

# **ACPS Dual Language Program and Data Overview**

## **John Adams Elementary School (JAES) and Francis C. Hammond Middle School (FCHMS)**

SY 2023–2024

### **Introduction**

The Spanish-English two-way dual language program in Alexandria City Public Schools (ACPS) is designed for families who would like their children to learn another language while accessing the same high-quality academic instruction and curriculum as students throughout the school system. The ACPS Dual Language Program (DLP) for Pre-K launched in 2023 with a single class at the Early Childhood Center at John Adams Elementary School. Additionally, Alexandria City Public Schools offers K-8 Spanish-English two-way dual language programs at four schools: Mount Vernon Community School (whole-school, K-5), John Adams Elementary School (program strand, K-5), George Washington Middle School (program strand, 6-8), and Francis C. Hammond Middle School (program strand, 6-8). Mount Vernon Community School (MVCS) and George Washington Middle School (GWMS) are located on the east side of the city, while John Adams Elementary School (JAES) and Francis C. Hammond Middle School (FCHMS) are located on the west side. In high school, all students in the Dual Language Program attend Alexandria City High School and enroll in an accelerated track of World Language courses, culminating in a Spanish Dual Enrollment course offered in collaboration with Northern Virginia Community College.

Research indicates that the development of bilingualism and biliteracy is a long-term process, therefore, dual language programs require a system for tracking student data longitudinally, over time. Schools on both sides of the city are committed to a rigorous dual language program, ascribe to the program goals and adhere to the characteristics that define dual language programs. However, each school has a different student population and program structure. As such, a comparison of student achievement data across schools would not have high levels of validity. Each elementary school's data should be viewed and analyzed separately, along with the data that corresponds to the secondary school each cohort attends. During the SY 2023-2024 school year, John Adams Elementary School's 5th-grade cohort included 23 students. Of these, 60% continued in the program at FCHMS, 29% withdrew from the program, and 11% relocated outside the division. A firm commitment to the long-term continuation of the program is essential. While initial program effects may be modest and individual student outcomes may seem insignificant within a single academic year, the overall significance of results tends to grow over time (Collier & Thomas, 2017).

The purpose of this report is to share and analyze student academic achievement data and program demographics in the ACPS Dual Language Program, monitor student outcomes, and inform programmatic and instructional decision-making, with the ultimate goal of improving program implementation to optimally serve students. The demographic data contained in this

report are from school year SY 2023-2024 and the academic achievement data are from Spring 2024 testing administrations at JAES and FCHMS. This document serves as a review of dual language student achievement data; and it constitutes baseline, foundational data for future cohort analyses.

The terminology “Ever English Learner” (Ever EL) refers to students who have at any time been identified as EL. “Never English Learner” (Never EL) refers to students who have never been identified as EL. The SOL data on this report reflects the raw, unadjusted pass rates, without any modifications based on state or federal accountability measures.

## **Program Overview**

To support the goal of biliteracy, students in the dual language program develop language and literacy skills in both Spanish and English. Additionally, they have opportunities to make connections between what they know in both languages as they learn Science, Math, Social Studies and Encore subjects. Research shows these cross-linguistic connections support high levels of cognitive development and meta-linguistic awareness (thinking about and analyzing language), which can lead to an accelerated biliteracy trajectory (Escamilla, Hopewell, Butilofsky, Sparrow, Soltero-Gonzalez, Ruíz-Figueroa & Escamilla, 2013). Jill Kerper Mora, in *Spanish Language Pedagogy for Biliteracy Programs* (2016), explains that cross-linguistic transfer is a specific type of learning transfer that takes place in bilingual settings. She emphasizes that in dual language programs, instruction that fosters transfer enables students to make intentional, strategic, and coherent decisions about when and how to use each language as their learning progresses.

Over four decades of research highlight the benefits of acquiring a second language through academic content instruction. Studies by Thomas and Collier (2012, 2018) demonstrate that dual language students not only achieve strong literacy skills but also excel academically, often surpassing their peers in traditional educational settings. In their book *Transforming Secondary Education: Middle and High School Dual Language Programs* (2018), Collier and Thomas describe how a division successfully increased the high school graduation rate for English learners from 41% to 90% through dual language education. These findings underscore the profound impact of dual language education, demonstrating its ability to enhance academic achievement, strengthen literacy skills, and improve outcomes for English learners, including higher graduation rates.

## **John Adams Elementary School (JAES) Overview**

The Dual Language Program at JAES operates as a program within the school, requiring students to apply for participation. During the SY 2023-2024, there were two dual language classrooms per grade level. The program follows a 70:30 dual language model. In this model, seventy percent of the day is taught in Spanish, and thirty percent in English. Students in grades K-1 of the 70:30 model receive most core subjects (Math, Science, Social Studies and Spanish Language Arts) in Spanish, while English Language Arts and Encore are taught in English. As

students move up in grade, the amount of Spanish instruction decreases so that in grades 2-5, equal amounts of instructional time are provided in each language. In grades 2-5, Social Studies and Science instruction alternates between languages. Specifically, in grades 2 and 4, Social Studies is taught in Spanish while Science is taught in English, whereas in grades 3 and 5, Science is taught in English and Social Studies in Spanish.

In SY 2023-2024 the Dual Language Program at JAES comprised 34% of the total enrollment at JAES (Table 1). The most common home languages of students in the Dual Language Program were Spanish and English. Spanish represented 64.8 % and English represented 29.6% of participants respectively (Chart 1). This was consistent with enrollment trends across the school division, where Spanish was spoken by approximately 65.2% of the multilingual learner population. A smaller group of Dual Language students at John Adams were identified as speakers of other languages, particularly Amharic and Arabic.

At John Adams Elementary School, 65.6% of students enrolled in the Dual Language Program were identified as Ever EL, which was higher than the 52% division average for SY 2023-2024. Meanwhile, students classified as Never EL made up 34.4% of those enrolled in the DLP (Chart 3). The ethnicity breakdown at JAES consisted of 70% Hispanic/Latino and 30% Non-Hispanic/Latino (Chart 5).

## **Francis C. Hammond Middle School (FCHMS)**

### **Overview**

In SY 2020-2021, in the midst of the global pandemic, the Dual Language Program expanded to middle school, beginning with sixth grade, and following a strand program within a school model. In SY 2021-2022, the program included sixth and seventh grade; and in SY 2022-2023 sixth, seventh and eighth grade. Currently, the middle school DLP consists of two courses taught in Spanish: Spanish Language Arts and Social Studies. Student participation in the ACPS Dual Language Program at FCHMS in SY 2023-2024 varied across grade levels, ranging between 4% and 6% compared to the total number students enrolled at the school (Table 2). With the successful completion of the two courses each year, students receive one high school World Language credit, with the opportunity to obtain up to three credits by the end of eighth grade. These three credits satisfy the World Language requirement for an Advanced Diploma in Virginia.

In SY 2023-2024 the Dual Language Program comprised 5% of the total enrollment at FCHMS (Table 2). The most common home language of students in the Dual Language Program at FCHMS were Spanish and English, with Spanish representing 79.7% and English representing 11.4% of participants respectively (Chart 2). This was inconsistent with enrollment trends across the school division, where Spanish was spoken by 65.2% of the multilingual learner student population. Similar to its feeder school, John Adams Elementary, a group of dual language students at FCHMS were also identified as speakers of other languages, particularly Amharic and Arabic.

At FCHMS, 82.3% of students in the DLP were identified as Ever EL, which is higher than the 52% division average for SY 2023-2024. Meanwhile, students classified as Never EL made up 17.7% of those enrolled in the DLP (Chart 4). The ethnicity breakdown at FCHMS consisted of 78.5% Hispanic/Latino and 21.5% Non-Hispanic/Latino (Chart 6).

