ACPS Dual Language Program and Data Overview Mount Vernon Community School (MVCS) and George Washington Middle School (GWMS)

SY 2024–2025

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 Spanish-English 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 2023-2024 school year, Mount Vernon Community School's 5th-grade cohort included 129 students. Of these, 75% continued in the program at GWMS for SY 2024-2025, 19% withdrew from the program, and 6% 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 language and 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 2024-2025, and the academic achievement data are from

Spring 2025 testing administrations at Mount Vernon Community School (MVCS) and George Washington Middle School (GWMS). This document serves as a review of dual language student achievement and language 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, Collier and Lachance (2026) 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 as indicated in Thomas and Collier research findings.

Mount Vernon Community School (MVCS) Overview

Mount Vernon Community School offers a whole-school 70:30 dual language model. During the SY 2024-2025, there were five to seven 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 most Encore classes 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 English while Science is taught in Spanish, whereas in grades 3 and 5, Science is taught in English and Social Studies in Spanish.

While MVCS is a comprehensive dual language school, the program's 98.6% enrollment rate in SY 2024-2025 (Table 1) reflects a small, intentional exception. A minor percentage of students participate partially in the DL curriculum to accommodate their needs within a specialized City-Wide Program for students with significant disabilities. The most common home language of students in the Dual Language Program was closely distributed between English and Spanish, with English representing approximately 51% and Spanish representing 46% of participants respectively. Only 3% of dual language students at MVCS were identified as speakers of other languages(Chart 1).

During SY 2024–2025, Ever English Learners comprised 45.1% of students enrolled in the Dual Language Program at Mount Vernon Community School, this represents a 7.5% lower concentration of Ever-EL students compared to the division overall. Never English Learners accounted for 54.9% of Dual Language enrollment (Chart 3). The student population at MVCS was demographically balanced, with 50.5% identified as Hispanic/Latino and 49.5% as Non-Hispanic/Latino (Chart 5).

George Washington Middle School (GWMS)
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 DL Program consists of two courses taught in Spanish: Spanish Language Arts and Social Studies. Student participation in the ACPS Dual Language Program at GWMS in SY 2024-2025 varied across grade levels, ranging between 19% and 21% 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 2024-2025 the Dual Language Program comprised 20% of the total enrollment at GWMS (Table 2). The most common home language of students in the Dual Language Program at GWMS were Spanish and English, with Spanish representing approximately 65.7% and English representing 33.2% of participants respectively (Chart 2). This was consistent with enrollment trends across the school division, where Spanish was spoken by 59% of the multilingual learner student population.

At GWMS, 61.5 % of students in the DL Program were identified as Ever EL, which is higher than the 52.6% division average for SY 2024-2025. Meanwhile, students classified as Never EL made up 38.5% of those enrolled in the DL Program (Chart 4). The ethnicity breakdown for DL students at GWMS consisted of 70% Hispanic/Latino and 30% Non-Hispanic/Latino (Chart 6).

Data Overview

Student Enrollment Summary Highlights

A decrease in student enrollment in elementary and middle school levels was observed as students advanced through grades with the exception of first and third grade in which numbers increased. Factors such as transferring to private schools, changing interests, scheduling conflicts, and the arrival and enrollment of newcomer students from Spanish-speaking contributed 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 continued in the program through middle school, a retention rate that is consistent with a neighboring division. At Mount Vernon Community School (MVCS), 75% of students continued into the George Washington Middle School DL Program. Of the remaining students, approximately 19% did not enroll in the middle school dual language program, while 6% relocated outside of the district, reflecting normal patterns of family mobility rather than program attrition.

Virginia Language & Literacy Screening System (VALLSS)

Summary Highlights

The Virginia Language & Literacy Screening System (VALLSS) was implemented as part of the Virginia Literacy Act starting in the 2024–2025 school year, replacing the previous statewide screener Phonological Awareness Literacy Screening (PALS) for early literacy screening in Kindergarten through early elementary grades across Virginia public schools. Like PALS, in ACPS, VALLSS is administered annually in the Fall, Winter and Spring. It assesses phonological awareness, alphabet knowledge, concept of word, word recognition, spelling, fluency and comprehension.

The K–1 VALLSS results at MVCS indicate that dual language students demonstrated higher or comparable pass rates relative to students divisionwide, a notable outcome given their simultaneous development of biliteracy. In Kindergarten, 83% of dual language students met the benchmark compared to the division average of 79%. In Grade 1, dual language students posted a substantially higher pass rate (79%) than the division average (66%). Overall, score differentials between MVCS Dual Language and non–dual language students ranged from 4 to 16 percentage points (Table 3), indicating strong English literacy development alongside continued growth in Spanish literacy.

MVCS 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.

As shown in Table 4, in Mathematics, third-grade Dual Language Program (DLP) students outperformed their non–dual language peers across the division by 5 percentage points, with a DL Program passing rate of 65%. In fourth grade, DL Program students had a lower passing rate than their non–dual language peers by 7 percentage points, with 55% meeting the passing standard. In fifth grade, DL Program students' passing rate (61%) was comparable to that of non–dual language students across the division (63%).

As shown in Table 6, in Reading, third-grade Dual Language Program (DLP) students outperformed their non–dual language peers across the division by 10 percentage points, with a DL Program passing rate of 64%. In fourth grade, DL Program students had a lower passing rate than their non–dual language peers by 6 percentage points, with 55% meeting the passing standard. In fifth grade, DL Program students' passing rate (63%) was comparable to that of non–dual language students across the division (61%).

As shown in Table 8, in History, dual language students in fourth grade underperformed compared to their non-dual language peers across the division. Fourth graders in the DL Program had a pass rate of 50% compared to 61% for non-dual language students. Thus, fourth graders in the DL Program had a pass rate 11% lower than non-dual language students. In Science, performance was comparable within a 5% margin. Fifth graders in the DL Program had a pass rate of 59%, compared to 64% for non-dual language students in the division. (Table 10).

GWMS 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.

As shown in Table 5, in Mathematics, dual language students outperformed their non-dual language peers across the division. Sixth graders in the DL Program had a pass rate of 52%, seventh graders 60%, and eighth graders 61%, compared to 46%, 48% and 51% for non-dual language students. Thus, sixth graders in the DL Program had a 6% higher pass rate, seventh graders in the DL Program had a 12% higher pass rate, and eighth graders 10% higher compared to non-dual language students. Data also indicated that when comparing Dual Language (DL) and non-dual language students at George Washington, DL students underperformed, with results ranging approximately 4% to 9% lower across the measured outcomes.

As shown in Table 7, in Reading, dual language students performed comparable to their non-dual language peers across the division. Sixth graders in the DL Program had a pass rate of 59%, seventh graders 66%, and eighth graders 60%, compared to 58%, 61% and 58% for non-dual language students. Thus, sixth graders in the DL Program had a 1% higher pass rate, seventh graders in the DL Program had a 5% higher pass rate, and eighth graders 2% higher compared to non-dual language students. Data also indicated that when comparing Dual Language (DL) and non-dual language students at George Washington, DL students underperformed, with results ranging approximately 6% to 14% lower across the measured outcomes.

