

Lexia English Program Description

Lexia® English Language Development™ for grades K–6, is an adaptive blended learning speaking and listening program that supports students' English language development through academic conversations. It is designed to help Emergent Bilingual students, also known as ELLs, acquire higher language proficiency levels of English. It integrates three key areas: speaking, listening, and grammar, while emphasizing the language of content in Math, Science, Social Studies, General Knowledge, and Biographies, so that students gain both language skills and subject knowledge.

Key Findings

Lexia English supported diverse learning needs and dynamic implementations during the 2021–22 school year, including **33,797 students** in **2,047 schools** using the **WIDA** language proficiency standards.

WIDA

- ▶ **Student Progress** – Students who used as recommended made significant progress. On average, these students completed **1.6 levels** resulting in **approximately 1 in 3 students** making enough progress to move up to the next WIDA proficiency band within the program.
- ▶ **Conversations** – Across the school year, WIDA students engaged in **695K conversations** with the Lexia English characters, amounting to over **50.9K hours** of independent practice in academic conversations.
- ▶ **Presentations of Knowledge** – Students in schools using the WIDA standards demonstrated their knowledge on **200,318 total Presentations of Knowledge**, providing educators with ongoing data to inform targeted instruction.

Independent Practice Across Language Domains

Lexia English provides Emergent Bilingual students with opportunities for extensive speaking and listening practice that spans the curriculum and includes embedded grammar and academic vocabulary learning. Students who demonstrate mastery can quickly move through units and onto more advanced proficiency levels.

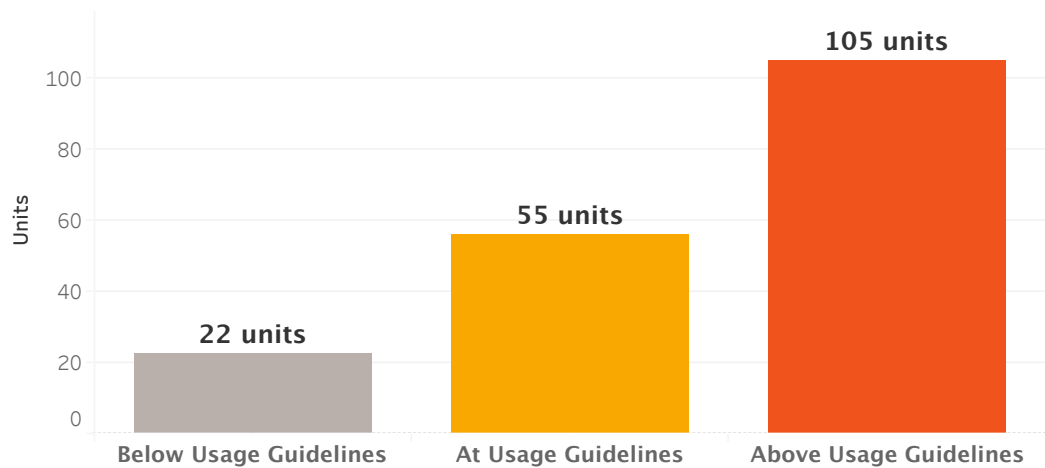
Recommended Usage

This report presents results for students in grades K-6 who used Lexia English between 7/26/2021 and 5/29/2022. Students were considered to have used the online portion of Lexia English as recommended if they used the program for at least 10 weeks and had an average of 30+ minutes/week of usage for grades K-2 and 45+ minutes/week of usage for grades 3-6.

With more time using the online components of Lexia English, students are given more opportunity to practice targeted skills and make significant progress. Students who are At or Above Usage complete substantially more units on average than students who are Below Usage.

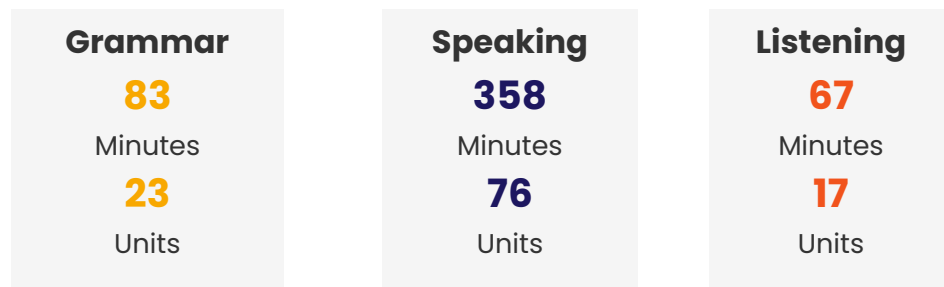
Unit Progress by Usage

Average number of units completed during the 2021-22 school year



Usage and Progress by Language Domain

Average yearly minutes and units of practice during the 2021-22 school year for students who used the program as recommended