# Data Overview

## **Student Enrollment Summary Highlights**

Student enrollment in the Dual Language Program fluctuates at both the elementary and middle school levels as students advance through the grades. Data indicates that most Kindergarten and 1st-grade dual language classes start at full capacity with approximately 25 students per class. However, as students move through the program, enrollment declines, with class sizes ranging from 17 to 19 students in the later elementary grades and between 21 and 33 students in middle school grades (Table 1-2)

Factors such as transferring to private schools, changing interests, and scheduling conflicts contribute to these enrollment changes. Thomas and Collier (2018) highlight several distinctions between dual language enrollment at the elementary and secondary levels, including more rigorous cognitive demands, heightened peer pressure, subject-specific instruction, and greater student self-determination. In ACPS, 71% of all dual language students continue in the program through middle school, a retention rate that is consistent with surrounding divisions.

## **Phonological Awareness Literacy Screening (PALS)**

### ***Summary Highlights***

The Phonological Awareness Literacy Screening (PALS) measures early literacy skills in young students grades K-2. In ACPS, it is administered annually in the Fall, Winter and Spring. It assesses phonological awareness, alphabet knowledge, concept of word, word recognition, spelling, fluency and comprehension. PALS is designed to identify students at risk of reading difficulties and guide instruction.

The K-2 PALS data at John Adams Elementary School showed comparable scores between dual language students at JAES and non-dual language students division-wide at specific grade levels, which is significant given the context of students becoming biliterate. In Kindergarten, dual language students had a 76% pass rate, while non-dual language students had a 77% pass rate. In grade 1, 77% of dual language students passed, while non-dual language students had a 72% pass rate. Finally, in grade 2, dual language students had a 75% pass rate and non-DL students had a 69% pass rate. These closely aligned scores on the PALS assessment emphasized the progress dual language students are making in developing literacy skills in English. Score differences between dual language and non dual language students range from 1% to 6% (Table 3).

## **JAES Virginia Standards of Learning Assessments (SOLs)**

### ***Summary Highlights***

The Virginia Standards of Learning (SOL) Assessments for Virginia public schools set baseline expectations for students' knowledge and skills in Mathematics, Reading, History, Science, and other subjects. It is administered in ACPS elementary schools in the Spring to students in grades

three through five. The History SOL assessment is given exclusively to fourth graders, while the Science SOL assessment is only administered to fifth graders. The assessment is computer-adaptive and evaluates students' proficiency in meeting the Virginia Board of Education's learning and achievement expectations, which are defined by grade level and subject area.

In Mathematics, JAES dual language students underperformed compared to their non-dual language peers across the division. Third graders in the DLP had a passing rate of 40%, fourth graders 44% and fifth graders 24%, compared to 57%, 58% and 61% pass rates for non-dual language students. The gap between the two groups ranges from 14% to 37%, with the closest performance alignment seen in fourth grade (Table 4).

In Reading, JAES dual language students underperformed compared to their non-dual language peers across the division. Third graders in the DLP had a pass rate of 31%, fourth graders 58% and fifth graders 57%, compared to 55%, 63% and 61% for non-dual language students. Fourth and fifth graders in the DLP achieved a pass rate comparable to their non-Dual Language peers. While third graders had a 24% lower pass rate, the gap between the two groups ranged from 4% to 24%, with the strongest performance alignment seen in the upper grades (Table 6).

In History, JAES dual language students in fourth grade outperformed compared to their non-dual language peers across the division. Fourth graders in the DLP had a pass rate of 73% compared to 63% for non-dual language students. Thus, fourth graders in the DLP had a pass rate 10% higher than non dual-language students (Table 8). In Science, fifth graders in the DLP had a pass rate of 54%, compared to 60% for non-dual language students. Thus, fifth grade dual language students had a moderate comparable pass rate. (Table 10).

### **FCHMS Virginia Standards of Learning Assessments (SOLs)**

#### ***Summary Highlights***

The Virginia Standards of Learning (SOL) Assessments for Virginia public schools set baseline expectations for students' knowledge and skills in Mathematics, Reading, History, Science, and other subjects. It is administered in ACPS' middle schools in the Spring to students in grades six through eight. History and Science SOL assessments are administered only to eighth graders. The assessment is computer-adaptive and evaluates students' proficiency in meeting the Virginia Board of Education's learning and achievement expectations, which are defined by grade level and subject area.

When analyzing SOL data from the FCHMS Dual Language Program, it is crucial to acknowledge the significant enrollment gap between DL and non-DL students. In SY 2023-2024, a total of 79 students participated in the program compared to 1,442 non-Dual Language students (Table 2). This disparity means that, in many areas, the program lacks sufficient data for meaningful grade-level analysis or reliable SOL achievement conclusions. When analyzing SOL data for the Mathematics and Reading SOL, Dual Language enrollment numbers limited the analysis to the program as a whole, effectively looking at the collective pass rates for grades 6-8.

In Mathematics, FCHMS dual language students in sixth through eighth grade had a comparable passing rate compared to their non dual-language peers across the division. Dual language students had a pass rate of 57% compared to 53% for non-dual language students (Table 5). However, it is important to note that while all Dual Language students were required to take the SOLs, their small percentage of the total FCHMS student population does not allow for meaningful analysis by grade level.

In Reading, FCHMS dual language students in sixth through eighth grade had a comparable passing rate compared to their non dual-language peers across the division. Dual language students had a pass rate of 53% compared to 57% for non-dual language students (Table 6). In Reading, insufficient data at grades 7 and 8 prevents meaningful analysis for these grades. However, sixth-grade Dual Language students achieved a 61% pass rate, compared to 56% for non-Dual Language students across the division.

In History and Science, a quick glance suggests that eighth-grade Dual Language students had lower pass rates than their non-Dual Language peers across the division (Tables 9 and 11). However, due to the limited data, this does not provide a reliable basis for meaningful analysis. In SY 2023-2024, 25 students participated in the FCHMS Dual Language Program in grade 8, compared to 485 non-Dual Language students (Table 2). For clarity and transparency, it is important to note that this small sample size limits any definitive conclusions for the History and Science SOL.

### **Avant Standards Based Measurement of Proficiency (STAMP)**

#### ***Summary Highlights***

The Avant STAMP Assessment is used to measure dual language students Spanish language proficiency in listening, speaking, reading and writing. It is administered in ACPS in the Spring to second, fifth and eighth graders. The STAMP Assessment creates proficiency benchmarks for each grade level against which students progress can be measured. The benchmarks are set at novice-mid (2.0) for second grade, intermediate-low (4.0) for fifth grade, and intermediate-mid (5.0) for eighth grade. The Dual Language Program at Francis C. Hammond Middle School is small and has insufficient data for meaningful analysis at the individual grade levels.

Analysis of STAMP data for second, fifth and eighth graders showed that students met the proficiency benchmarks. The second graders' composite score of 3.02 places them at the Novice High level, exceeding the expected proficiency level. Their score order from highest to lowest was: listening, reading, speaking, and writing (Table 12). The fifth graders' composite score of 4.46 positions them at the Intermediate Low level, meeting the expected benchmark. Meanwhile, the eighth graders' score of 5.61 places them at the Intermediate Mid level, also meeting the expected benchmark and showcasing continued growth and development. In fifth grade and eighth grade, the score order from highest to lowest was: listening, reading, writing and speaking. (Table 13-14).

In addition to supporting the measurement of language proficiency, the STAMP assessment is used in eighth grade as students' first opportunity to meet the Spanish proficiency requirement

for the Seal of Biliteracy. The Seal is awarded to graduating students who have achieved proficiency in two or more languages by high school graduation. Students in the Dual Language Program (DLP) can earn this distinction by meeting two key criteria:

- Achieving an overall score of at least intermediate-mid on an approved Spanish language assessment, with individual scores of intermediate-mid or higher in both speaking and writing.
- Passing the 11th-grade Reading and Writing SOLs or an approved equivalent exam (such as WorkKeys) with proficient scores.

In SY 2023-2024, 70.14% of all eighth grade dual language students fulfilled the World Language requirement for the Virginia Board of Education's Seal of Biliteracy. For students who didn't meet the requirement, they will have the opportunity to retake the assessment in 9th grade.

