



ACCESS for ELLs Results: Spring 2025 Administration

Keansburg School

August 19, 2025



- ACCESS for ELLs is given to all English language learners during the annual testing window, which typically lasts from mid-February through mid-April.
- Offers an extensive view of language development, helping educators track individual student progress over time.
- This data-driven approach ensures targeted interventions to support ELLs as they advance through their academic journey.



WIDA ACCESS for ELLs Overview



- Provides a clear picture of English language proficiency across four essential domains: Listening, Speaking, Reading, and Writing.

- Students are scored accordingly within each domain:

1 □ Entering	2 □ Emerging	3 □ Developing
4 □ Expanding	5 □ Bridging	6 □ Reaching

- English language learners must earn an overall minimum score of **4.5 for consideration (with other criteria) to exit English as a Second Language (ESL) program services.**

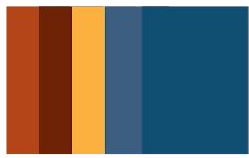


WIDA ACCESS for ELLs Overview



- If a student is enrolled at least **two weeks** prior to the closing of the testing window for WIDA ACCESS, he/she must test.
- Any student entering at a **Level 1** essentially has **5 years** to demonstrate progress toward language proficiency; Level 2 has 4 years, and so on.

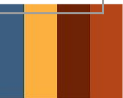


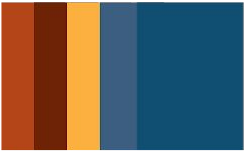


Summary of District Scores



Grade	Total Tested	Entering Level 1	Emerging Level 2	Developing Level 3	Expanding Level 4	Bridging Level 5	Reaching Level 6	Average Score
K	8	12.5% (1)	25% (2)	50% (4)	12.5% (1)	0% (0)	0% (0)	3.0 Developing
1	9	11.1% (1)	11.1% (1)	44.4% (4)	33.3% (3)	0% (0)	0% (0)	3.5 Developing
2	3	0% (0)	0% (0)	66.7% (2)	33.3% (1)	0% (0)	0% (0)	4 Expanding
3	6	0% (0)	0% (0)	50% (3)	50% (3)	0% (0)	0% (0)	3.7 Developing
4	7	14.3% (1)	14.3% (1)	28.6% (2)	42.9% (3)	0% (0)	0% (0)	2.5 Emerging
5	14	7.1% (1)	28.6% (4)	21.4% (3)	21.4% (3)	14.3% (2)	7.1% (1)	2.6 Emerging
6	7	25% (1)	75% (3)	0% (0)	0% (0)	0% (0)	0% (0)	2.6 Emerging
7	4	50% (2)	0% (0)	50% (2)	0% (0)	0% (0)	0% (0)	2.6 Emerging
8	8	28.6 (2)	42.6% (3)	14.1 (1)	14.1 (1)	0% (0)	0% (0)	2.6 Emerging
9	2	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	1.8 Entering
10-11	—	—	—	—	—	—	—	—
12	4	25% (1)	0% (0)	50% (2)	25% (1)	0% (0)	0% (0)	3.3 Developing

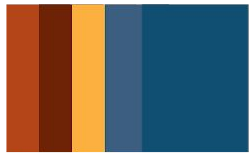




Summary of District Scores



- **Kindergarten – Grade 3:**
 - Average scores range **3.0–4.0** ("Developing–Expanding").
 - Students are progressing, with strong representation at Level 3 (Developing) and some at Level 4 (Expanding).
 - Very few (if any) at Bridging (Level 5) or Reaching (Level 6).
- **Grades 4–8:**
 - Average scores drop to **2.5–2.6 (Emerging)**.
 - Most students are clustered in **Levels 2–3**, with limited movement beyond.
 - Significant concern: Many students plateau and do not reach Expanding/Bridging levels.
- **High School (Grades 9 & 12):**
 - Grade 9 has a very low average (1.8, Entering) – all tested students at the lowest level.
 - Grade 12 shows slight improvement (3.3, Developing), but no students at Bridging or Reaching.
- **Overall Patterns:**
 - Early grades show stronger growth, but progress stalls by upper elementary and middle school.
 - Very few students are advancing into higher proficiency levels (5–6).
 - The "dip" in grades 4–8 suggests gaps in instructional supports during those years.