As shown in Table 9, in History, dual language students in eighth grade underperformed compared to their non-dual language peers across the division. Eighth graders in the DL Program had a pass rate of 51% compared to 70% for non-dual language students. Thus, eighth graders in the DL Program had a pass rate 19% lower than non-dual language students. At the school level, dual language students at George Washington Middle School had a 51% passing rate compared to 73% for non-dual language students at GW. In Science, performance at the division level was comparable within a 5% margin. Eighth graders in the DL Program had a pass rate of 45%, compared to 50% for non-dual language students (Table 11). Data also indicated that the gap widened to 20 percentage points when comparing DL Program students to non–dual language students in GW.

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 range novice-mid (2.0) to high (3.0) for second grade, intermediate-low (4.0) to intermediate-mid (5.0) for fifth grade, and intermediate-mid (5.0) to intermediate-high (6.0) for eighth grade. Benchmarks for individual language domains are established by the Virginia Department of Education and are detailed in the *World Language Standards of Learning for Virginia Public Schools* (March 2021).

Analysis of STAMP data for second, fifth and eighth graders showed that students met the composite proficiency benchmarks. The second graders' composite score of 2.56 places them at

the novice mid level, indicating they are meeting grade-level expectations set by VDOE. Their score order from highest to lowest was: listening, reading, speaking and writing (Table 12). A novice-high (3.0) level is expected for both the listening and reading domains; however, students did not meet the novice-high (3.0) benchmark for the reading domain.

The fifth graders' composite score of 4.24 positions them at the intermediate low level, meeting the expected proficiency benchmark of intermediate low-mid level. In fifth grade the score order from highest to lowest was: listening, reading, speaking and writing (Table 13). An intermediate low level (4.0) level is expected for all domains; however, students did not meet the benchmark for speaking and writing. Meanwhile, the eighth graders' score of 5.62 places them at the intermediate mid-level, also meeting the expected benchmark of intermediate mid-high. In eighth grade the score order from highest to lowest was: listening, reading, writing and speaking (Table 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 2024–2025 school year, 84% of 92 students took and completed the assessment. Of the eighth-grade dual language students who participated and completed the assessment, 70% met the World Language requirement for the Virginia Board of Education's Seal of Biliteracy. Several additional students achieved the required composite score but did not meet the minimum speaking or writing thresholds. These students, along with others who did not meet the requirement, will have the opportunity to retake the assessment in ninth grade.

WIDA Access

Summary Highlights

WIDA *Access* 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 2024 and Spring 2025 WIDA *Access* data, the VDOE set a target requiring 56% of all EL students to meet the gains outlined in the VDOE requirements.

In SY 2024-2025, WIDA EL *Access* data for all elementary students in the division showed an overall passing rate as 54.2%. These data also show that Mount Vernon Community School dual

language students had an 39.5 % pass rate versus 56.3% division-wide pass rate for non-dual language students (Table 15 and 16). This data represents a difference of 16.8 percentage points.

In SY 2024-2025, WIDA *Access* data for all middle school dual language students showed that 53.4% met the progress requirements for overall proficiency compared to 50.6% for all non-DL middle school students (Table 17). Dual language EL students outperformed EL students in non-dual language programs by 2.8% overall. At the school level, GWMS EL students in the DL Program outperformed their non-DL EL peers with 57.5% of DL students meeting the progress requirements compared to 50.3% of non-DL students, a difference of 7.2% (Table18). Additional WIDA *Access for ELLs* data highlights that EL students in the DL Program made higher average proficiency level gains in all language domains compared to EL students outside the program (Table 19).

Data Implications

The data in this report indicates that dual language students at MVCS and GWMS, the cohort located in the east side of the city, demonstrated varied achievement levels across standardized assessments.

Key Findings

- **Early Literacy (VALLSS):**
  MVCS dual language students exceeded the division average in English literacy. Eighty-three percent of DL Kindergarten students (compared to 79% division-wide) and 79% of DL first-grade students (compared to 66% division-wide) met benchmark expectations.
- **Spanish Proficiency (STAMP):**
  Students in grades 2, 5, and 8 met composite Spanish proficiency benchmarks. Notably, 70% of eighth-grade participants met the World Language requirement for the Virginia Seal of Biliteracy. Listening consistently emerged as the strongest language domain across grade levels.
- **English Language Development (WIDA):**
  While non–dual language elementary English learners (ELs) demonstrated greater progress on the WIDA *Access* assessment at the elementary level, this pattern shifts in middle school. Dual language students outperformed non-DL EL peers in English proficiency gains. At GWMS, 57.5% of DL students met progress requirements compared to 50.3% of non-dual language EL peers.
- **Elementary Content Area Strengths:**
  Third-grade Dual Language Program (DLP) students outperformed non-DL peers by 5 percentage points in Mathematics and 10 percentage points in Reading. Fourth-grade performance was below division averages, while fifth-grade performance was comparable to division averages.
- **Middle School Content Area Strengths:**
  GWMS dual language students consistently outperformed non-DL peers across the division in both Mathematics and Reading. The largest margin was observed in

seventh-grade Mathematics, where DL students achieved a 12-percentage-point higher pass rate.

- **Content Area Gaps:**
  Fourth- and eighth-grade DL Program students demonstrated lower pass rates in History compared to non-DL peers, with an 11-point gap in fourth grade and a 19-point gap in eighth grade.
- **Spanish Language Areas for Growth:**
  Expressive language skills emerged as key areas for targeted instruction, particularly writing at the elementary level and speaking at the secondary level, to better support students in meeting the requirements for the Seal of Biliteracy.
- **Retention:**
  The MVCS–GW Dual Language program cohort demonstrates strong continuity, with a 75% retention rate, exceeding the division-wide rate of 71% for SY 2024-2025.

The SY 2024–2025 data from MVCS and GWMS cohorts illustrate the effectiveness of the DL Program as students progress from elementary through middle school. At MVCS, students demonstrate strong early literacy outcomes in Reading and Mathematics, performing at or above division averages. These foundations translate into even stronger outcomes at GWMS, where dual language students consistently outperform peers division-wide in Mathematics and Reading and demonstrate notable gains in English language proficiency, particularly among English Learners. Spanish language proficiency results, along with the percentage of students meeting the requirements for the Virginia Seal of Biliteracy, further validate the program and the implementation of the 70:30 model.

While various results are strong, the data also highlights opportunities for improvement, particularly in History and in expressive Spanish language skills. The program's strong retention rates and consistent progress across multiple assessments reinforce the long-term academic and linguistic benefits of sustained participation in DL education and support ACPS's vision in which each student is prepared to thrive in college, career, and community

Finally, in addition to standardized assessment outcomes, it is equally important to recognize that the impact of dual language education extends beyond test results. One of the central benefits of dual language programs is the enriched educational experience students receive through the development of bilingualism, biliteracy, and cultural competence. The previously referenced pillars of dual language education contribute to the development of cognitive flexibility and support students' long-term academic success, global awareness, and readiness to participate in an increasingly multilingual and interconnected world. As ACPS continues to monitor student cohorts over time, these findings establish an important baseline that will inform ongoing program refinement and strengthen outcomes for future students.