### **WIDA Access for ELLs** ***Summary Highlights***

WIDA *ACCESS for ELLs* is a standardized test used to assess the English language proficiency of students identified as EL. It is administered once annually in the Spring to students. It assesses English proficiency in the domains of listening, speaking, reading and writing. The Virginia Department of Education (VDOE) sets progress requirements for EL students. Based on Spring 2023 and Spring 2024 WIDA *ACCESS* data, the VDOE set a target requiring 54% of all EL students to meet the progress gains outlined in the VDOE requirements.

In SY 2023-2024, WIDA *Access for ELLs* data for JAES EL dual language students showed that 55.7% met the progress requirements for overall proficiency compared to 52.5% of all elementary students (Table 15-16). At the elementary level, 3.2% more DLP EL students showed progress compared to those in non-DL programs. In SY 2023-2024, WIDA *Access for ELLs* data for all middle school EL dual language students showed that 54.9% met the progress requirements for overall proficiency compared to 47% for all non-DL EL middle school students (Table 17). EL students in dual language outperformed EL students in non-DL programs by 7.9% overall. At the school level for FCHMS, 36.4% of DL EL students met the progress requirements, compared to 46.8% of their non-DL EL peers (Table 18). The 10.4 percentage point difference highlights areas for continued improvement. Additional WIDA *ACCESS for ELLs* data highlights that EL students in the DL program made higher average proficiency level gains in speaking, reading, and writing than EL students outside the program. On average, EL dual language students demonstrated 120% higher growth in reading, 108% higher growth in speaking, and 25% higher growth in writing compared to their non-DL peers (Table 19).

### **Key Findings**

- **Enrollment:** The Dual Language Program at Francis C. Hammond has limited enrollment. Due to the small data set, there is not enough information to support a meaningful analysis, especially at each individual grade level.



- **Early Literacy:** Dual language students (both Ever EL and Never EL) perform similarly to their non-dual language peers in grades K-3, according to the PALS assessment. In fact, DL students in Grade 1 and 2 had a higher passing rate compared to non-DL students.
- **Areas for Language Growth:** Based on the STAMP assessment data for 5th and 8th graders, speaking is the language domain in need of improvement. Notably, this trend is observed across the division among both Dual Language and non-Dual Language students, based on WIDA ACCESS for ELLs data. Strengthening speaking skills will support greater success in meeting the requirements for the Biliteracy Seal and WIDA ACCESS for ELLs progress targets.
- **Content Area Strengths:** History in elementary school and Math in middle school are noted as strengths for DL students.
- **Content Area Gaps:** Math in elementary school represents an area where dual language students show room for growth.
- **Bilingualism and Cultural Awareness:** Even when dual language students standardized results are similar to those of their non-dual language peers, their education is enriched by the enduring benefits of bilingualism, biliteracy, and cultural competency.

These key findings are crucial for guiding programmatic decisions and supporting students' overall academic development. It's important to recognize that while significant progress in early literacy and Spanish language acquisition at JAES and FCHMS has been made, it hasn't consistently led to higher achievement, especially in all content areas. The dual language numbers at FCHMS, however, are not high enough at grade levels 7 and 8 to be able to perform meaningful analyses. National research indicates, however, that dual language education continues to provide valuable benefits, fostering bilingualism, biliteracy, and cultural awareness, which serve as the foundation of dual language education and are crucial for students' long-term success.

**John Adams Elementary School**  
**and**  
**Francis C. Hammond Middle School**



**STUDENT ENROLLMENT**  
**AND**  
**ACHIEVEMENT DATA**

# JAES and FCHMS: Student Enrollment Data

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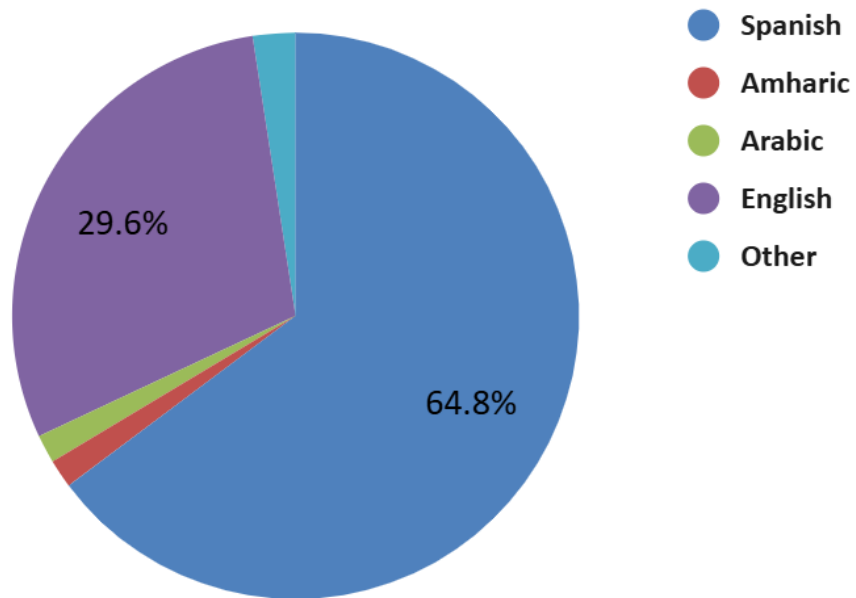
**Table 1 - John Adams Enrollment by Grade**

Dual Language Program Enrollment: John Adams					
SY 2023-2024					
Grade Level	DL	DL %	Non-DL	Non-DL %	Total
Grade K	50	36%	90	64%	140
Grade 1	49	39%	76	61%	125
Grade 2	39	32%	84	68%	123
Grade 3	34	30%	78	70%	112
Grade 4	37	35%	69	65%	106
Grade 5	38	32%	79	68%	117
<b>Total</b>	<b>247</b>	<b>34%</b>	<b>476</b>	<b>66%</b>	<b>723</b>

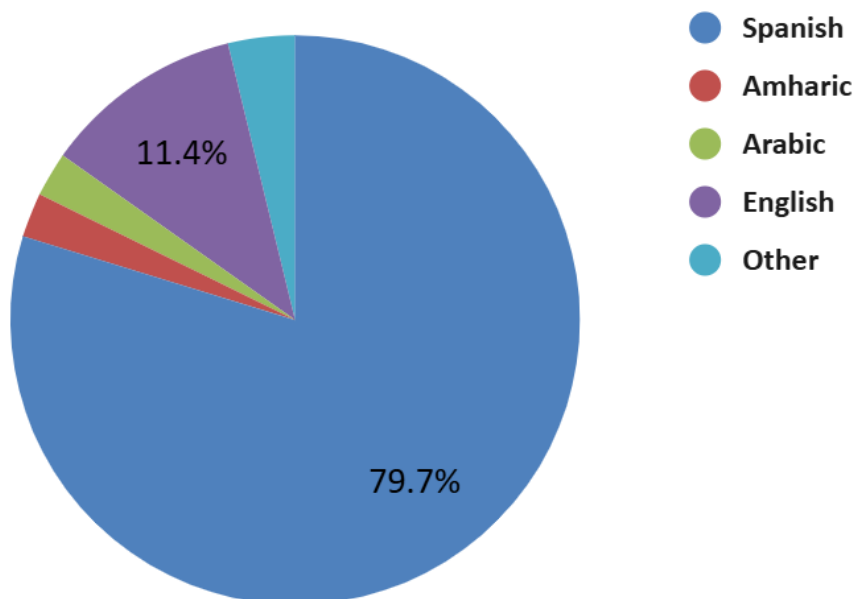
**Table 2 - FCHMS Enrollment by Grade**

Dual Language Program Enrollment: Francis C. Hammond					
SY 2023-2024					
Grade Level	DL	DL %	Non-DL	Non-DL %	Total
Grade 6	33	6%	479	94%	512
Grade 7	21	4%	478	96%	499
Grade 8	25	5%	485	95%	510
<b>Total</b>	<b>79</b>	<b>5%</b>	<b>1,442</b>	<b>95%</b>	<b>1,521</b>