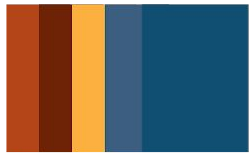


Subgroups by Race, Gender Program K-5



Race, Gender, Program	2024-25 Gr 5 ELA ACCESS for ELLs Growth	2024-25 Gr 4 ELA ACCESS for ELLs Growth	2024-25 Gr 2 ELA ACCESS for ELLs Growth	2024-25 Gr 1 ELA ACCESS for ELLs Growth	2024-25 Gr 3 ELA ACCESS for ELLs Growth	2024-25 Gr K ELA ACCESS for ELLs Growth
☐ Asian, Female, CLEP						Not Met Growth Expectation
☐ Asian, Female, ELL						Not Met Growth Expectation
☐ Asian, Female, Free/Reduced Lunch						Not Met Growth Expectation
☐ Asian, Male, CLEP				Not Met Growth Expectation		
☐ Asian, Male, ELL				Not Met Growth Expectation		
☐ Asian, Male, Free/Reduced Lunch				Not Met Growth Expectation		
☐ Asian, Male, Section 504				Not Met Growth Expectation		
☐ Black/African American, Male, CLEP	First Year Baseline			First Year Baseline		
☐ Black/African American, Male, ELL	First Year Baseline			First Year Baseline		
☐ Black/African American, Male, Free/Reduced Lunch	First Year Baseline			First Year Baseline		
☐ Hawaiian/Pacific Islander, Female, F	Not Met Growth Expectation					
☐ Hawaiian/Pacific Islander, Female, Free/Reduced Lunch	Not Met Growth Expectation					
☐ Hawaiian/Pacific Islander, Female, GenEd	Not Met Growth Expectation					
☐ Hawaiian/Pacific Islander, Female, Virtual	Not Met Growth Expectation					
☐ Hispanic/Latino, Female, CLEP	Met Growth Expectation	First Year Baseline	Not Met Growth Expectation	Met Growth Expectation	Met Growth Expectation	Not Met Growth Expectation
☐ Hispanic/Latino, Female, ELL	Met Growth Expectation	First Year Baseline	Not Met Growth Expectation	Met Growth Expectation	Met Growth Expectation	Not Met Growth Expectation
☐ Hispanic/Latino, Female, Free/Reduced Lunch	Met Growth Expectation	First Year Baseline	Not Met Growth Expectation	Met Growth Expectation	Met Growth Expectation	Not Met Growth Expectation
☐ Hispanic/Latino, Female, N	Met Growth Expectation		Not Met Growth Expectation			
☐ Hispanic/Latino, Female, Virtual	Met Proficiency				Met Growth Expectation	
☐ Hispanic/Latino, Male, CLEP	Not Met Growth Expectation	Met Growth Expectation	Not Met Growth Expectation	Met Growth Expectation	Not Met Growth Expectation	First Year Baseline
☐ Other	Met Growth Expectation	Met Growth Expectation	Not Met Growth Expectation	Met Growth Expectation	Met Growth Expectation	First Year Baseline
Total	2	3	3	2	2	3



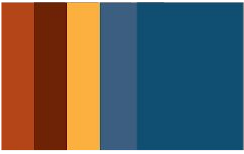


Subgroups by Race, Gender Program 6-12



Race, Program, Gender	Level				
	2024-25 Gr 6 ELA ACCESS for ELLs Growth	2024-25 Gr 12 ELA ACCESS for ELLs Growth	2024-25 Gr 9 ELA ACCESS for ELLs Growth	2024-25 Gr 7 ELA ACCESS for ELLs Growth	2024-25 Gr 8 ELA ACCESS for ELLs Growth
☐ Asian, CLEP, Female					Not Met Growth Expectation
☐ Asian, CLEP, Male		Not Met Growth Expectation			
☐ Asian, ELL, Female					Not Met Growth Expectation
☐ Asian, ELL, Male		Not Met Growth Expectation			
☐ Hispanic/Latino, 5 Years Enrolled, Female		Met Proficiency			
☐ Hispanic/Latino, 5 Years Enrolled, Male				Not Met Growth Expectation	
☐ Hispanic/Latino, CLEP, Female	Not Met Growth Expectation	First Year Baseline	First Year Baseline	Not Met Growth Expectation	First Year Baseline
☐ Hispanic/Latino, CLEP, Male	Not Met Growth Expectation	Not Met Growth Expectation	Not Met Growth Expectation	Not Met Growth Expectation	Not Met Growth Expectation
☐ Hispanic/Latino, ELL, Female	Not Met Growth Expectation	First Year Baseline	First Year Baseline	Not Met Growth Expectation	First Year Baseline
☐ Hispanic/Latino, ELL, Male	Not Met Growth Expectation	Not Met Growth Expectation	Not Met Growth Expectation	Not Met Growth Expectation	Not Met Growth Expectation
☐ Hispanic/Latino, F, Female		Met Proficiency			
☐ Hispanic/Latino, Free/Reduced Lunch, Female	Not Met Growth Expectation	Met Proficiency	First Year Baseline		First Year Baseline
☐ Hispanic/Latino, Free/Reduced Lunch, Male	Not Met Growth Expectation		Not Met Growth Expectation	Not Met Growth Expectation	Not Met Growth Expectation
☐ Hispanic/Latino, GenEd, Female		Met Proficiency			Not Met Growth Expectation
☐ Hispanic/Latino, GenEd, Male				Not Met Growth Expectation	
☐ Hispanic/Latino, N, Male				Not Met Growth Expectation	
☐ Hispanic/Latino, Not Virtual, Male				Not Met Growth Expectation	
☐ Hispanic/Latino, Special Ed, Female	Not Met Growth Expectation				Not Met Growth Expectation
☐ Hispanic/Latino, Special Ed, Male				Not Met Growth Expectation	Not Met Growth Expectation
☐ Hispanic/Latino, Virtual, Female		Met Proficiency			
☐ Other					Not Met Growth Expectation
Total	3	2	4	3	3





Intervention Strategies



- Parent and Community Engagement:
 - Continue ESL Parent Advisory Committee
 - Encourage parents to become involved in their children's education.
 - Provide resources and information to parents to help support their children's learning at home. New feature in Talking Points.
- Extended Learning Opportunities:
 - Offer extended learning opportunities such as after-school programs, tutoring, summer school, and enrichment activities.
 - These programs can provide additional instruction and support to students who need it.
- Training:
 - Continue 15 hours of Sheltered Instruction for staff who are not trained
 - Yearly conference for our ELL teachers.

Targeted Interventions by Grade Band

- **K–3:** Build on strengths by reinforcing phonics, oral language, and early literacy connections.
- **4–8:** Focus on vocabulary, grammar in context, and reading comprehension strategies.
- **9–12:** Provide **newcomer supports** (sheltered instruction, bilingual resources) and **long-term EL interventions** for students stuck at lower levels.





QUESTIONS?