Mount Vernon Community School

and

George Washington Middle School





STUDENT ENROLLMENT

AND

ACHIEVEMENT DATA

Mount Vernon Community School And George Washington Middle School Student Enrollment Data

Table 1 - MVCS Enrollment by Grade

Dual Language Program Enrollment: Mount Vernon					
SY 2024-2025					
Data as of November 11, 2024					
Grade Level	**DL**	**DL %**	**Non-DL**	**Non-DL %**	**Total**
Grade K	153	100%	0	0.0%	153
Grade 1	176	97.8%	4	2.2%	180
Grade 2	141	99.3%	1	0.7%	142
Grade 3	167	100%	0	0.0%	167
Grade 4	133	95%	7	5.0%	140
Grade 5	125	99.2%	1	0.8%	126
Total	**895**	**98.6%**	**13**	**1.4%**	**908**

Table 2 - GWMS Enrollment by Grade

Dual Language Program Enrollment: George Washington					
SY 2024-2025					
Data as of November 11, 2024					
Grade Level	**DL**	**DL %**	**Non-DL**	**Non-DL %**	**Total**
Grade 6	98	19%	429	81%	527
Grade 7	93	20%	374	80%	467
Grade 8	92	21%	356	79%	448
Total	**283**	**20%**	**1,159**	**80%**	**1,442**