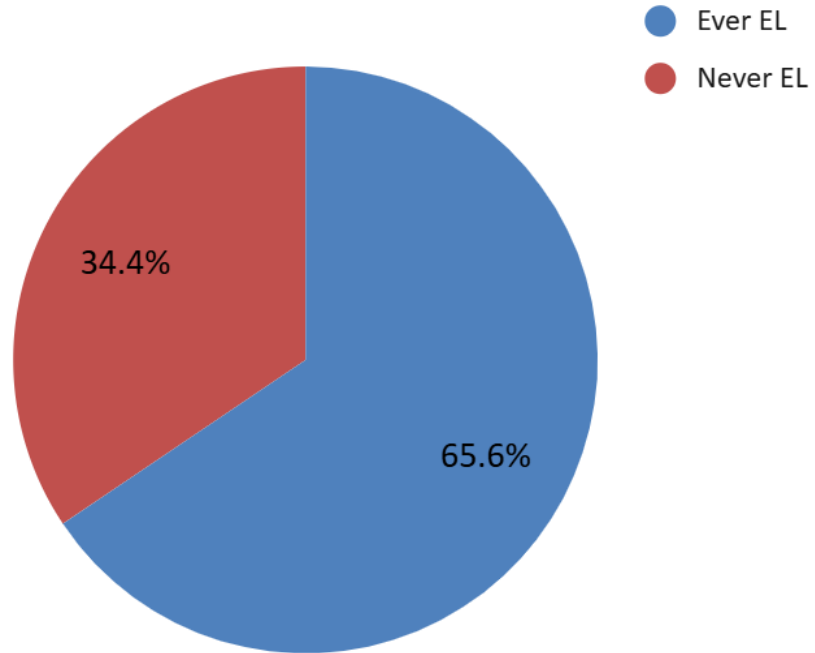
**Chart 1 - JAES Enrollment by Home Language**



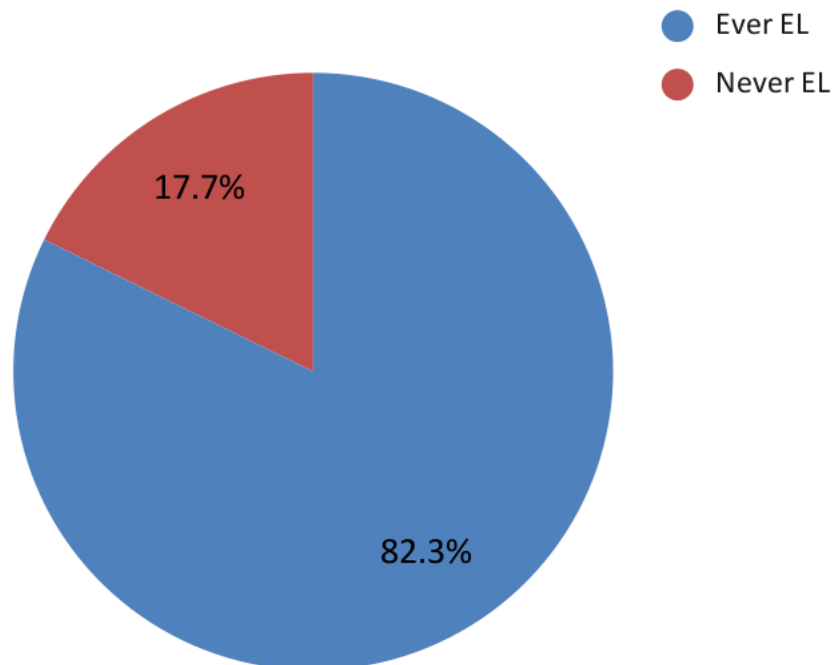
**Chart 2 - FCHMS Enrollment by Home Language**



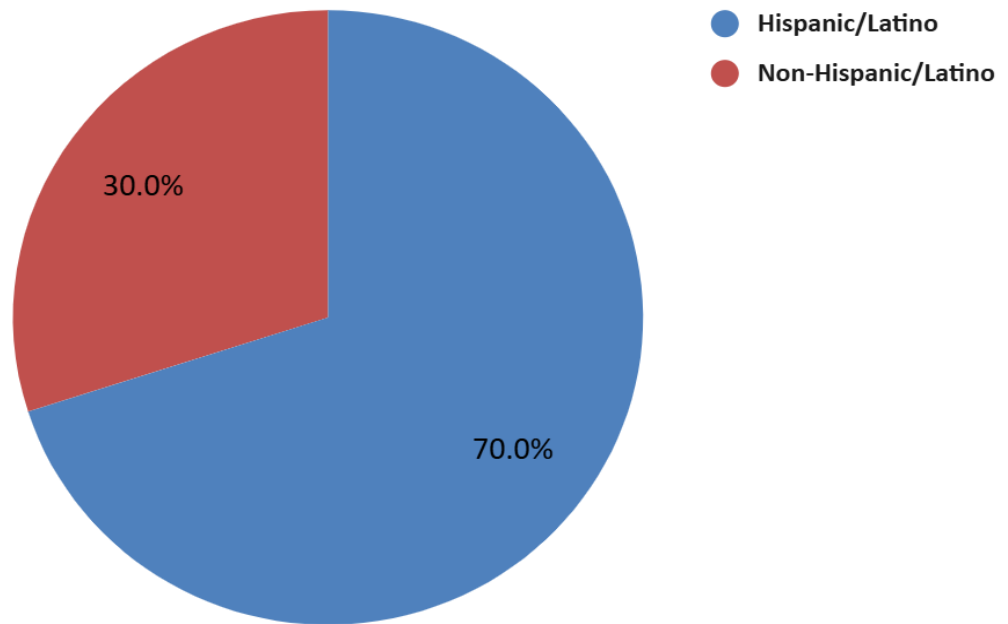
**Chart 3 - JAES Enrollment by EL History**



