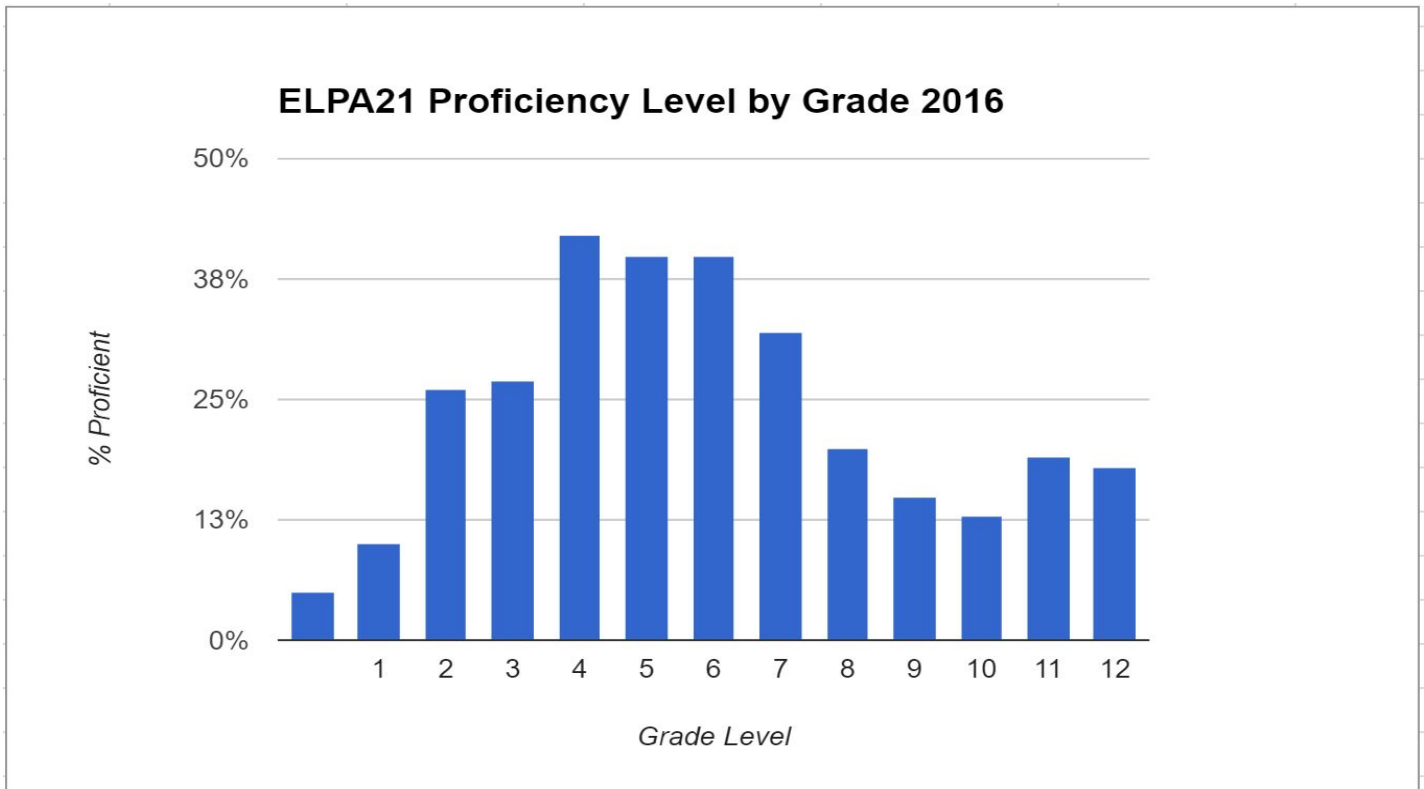


ELPA21 Summary Report 2016

The chart below represents the percentage of students by grade that performed at the proficient level on ELPA21 results by grade.



Exiting Rates

2015 - 2016 - **391** ELs met all state required criteria and exited the ESL program.

Exit criteria include proficiency on ELPA, proficiency on state required assessments in math and literacy, grades of C or better in core classes, and two (2) teacher recommendations.

2016 - 2017 - **1,094** ELs could potentially exit the ESL Program based on English language proficiency and ACT Aspire data.