MVCS Enrollment by Home Language

Chart 1

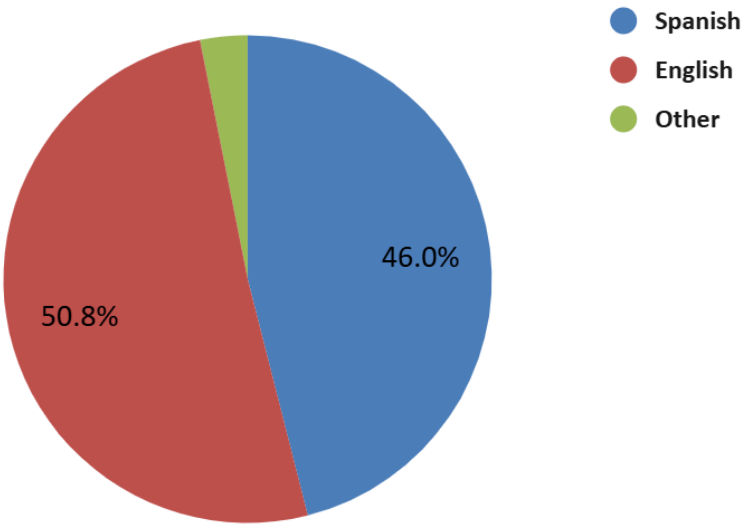


Chart 2 - GWMS Enrollment by Home Language

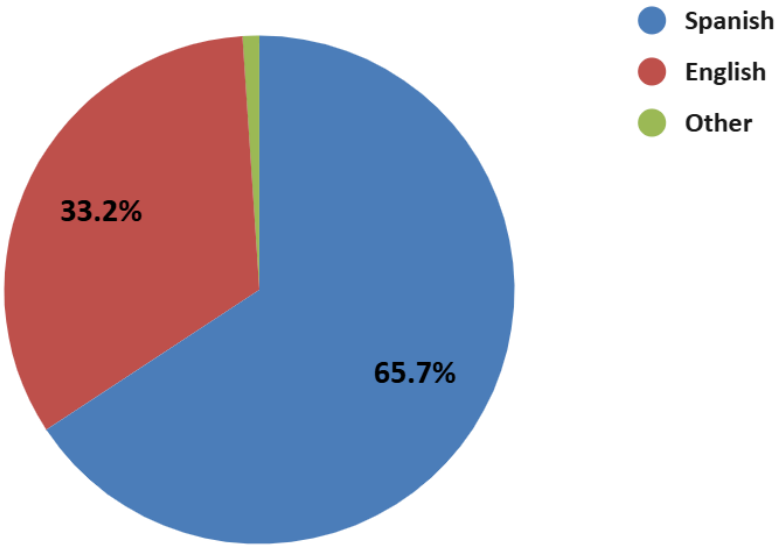


Chart 3 - MVCS Enrollment by EL History

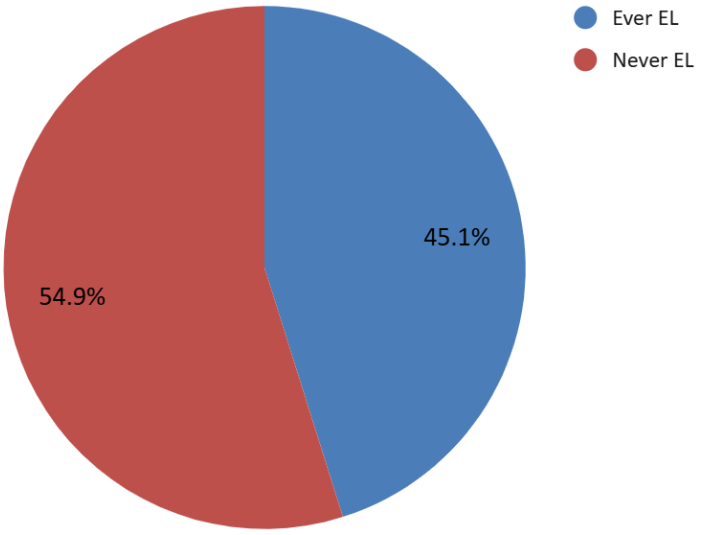


Chart 4 - GWMS Enrollment by EL Designation

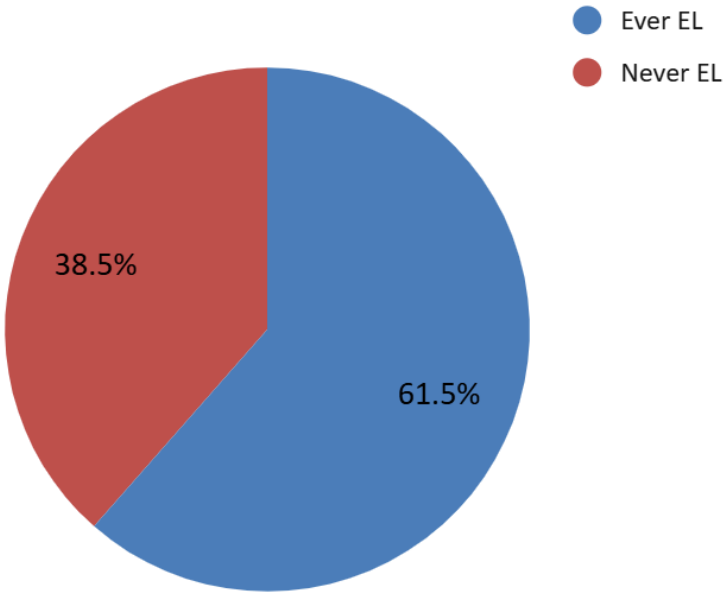


Chart 5 - MVCS Enrollment by Ethnicity

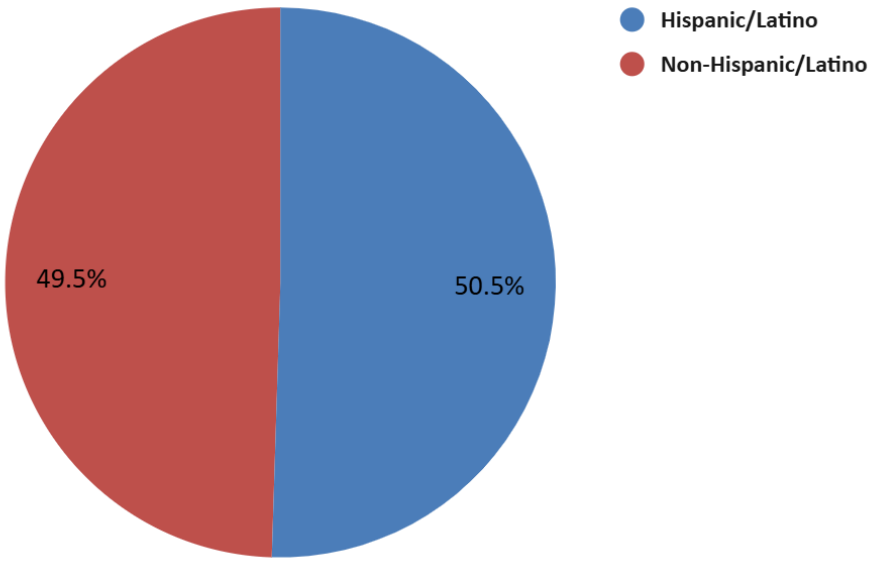
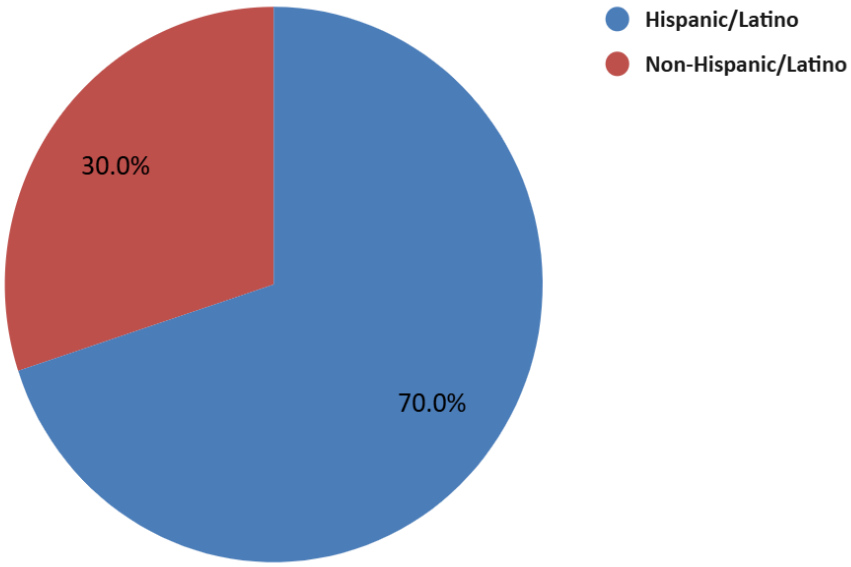


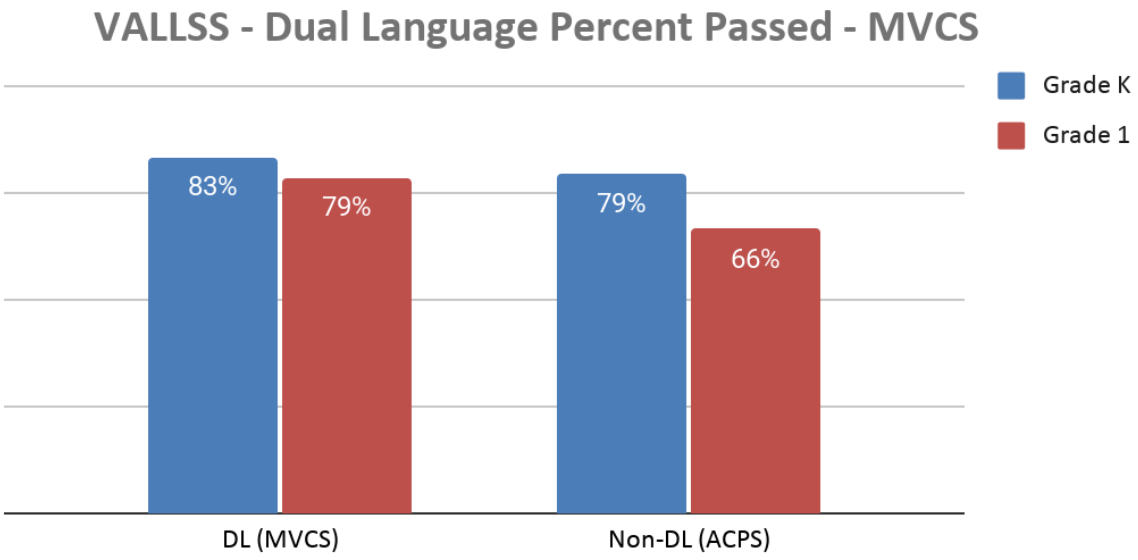
Chart 6 - GWMS Enrollment by Ethnicity



Mount Vernon Community School
VALLS Student Achievement Data

VALLSS
VIRGINIA LANGUAGE & LITERACY SCREENING SYSTEM

Table 3 - MVCS VAALSS Data



***Passing quantified as students in the Low and Moderate bands of risk. Band of Risk not calculated for students that did not complete all required subtests and are therefore not included in this analysis.**

MVCS and GWMS:
SOL Student Achievement Data

Standards of Learning (SOL Assessment)