**Chart 4 - FCHMS Enrollment by EL History**

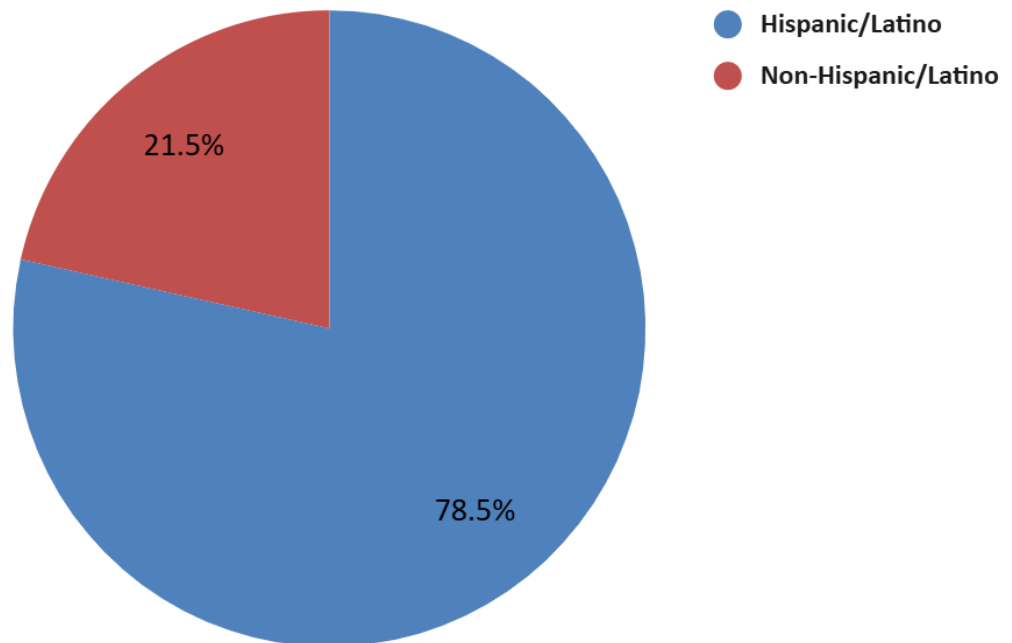


**Chart 5 - JAES Enrollment by Ethnicity**



**Chart 6 -**

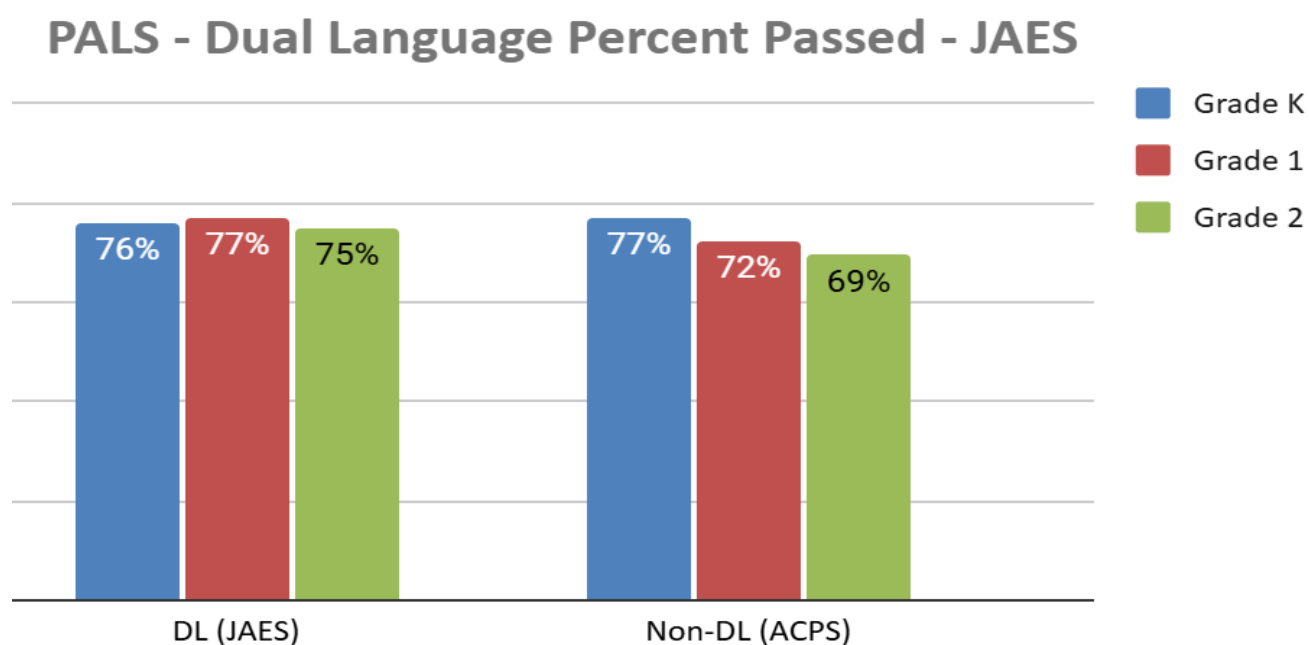
**FCHMS Enrollment by Ethnicity**



# John Adams Elementary School: PALS Student Achievement Data

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Table 3 - **JAES PALS Data**

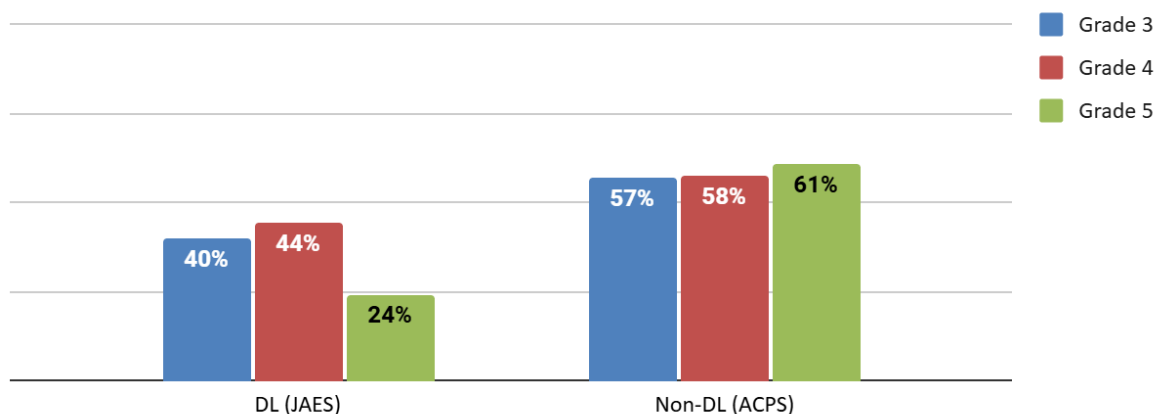


# JAES and FCHS: SOL Student Achievement Data

Standards of Learning (SOL Assessment)