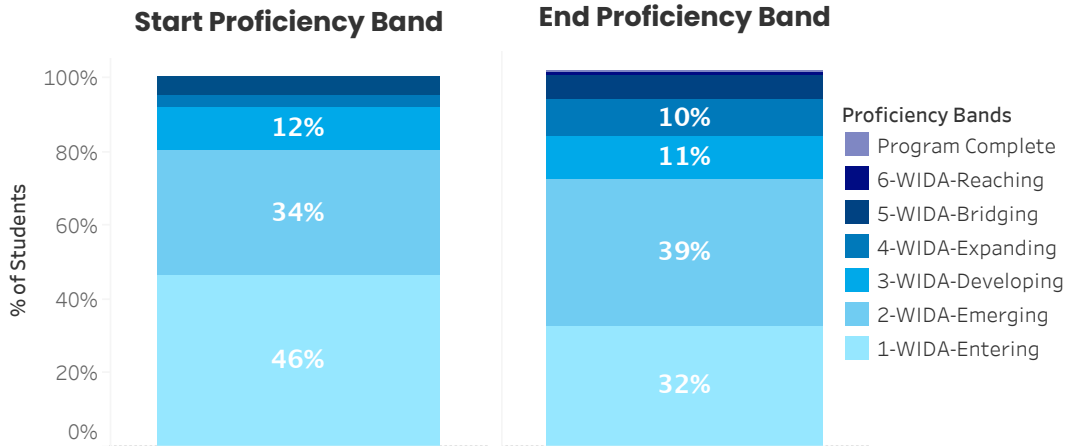
Progress toward Proficiency

Through a systematic scope and sequence, the skills and concepts addressed in each level of Lexia English have been mapped to various language proficiency standards. The graph below shows student progress through the WIDA proficiency bands from the start of the year to the end of the the year.

On average, students who used Lexia English as recommended completed **1.6 levels** in the program and **approximately 1 in 3 students** made sufficient progress to move up to the next WIDA proficiency band in the program.

Auto-Placement

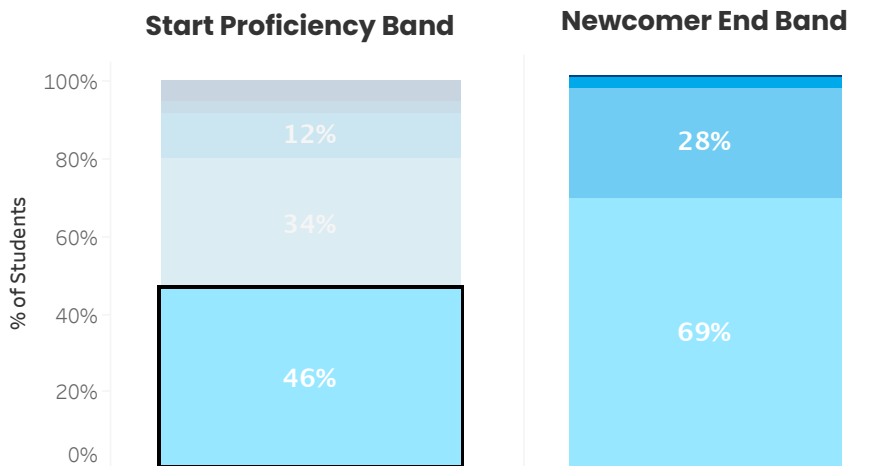
Lexia English determines the correct entry point into the program through it's auto-placement activity, which assesses both receptive and productive language skills and then places students based on knowledge and use of English.



Newcomer Progress

Lexia English supports Emergent Bilingual learners across all proficiency bands, including Newcomers for whom learning academic English can seem particularly challenging and intimidating.

The graph below shows the start of the year for Newcomers to the end of the year, with **31% of WIDA students moving a proficiency band**.



* Some percentages may not add to 100% due to rounding.