Table 4 - MVCS SOL Math Data

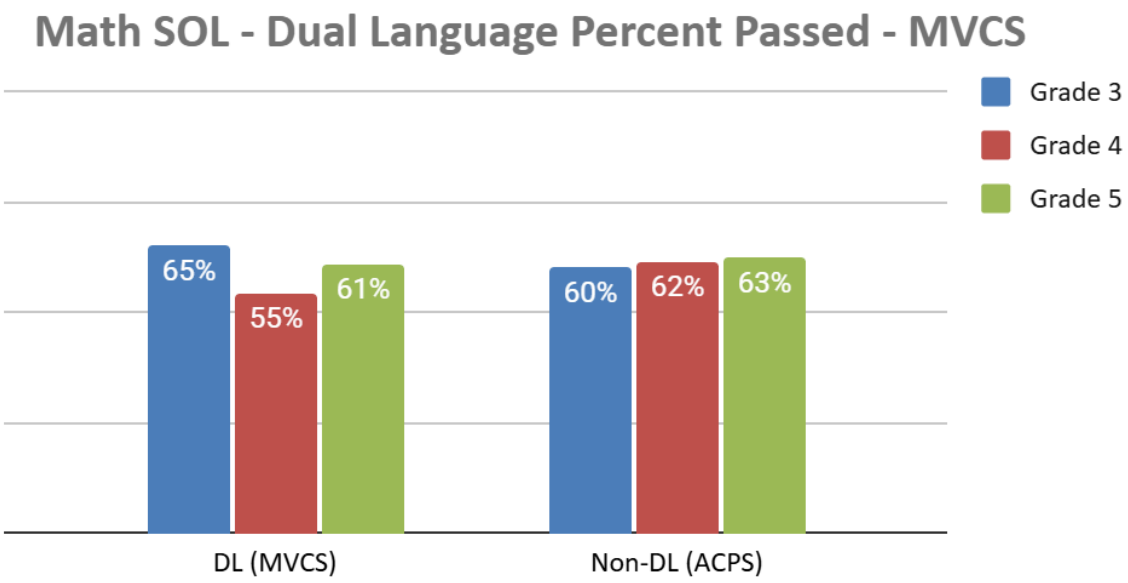


Table 5 - GWMS SOL Math Data

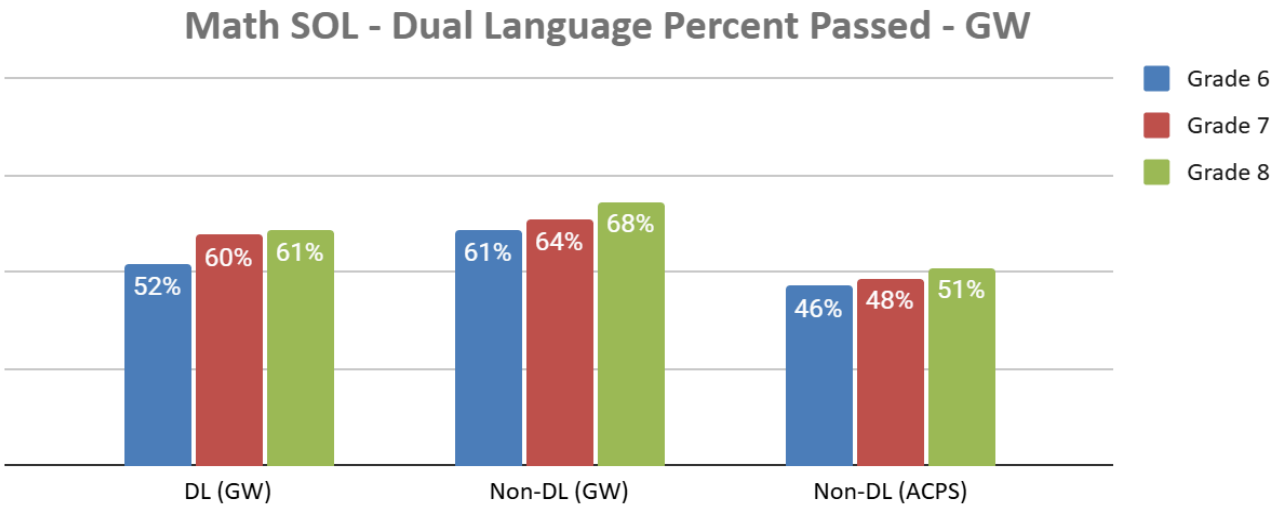


Table 6 - MVCS SOL Reading Data

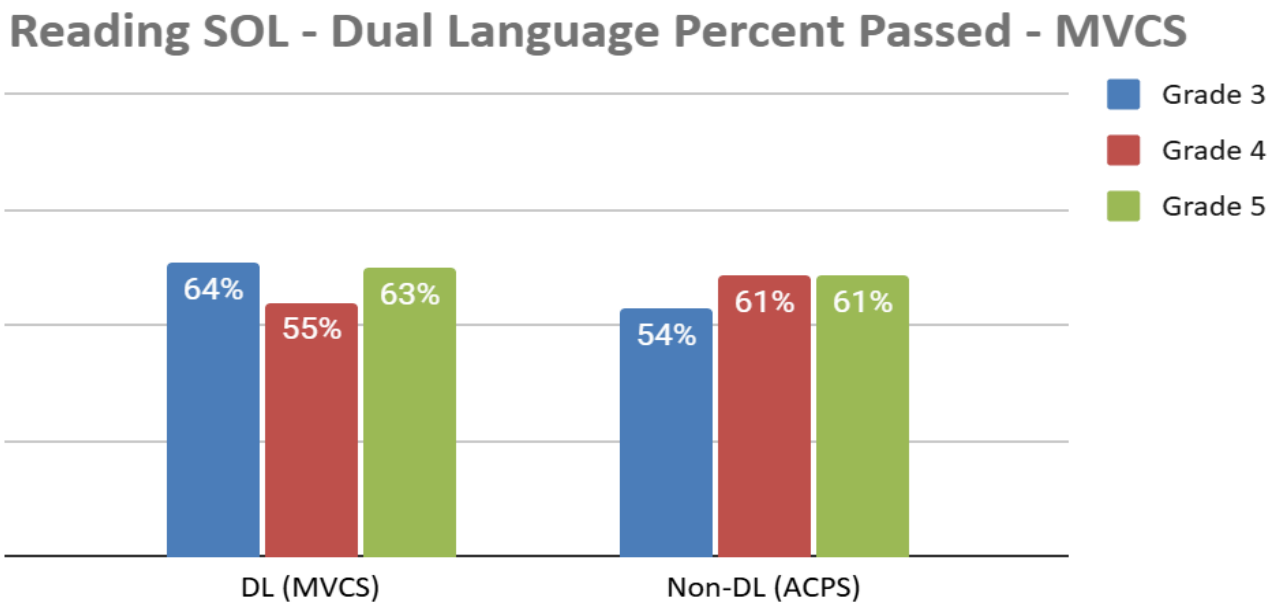