**Table 4 - JAES SOL Math Data**

**Math SOL - Dual Language Percent Passed - JAES**

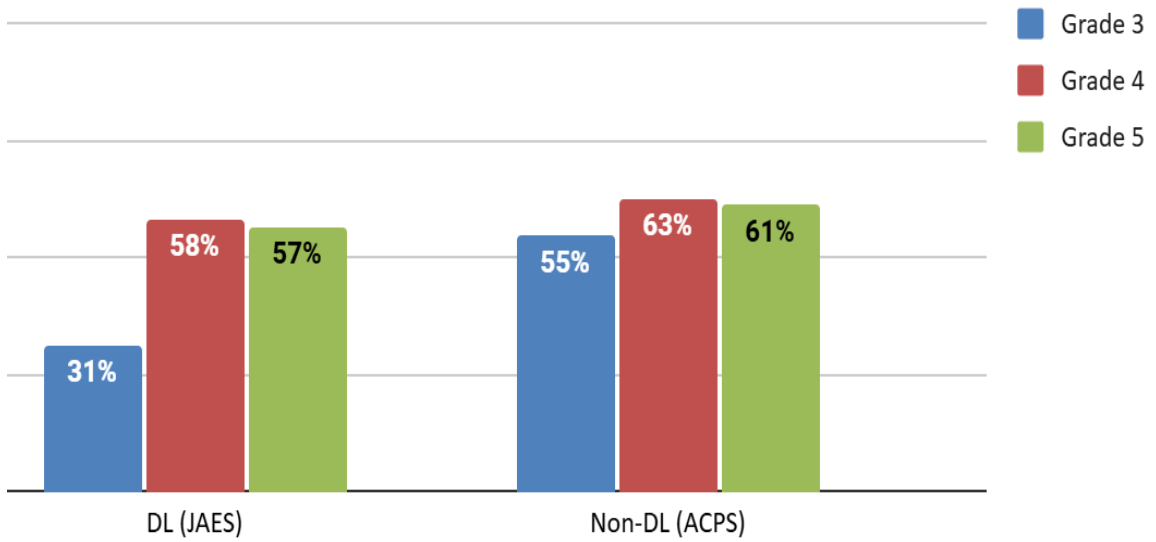


**Table 5 - FCHMS SOL Math Data**

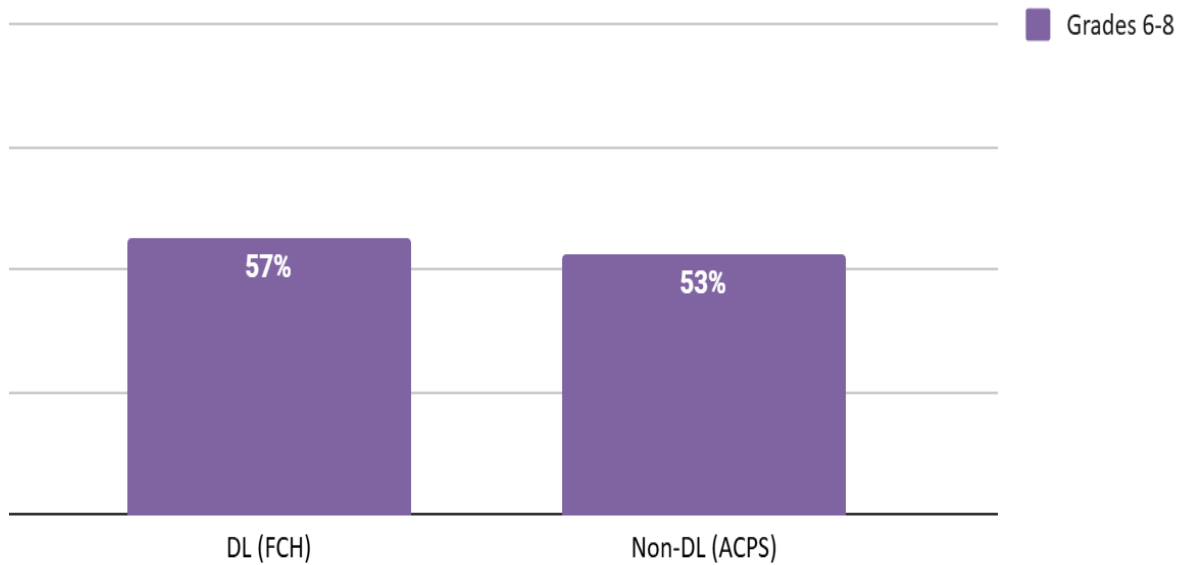


**Table 6 - JAES SOL Reading Data**

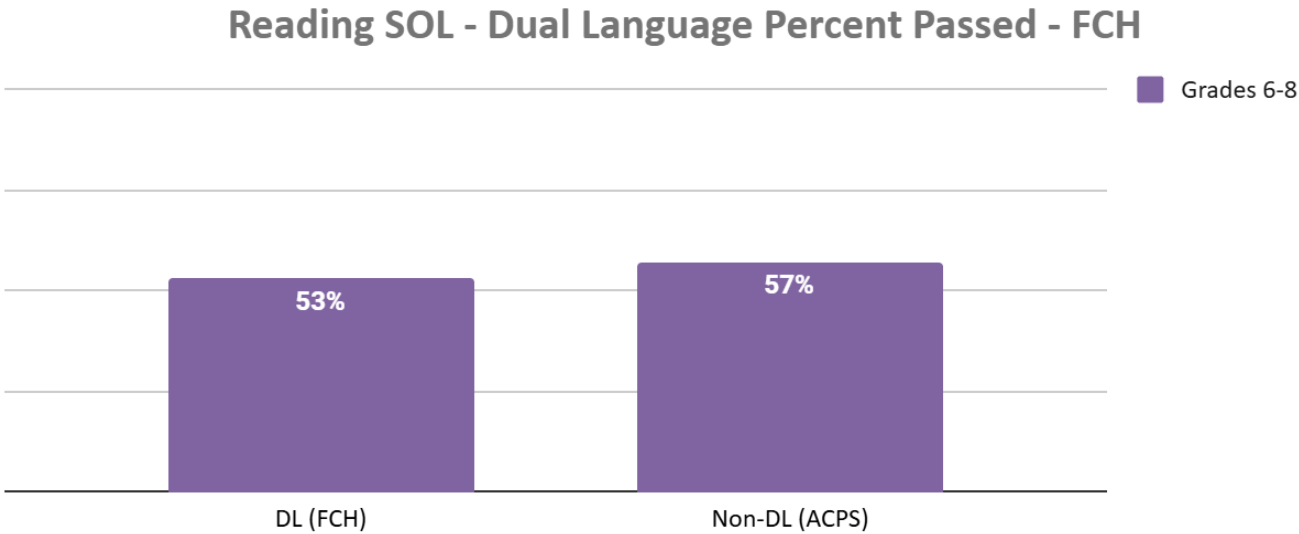
### Reading SOL - Dual Language Percent Passed - JAES



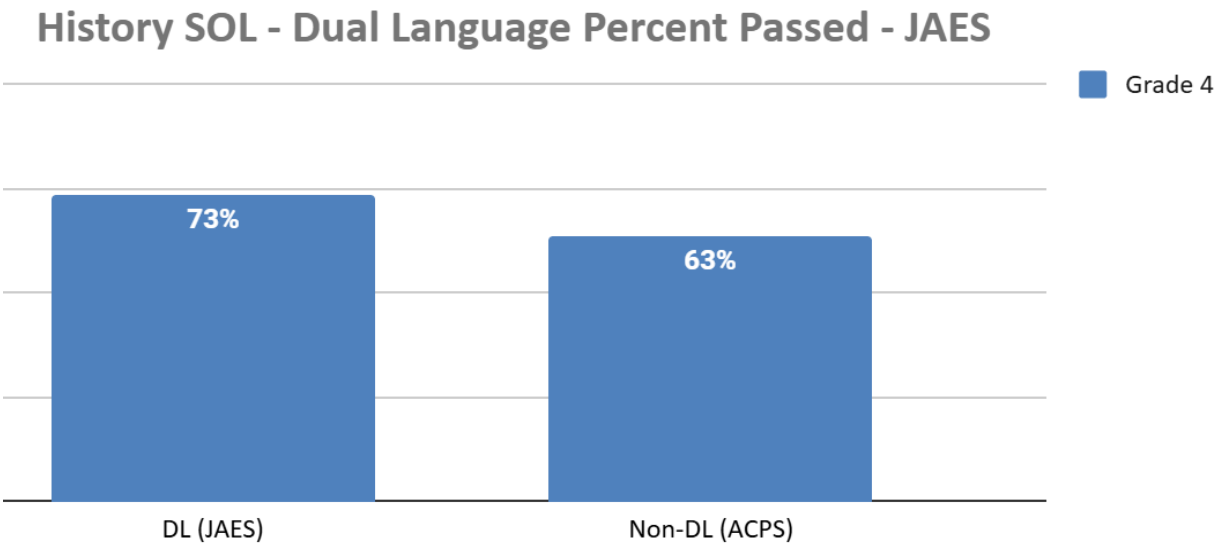
### Math SOL - Dual Language Percent Passed - FCH



