to using Lexia English, schools will differ in the extent to which they utilize curricular materials aligned to scientific research and how their approaches benefit English Learners, such as use of culturally responsive pedagogy and a multi-tiered system of supports. These and other between-school differences imply that benefits of Lexia English for students will not be uniform across schools.

Educator and Classroom Characteristics. Just as school characteristics will affect use and impact of Lexia English, so too will educator and classroom characteristics. As described earlier, Lexia English can be implemented in a wide variety of instructional settings. However, the Lexia English Logic Model does not propose that outcomes will be identical across these settings. Educator and classroom characteristics can influence how Lexia English is implemented and, in turn, the expected program outcomes.

Student Characteristics. Finally, student characteristics will likely influence use and impact of Lexia English. It is expected that characteristics such as baseline language proficiency level, grade level, disability status and first language status may influence both the likelihood and magnitude of positive effects of Lexia English on English language proficiency. These student characteristics are known to predict language acquisition, independent of Lexia English (e.g., August et al., 2009; Genesee et al., 2005; Paradis, 2011, 2011; Restrepo et al., 2013).

Conclusion

The primary purpose of the Lexia English Logic Model is to guide the planning of Lexia English use by identifying short- and long-term goals related to implementation. The Lexia English Theory of Change describes the rationale behind the model, and how factors outside of Lexia English are expected to affect the program's implementation, output and outcomes. For experimental research, it is recommended that evaluators use both the Lexia English Logic Model and Theory of Change to create an evaluation logic model that contrasts use of Lexia English with a counterfactual condition in which Lexia English, or a component of Lexia English, is not used. These practices will strengthen the validity of the research findings.

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