Table 7- GWMS SOL Reading Data

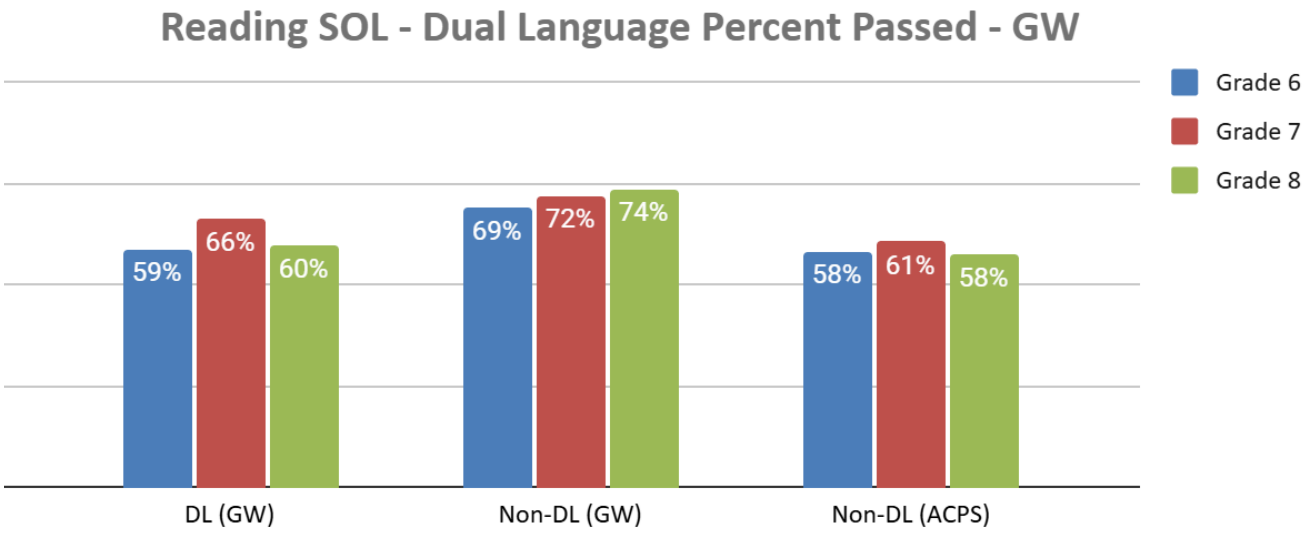


Table 8 - MVCS SOL History Data

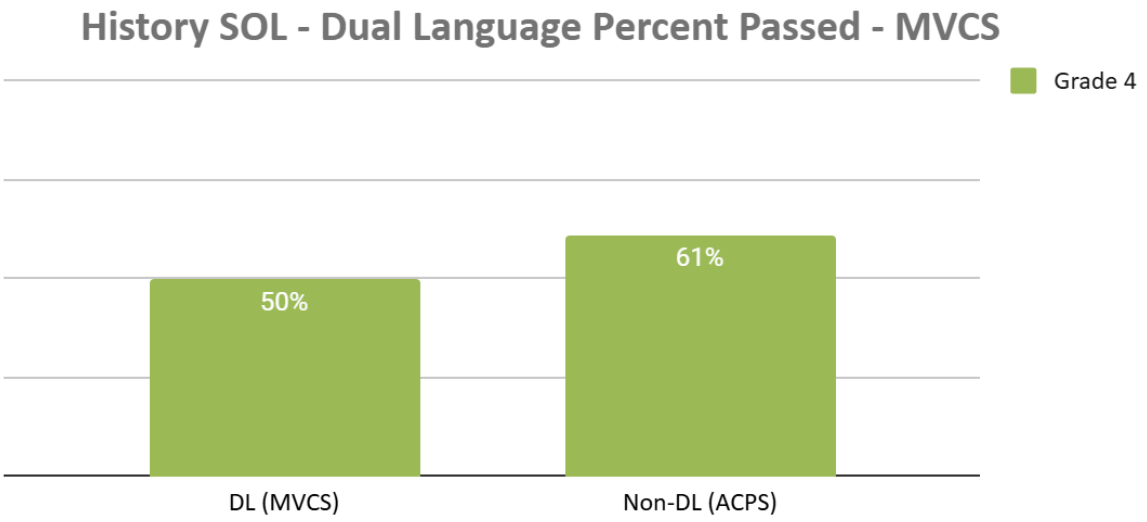


Table 9 - GWMS SOL History Data