**Table 7 - FCHMS SOL Reading Data**

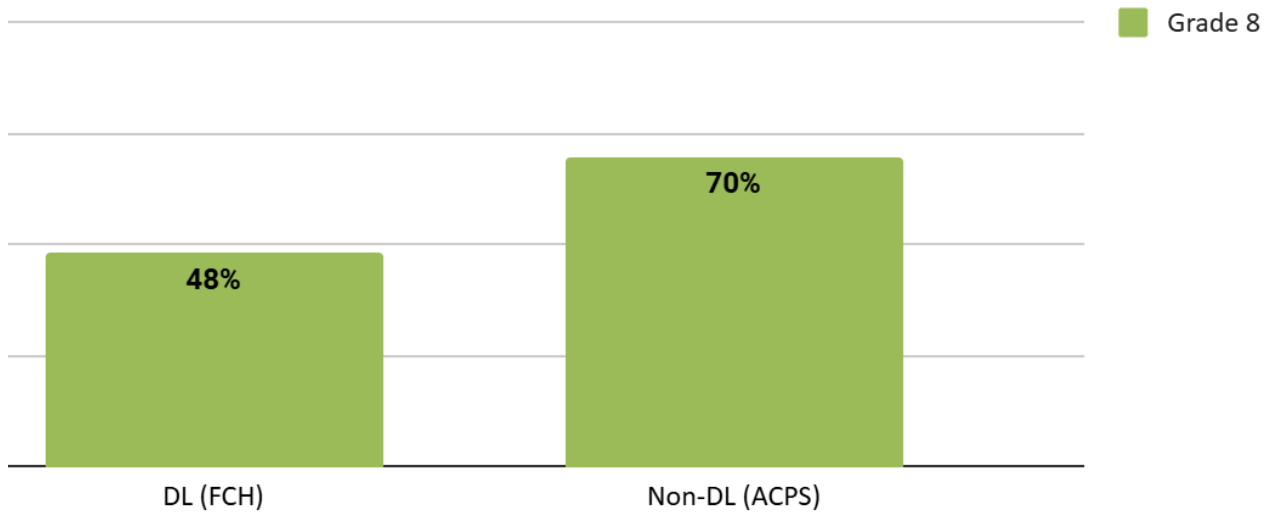


**Table 8 - JAES SOL History Data**



**Table 9 - FCHMS SOL History Data**

### History SOL - Dual Language Percent Passed - FCH



**Table 10 - JAES SOL Science Data**

### Science SOL - Dual Language Percent Passed - JAES

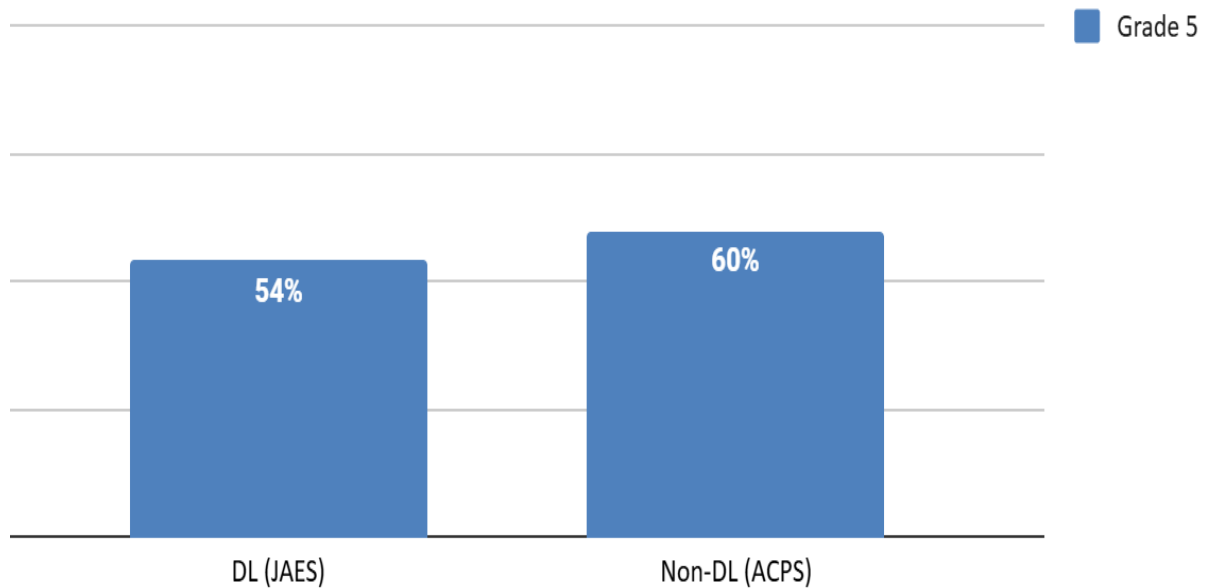
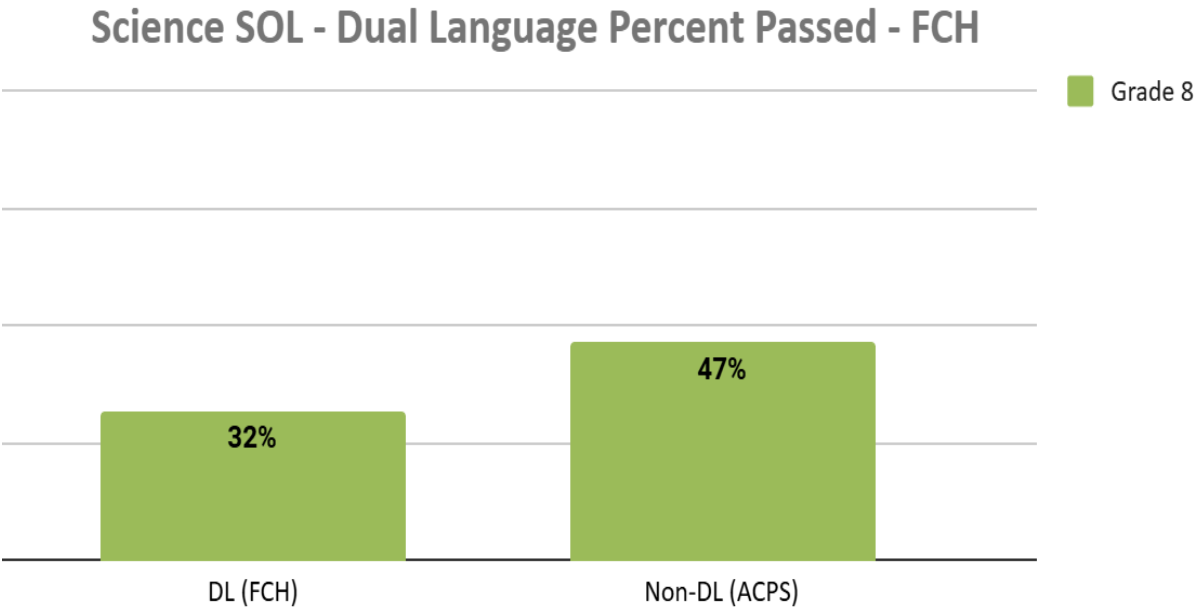
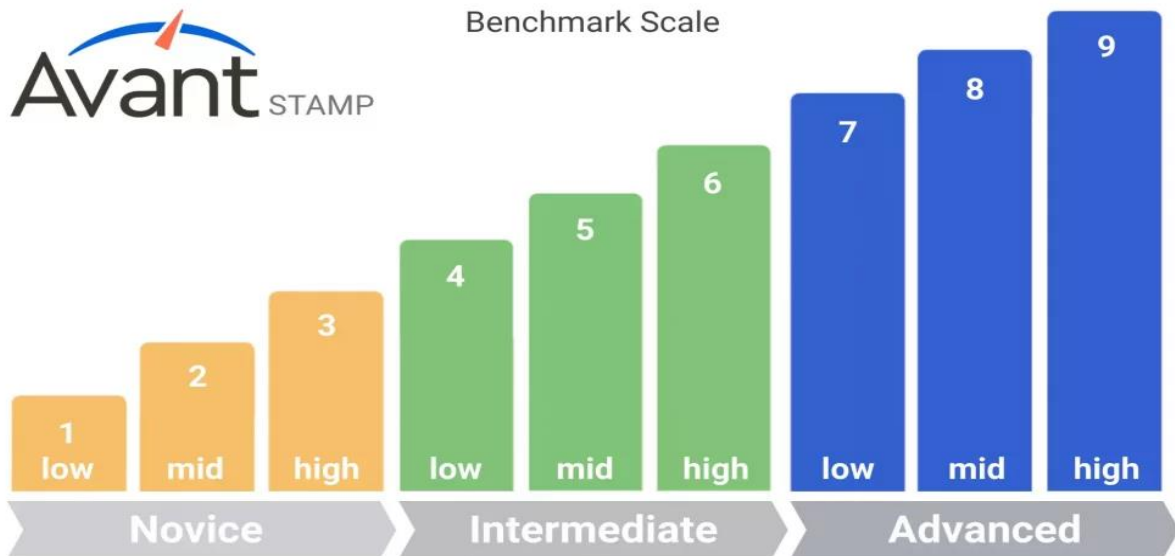


Table 11 - FCHMS SOL Science Data



**JAES and FCHS:  
Spanish Student Language Data**

Avant Standards Based Measurement of Proficiency (STAMP)



