

TK students who used Joy School English scored IFEP on Initial ELPAC



Key findings of recent study:

- Students using Joy School English averaged 453 (Initial Fluent English Proficient).
- These students performed two full proficiency bands above their non-user peers.

Background

Cambrian School District implemented Joy School English within its Transitional Kindergarten (TK) program to support early language acquisition. To measure the efficacy of this intervention, the district analyzed results from the Initial ELPAC assessment, which scores incoming kindergarten students into one of three proficiency levels: Novice English Learner, Intermediate English Learner, or Initial Fluent English Proficient (IFEP).

Results

A comparative analysis of Initial ELPAC outcomes indicates that after one year of TK usage, **Joy School English users on average achieved IFEP status and scored 26% higher than non-users**—placing them two full proficiency bands above the non-user average.

Non-User

Average Scale Score	360
Proficiency Band	Novice English Learner

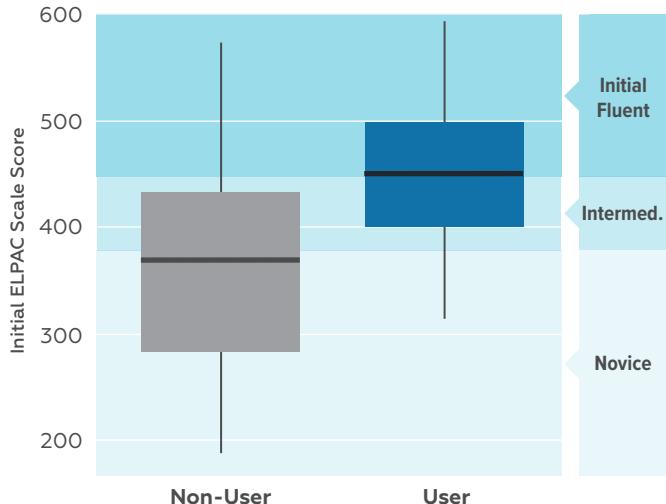
Joy School English User

Average Scale Score	453
Proficiency Band	Initial Fluent English Proficient (IFEP)

Key Insights

These findings highlight Joy School English as a strategic tool to help students transition into kindergarten and elementary better prepared, reducing the need for extensive English language development support.

Initial ELPAC Scores for Joy School English non-users and users



Joy School English students scored 93 points higher on the Initial ELPAC

Research Insight: Mitigating the LTEL Risk Factors

- **Early intervention reduces LTEL risk.** Targeted language support in early grades is critical to preventing students from stalling in their English development and becoming LTELs with persistently low proficiency. (Hanover Research, 2017).
- **Early proficiency predicts better long-term outcomes.** Children who reach English proficiency by kindergarten have stronger long-term cognitive, behavioral, and academic outcomes than those who become proficient later (Halle et al., 2012).
- **Pre-K oral language builds later reading success.** Preschool is a critical period for developing oral language and emergent literacy skills, such as phonological and print awareness, which are essential for successful reading (Pullen & Justice, 2003).