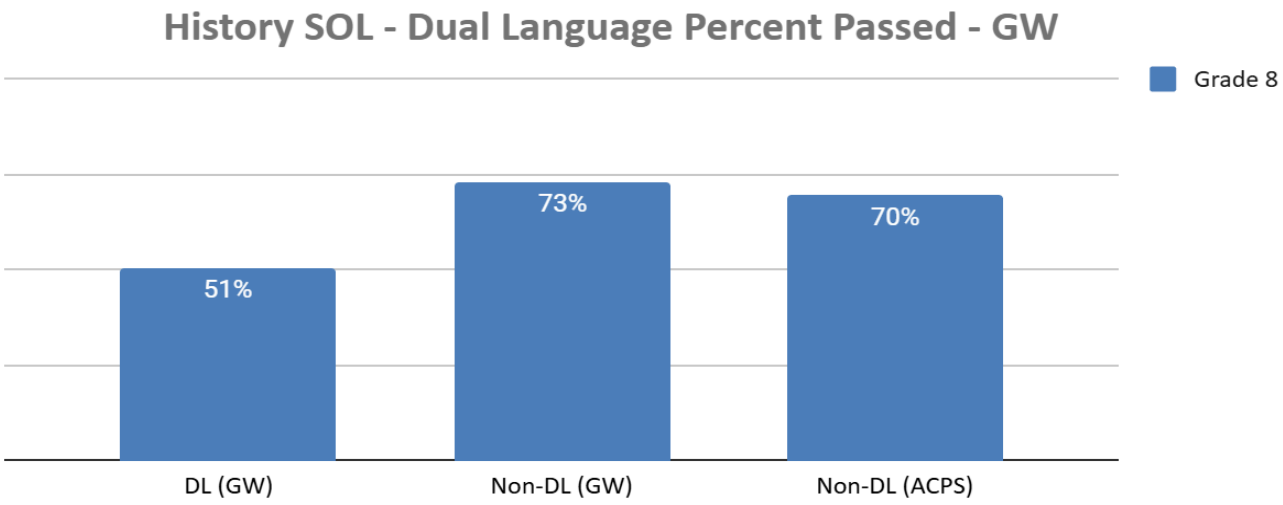


Table 10 - MVCS SOL Science Data

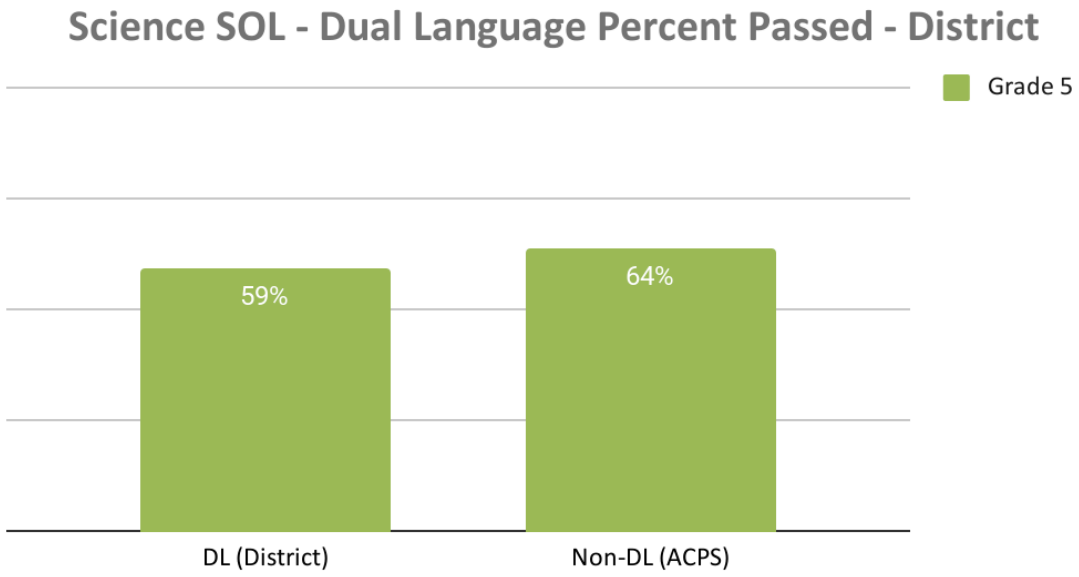
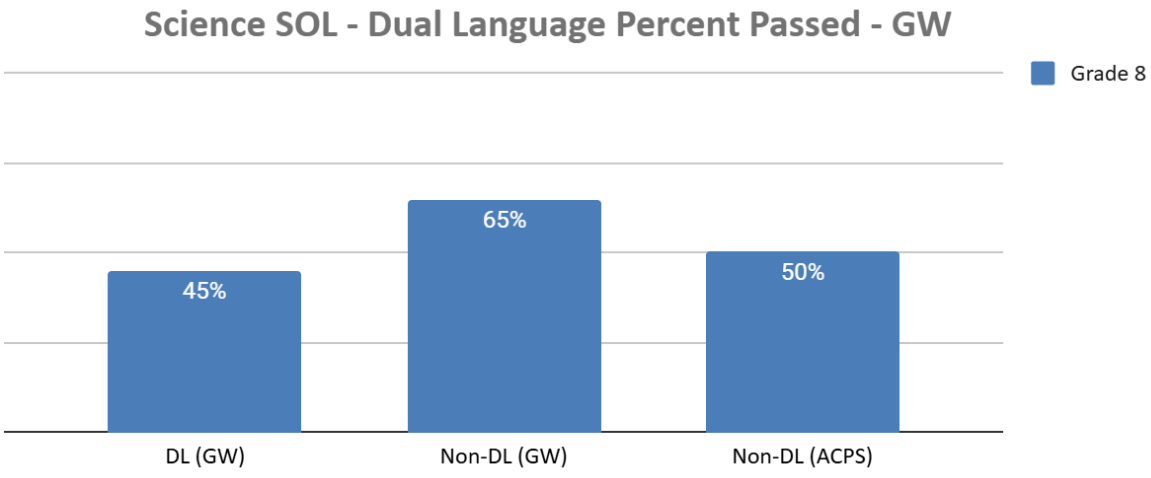
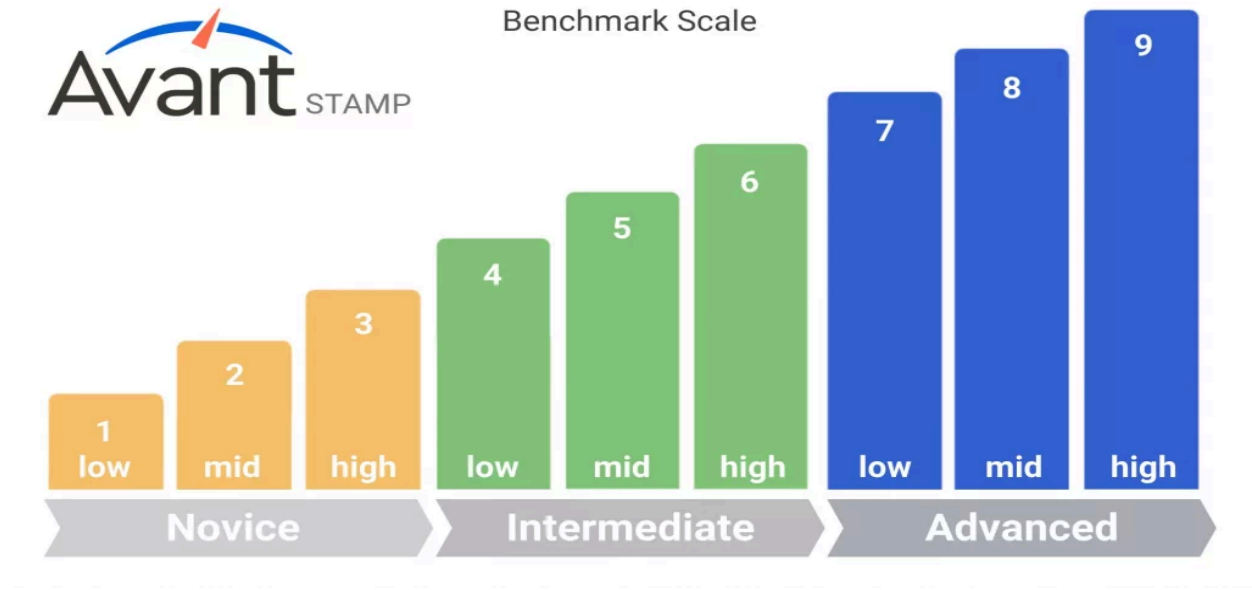