**Target proficiency by grade level:**

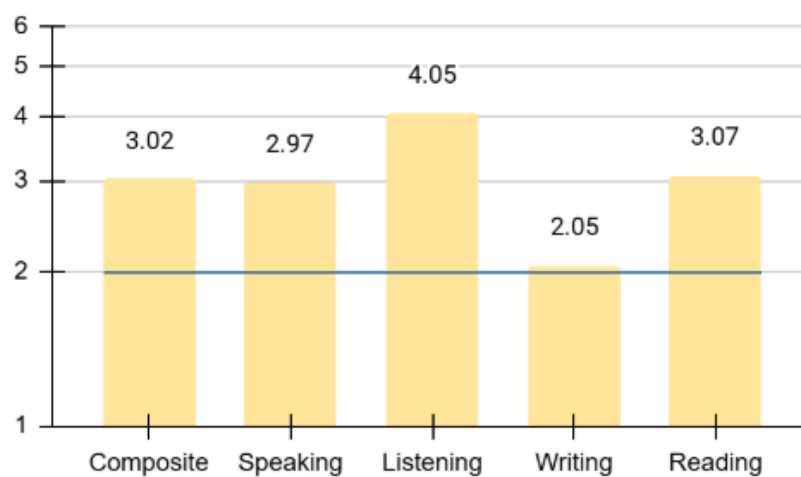
***Grade 2: Novice-Mid (2.0)***

***Grade 5: Intermediate-Low (4.0)***

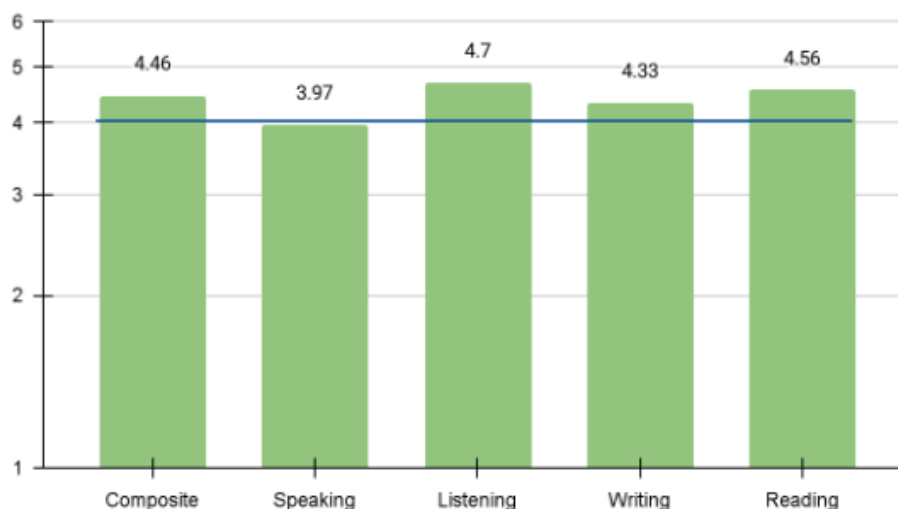
***Grade 8: Intermediate-Mid (5.0) \****

*\*Seal of Biliteracy Passing Score must include Speaking and Writing portions of the test with the lowest rating being Intermediate-Mid or higher.*

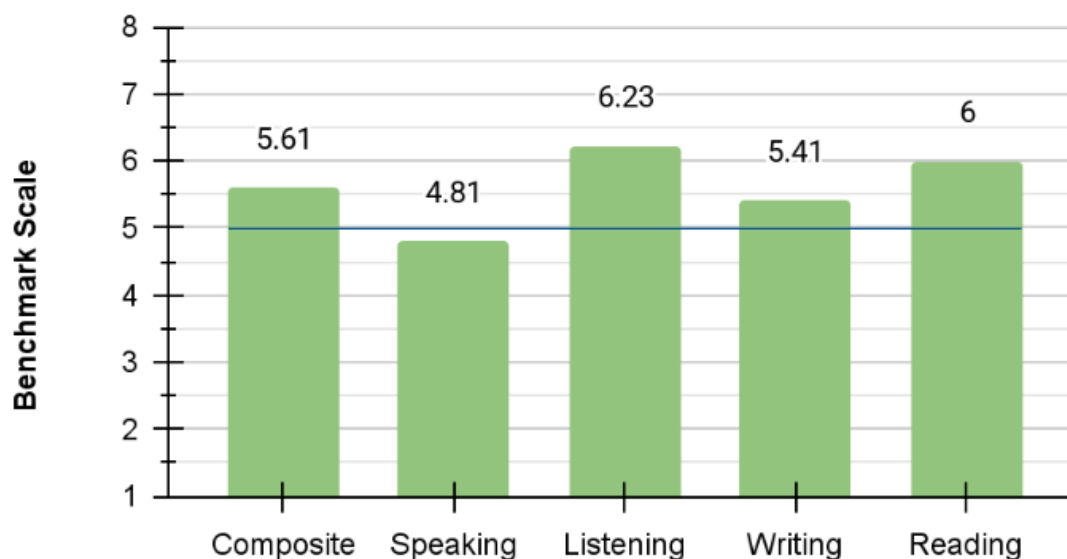
**Table 12 - JAES Grade 2 Avant STAMP Data**



**Table 13 - JAES Grade 5 Avant STAMP Data**



**Table 14 - FCHMS Grade 8 Avant STAMP Data**



## **JAES and FCHS: English Student Language Data**

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World Class Instructional Assessment (WIDA) Access for ELLs

**Table 15 - Elementary WIDA Access Data (ACPS)**

**WIDA ACCESS for ELLs 2.0: All Elementary Students**  
**Student Progress Requirements by Overall Proficiency Level**  
 Composite Proficiency Level Gains from 2023 to 2024  
 Levels are 2023 and Grade Span is 2024

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	253	37.8%	416	62.2%	669
Level 2	354	54.0%	301	46.0%	655
Level 3	530	60.8%	341	39.2%	871
Level 4	116	60.4%	76	39.6%	192
<b>Grand Total</b>	<b>1,253</b>	<b>52.5%</b>	<b>1,134</b>	<b>47.5%</b>	<b>2,387</b>

\* Virginia Department of Education school target = 54% met progress targets towards proficiency in English for accountability year 2024-2025 (based on 2023-2024 data)

**Table 16 - JAES WIDA Access Data**

**WIDA ACCESS for ELLs 2.0: John Adams ES - Dual Language**  
**Student Progress Requirements by Overall Proficiency Level**  
 Composite Proficiency Level Gains from 2023 to 2024  
 Levels are 2023 and Grade Span is 2024

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	18	50.0%	18	50.0%	36
Level 2	17	53.1%	15	46.9%	32
Level 3	22	57.9%	16	42.1%	38
Level 4	7	77.8%	2	22.2%	9
<b>Grand Total</b>	<b>64</b>	<b>55.7%</b>	<b>51</b>	<b>44.3%</b>	<b>115</b>

**Table 17 - Middle School WIDA Access Data (ACPS)**

**WIDA ACCESS for ELLs 2.0: Middle School Students**  
**Student Progress Requirements by Overall Proficiency Level**  
 Composite Proficiency Level Gains from 2023 to 2024  
 Levels are 2023 and Grade Span is 2024

Dual Language		Non-Dual Language	
WIDA Level	% Met*	WIDA Level	% Met*
Level 1	50.0%	Level 1	49.5%
Level 2	65.5%	Level 2	57.4%
Level 3	58.0%	Level 3	43.0%
Level 4	31.8%	Level 4	43.9%
Grand Total	54.9%	Grand Total	47.0%

**Table 18 - FCHMS WIDA Access Data**

**WIDA ACCESS for ELLs 2.0: Francis C. Hammond MS**  
**Student Progress Requirements by Overall Proficiency Level**  
 Composite Proficiency Level Gains from 2023 to 2024  
 Levels are 2023 and Grade Span is 2024

Dual Language		Non-Dual Language	
WIDA Level	% Met*	WIDA Level	% Met*
Level 1	0.0%	Level 1	56.7%
Level 2	60.0%	Level 2	57.4%
Level 3	33.3%	Level 3	43.0%
Level 4	33.3%	Level 4	36.0%
Grand Total	36.4%	Grand Total	46.8%

**Table 19 - Middle School WIDA Access Data (ACPS)**

**WIDA ACCESS 2.0: All ACPS Middle Schools**  
**AVERAGE PROFICIENCY LEVEL CHANGE FROM 2023 to 2024 by Language Domain and Dual Language Status**  
 Levels are 2023 and Grade Span is 2024

	Listening Proficiency Level	Speaking Proficiency Level	Reading Proficiency Level	Writing Proficiency Level	Composite Overall Proficiency Level	# of Students
Dual Language	0.00	0.25	0.33	0.25	0.24	142
Non-Dual Language	0.02	0.12	0.15	0.20	0.15	719
All Students	0.01	0.14	0.18	0.21	0.16	861