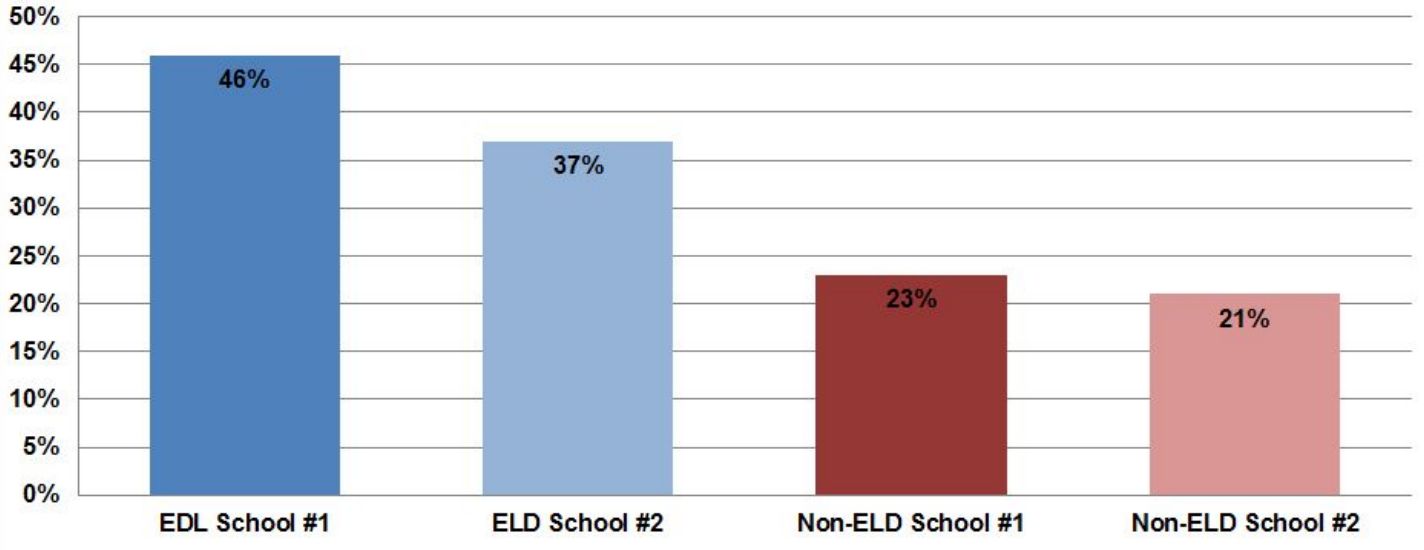
Comparative ELPA21 Data by ELD Service vs No ELD Service

Explicit Language Development (ELD) is based on student proficiency level. English Language Development allows the opportunity to teach ELs the language they:

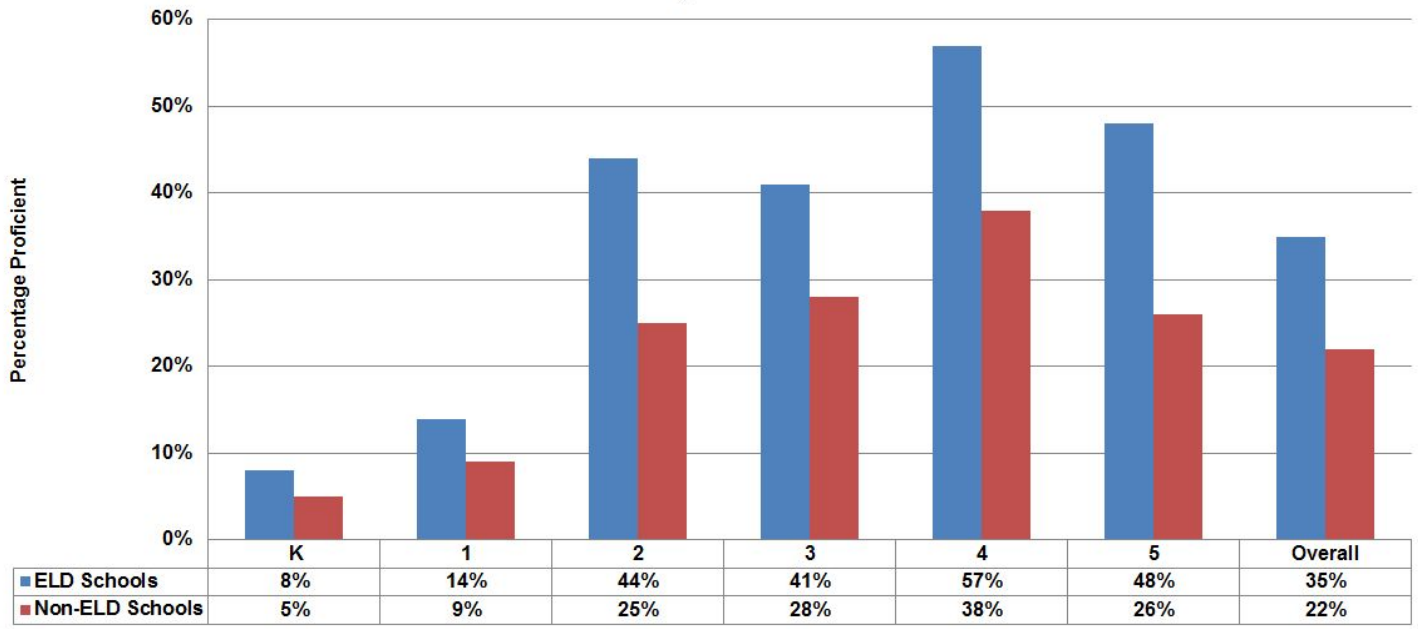
- are not likely to learn outside of school or efficiently learn on their own;
- will not be explicitly taught in any other subject areas; and
- need to use everyday for effective academic learning, participation, and progression

Schools that have been providing Systematic English Language Development (ELD) services over the last two years have seen improvement in the number of ELs reaching significant levels of proficiency on the ELPA21 assessment. Below is a comparison between two Springdale elementary schools that implemented ELD with two that had not yet been trained.

Comparing 2 ELD Schools vs 2 Non-ELD Schools Proficiency on 2016 ELPA21



Comparing 2 ELD Schools with 2 Non-ELD Schools Proficiency on 2016 ELPA21 by Grade



Currently, all elementary ELs receive ELD services. Significant growth in English language development is expected over the next few years due to the explicit language instruction students are receiving. It is the recommendation of the ESL department, based on the evidence presented, that services and training are sustained, to continue the implementation and refinement of ELD services for elementary and middle school students, and begin with the top five core training scaffolds to serve the number of ELs at the secondary level. In addition, due to the low percentages of eighth through twelfth grade students reaching proficiency, ELD instruction should be provided to all secondary English Learners.