Table 11 - GWMS SOL Science Data



MVCS and GWMS
Spanish Student Language Data

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



Composite Target proficiency by grade level:

Grade 2: Novice-Mid (2.0) - *Listening and Reading domain expectation is Novice High*

Grade 5: Intermediate-Low (4.0) - *For all domains*

Grade 8: Intermediate-Mid (5.0) *For all domains **

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

Note: The horizontal blue horizontal line in each graph represents the VDOE composite target proficiency level for the corresponding grade level. e.g. ———•

Table 12 -MVCS Grade 2 Avant STAMP Data

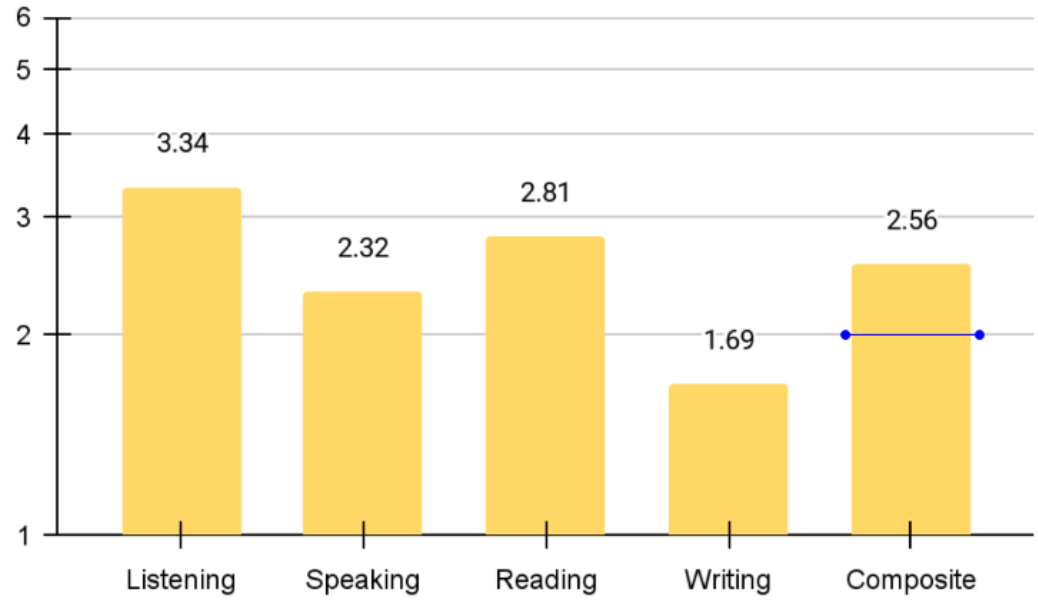


Table 13 - MVCS Grade 5 Avant STAMP Data

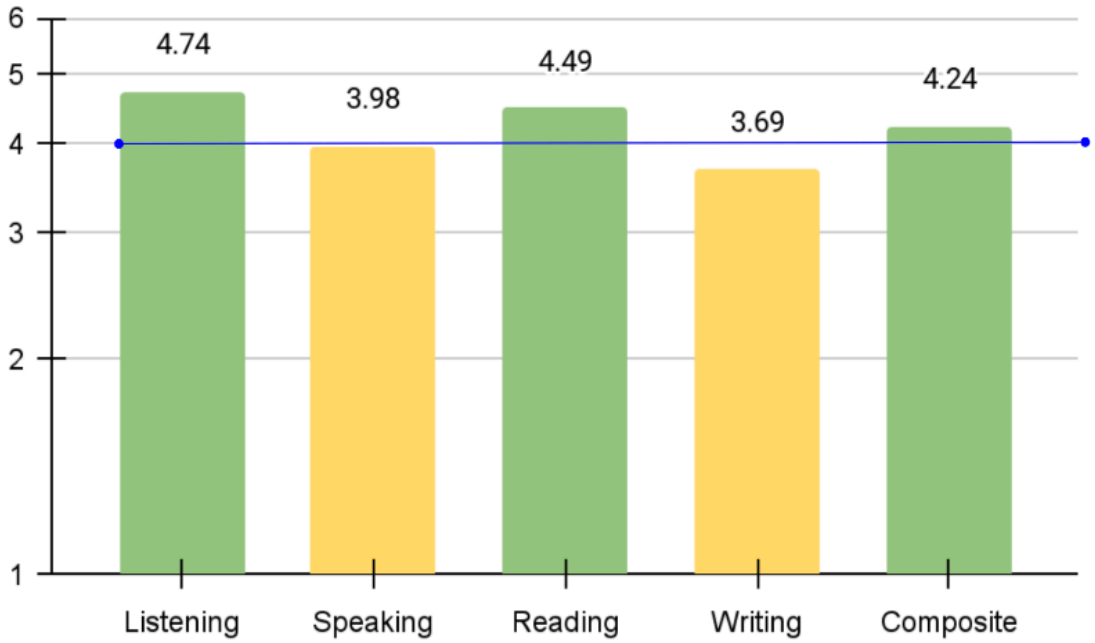
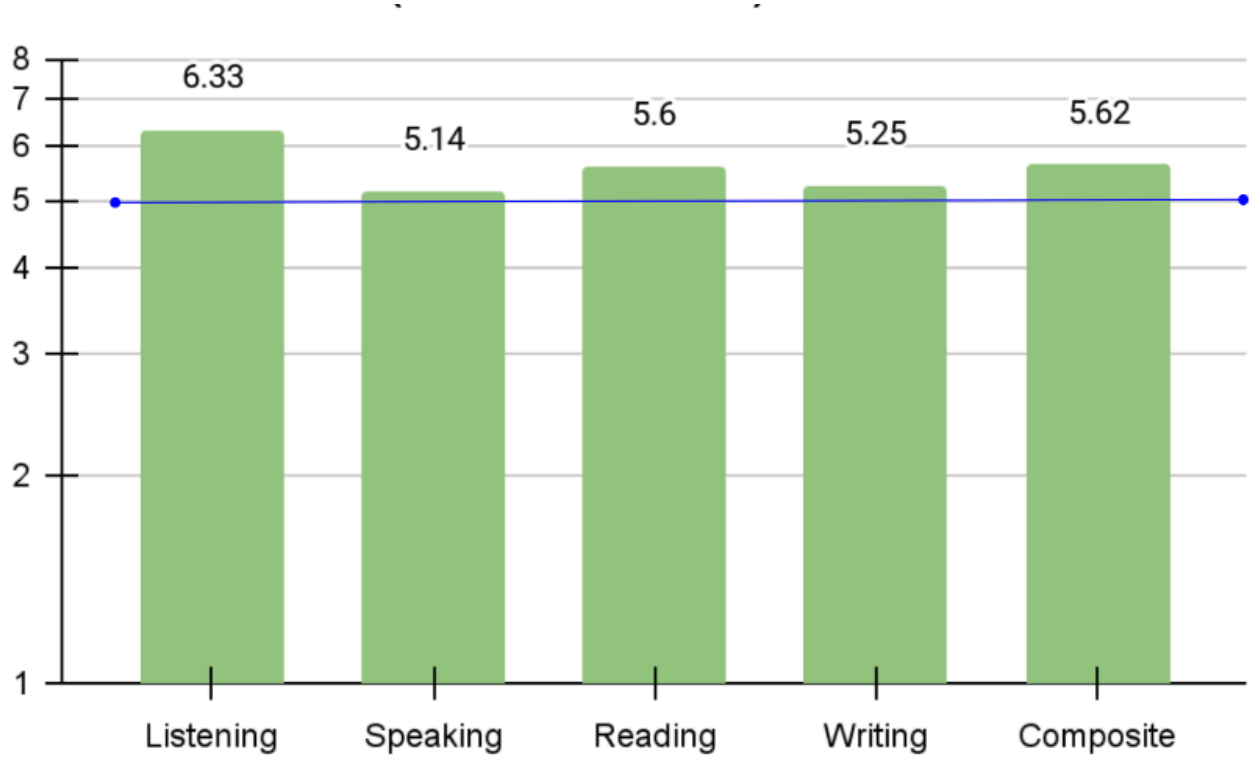


Table 14 - GWMS Grade 8 Avant STAMP Data



MVCS and GWMS
English Student Language Data

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 2024 to 2025

Levels are 2024 and Grade Span is 2025

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	322	40.8%	467	59.2%	789
Level 2	362	56.0%	285	44.0%	647
Level 3	519	63.6%	297	36.4%	816
Level 4	129	62.9%	76	37.1%	205
Grand Total	**1,332**	**54.2%**	**1,125**	**45.8%**	**2,457**

* Virginia Department of Education school target = 56% met progress targets towards proficiency in English for accountability year 2025-2026 (based on 2024-2025 data)

WIDA ACCESS for ELLs 2.0: Elementary Students - Non-Dual Language

Student Progress Requirements by Overall Proficiency Level

Composite Proficiency Level Gains from 2024 to 2025

Levels are 2024 and Grade Span is 2025

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	277	44.5%	346	55.5%	623
Level 2	311	57.5%	230	42.5%	541
Level 3	450	64.7%	246	35.3%	696
Level 4	111	61.7%	69	38.3%	180
Grand Total	**1,149**	**56.3%**	**891**	**43.7%**	**2,040**

Table 16 - MVCS WIDA ACCESS Data

WIDA ACCESS for ELLs 2.0: Mount Vernon CS - Dual Language

Student Progress Requirements by Overall Proficiency Level

Composite Proficiency Level Gains from 2024 to 2025

Levels are 2024 and Grade Span is 2025

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	32	23.2%	106	76.8%	138
Level 2	35	44.3%	44	55.7%	79
Level 3	42	56.0%	33	44.0%	75
Level 4	13	76.5%	4	23.5%	17
Grand Total	**122**	**39.5%**	**187**	**60.5%**	**309**

Table 17 - Middle School WIDA ACCESS Data (ACPS)
WIDA ACCESS for ELLs 2.0: Middle School
Student Progress Requirements by Overall Proficiency Level
Composite Proficiency Level Gains from 2024 to 2025

Dual Language

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	4	50.0%	4	50.0%	8
Level 2	16	61.5%	10	38.5%	26
Level 3	51	57.3%	38	42.7%	89
Level 4	8	32.0%	17	68.0%	25
Grand Total	**79**	**53.4%**	**69**	**46.6%**	**148**

Non-Dual Language

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	54	47.8%	59	52.2%	113
Level 2	95	53.1%	84	46.9%	179
Level 3	190	53.1%	168	46.9%	358
Level 4	47	41.6%	66	58.4%	113
Grand Total	**386**	**50.6%**	**377**	**49.4%**	**763**

Table 18 -GWMS WIDA ACCESS Data
WIDA ACCESS for ELLs 2.0: George Washington Middle School
Student Progress Requirements by Overall Proficiency Level
Composite Proficiency Level Gains from 2024 to 2025

Dual Language

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	3	42.9%	4	57.1%	7
Level 2	9	52.9%	8	47.1%	17
Level 3	45	65.2%	24	34.8%	69
Level 4	8	40.0%	12	60.0%	20
Grand Total	**65**	**57.5%**	**48**	**42.5%**	**113**

Non-Dual Language

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	10	32.3%	21	67.7%	31
Level 2	16	37.2%	27	62.8%	43
Level 3	51	63.0%	30	37.0%	81
Level 4	14	53.8%	12	46.2%	26
Grand Total	**91**	**50.3%**	**90**	**49.7%**	**181**

Table 19 - Middle School WIDA ACCESS Data

WIDA ACCESS 2.0: All ACPS Middle Schools

AVERAGE PROFICIENCY LEVEL CHANGE FROM 2024 to 2025 by Language Domain and Dual Language Status

Levels are 2024 and Grade Span is 2025

	Listening Proficiency Level	Speaking Proficiency Level	Reading Proficiency Level	Writing Proficiency Level	Composite Overall Proficiency Level	# of Students
Dual Language	0.07	0.26	0.29	0.22	0.22	**148**
Non-Dual Language	0.05	0.15	0.27	0.20	0.19	**763**
All Students	**0.05**	**0.17**	**0.27**	**0.21**	**0.19**	**911**

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