



ACCESS for ELLs Results: Spring 2026 Administration

Keansburg School

August 18, 2026



- 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.



District Overview & Performance (Spring 2026)



Total Tested: 59 students district-wide (down from 64 in 2025).

- Elementary (GK–5): 35 students
- Middle School (G6–8): 17 students
- High School (G9–12): 7 students

Summary of District Scores



Keansburg WIDA ACCESS

Grade	Total Number Tested			% by Achievement Level																	
				Entering (Level 1)			Emerging (Level 2)			Developing (Level 3)			Expanding (Level 4)			Bridging (Level 5)			Reaching (Level 6)		
	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
K	11	8	6	45%	13%	83%	18%	25%	0%	36%	50%	0%	0%	13%	17%	0%	0%	0%	0%	0%	0%
1	2	9	5	0%	11%	0%	0%	11%	60%	50%	44%	40%	50%	33%	0%	0%	0%	0%	0%	0%	0%
2	9	3	9	11%	0%	0%	11%	0%	11%	56%	67%	44%	22%	33%	44%	0%	0%	0%	0%	0%	0%
3	6	6	4	33%	0%	0%	0%	0%	0%	67%	50%	100%	0%	50%	0%	0%	0%	0%	0%	0%	0%
4	12	7	5	8%	14%	0%	8%	14%	0%	50%	29%	20%	33%	43%	80%	0%	0%	0%	0%	0%	0%
5	8	14	6	13%	7%	17%	50%	29%	17%	38%	21%	33%	0%	21%	17%	0%	14%	0%	0%	7%	17%
GK-G5	48	47	35	21%	9%	17%	17%	17%	14%	48%	38%	37%	15%	30%	29%	0%	4%	0%	0%	2%	3%
6	4	4	10	50%	25%	10%	0%	75%	20%	25%	0%	70%	25%	0%	0%	0%	0%	0%	0%	0%	0%
7	5	4	3	0%	50%	33%	60%	0%	67%	20%	50%	0%	20%	0%	0%	0%	0%	0%	0%	0%	0%
8	2	7	4	50%	29%	25%	0%	43%	25%	50%	14%	25%	0%	14%	25%	0%	0%	0%	0%	0%	0%
G6-G8	11	15	17	27%	33%	18%	27%	40%	29%	27%	20%	47%	18%	7%	6%	0%	0%	0%	0%	0%	0%
9	0	2	6	N/A	100%	17%	N/A	0%	33%	N/A	0%	33%	N/A	0%	17%	N/A	0%	0%	N/A	0%	0%
10	2	0	1	100%	N/A	0%	0%	N/A	100%	0%	N/A	0%	0%	N/A	0%	0%	N/A	0%	0%	N/A	0%
G9-G12	2	2	7	100%	100%	14%	0%	0%	43%	0%	0%	29%	0%	0%	14%	0%	0%	0%	0%	0%	0%
All Grades	61	64	59	25%	17%	17%	18%	22%	22%	43%	33%	39%	15%	23%	20%	0%	3%	0%	0%	2%	2%

Grade-level highlights

- Elementary grades show strong evidence of progress.
 - Grade 3:** 100% of students are at Developing or above in 2026.
 - Grade 4:** 80% are at Expanding (Level 4), with another 20% at Developing.
 - Grade 2:** 88% are at Developing or Expanding.
 - Grade 5:** Students are distributed across several proficiency levels, including 17% at Reaching.
- Kindergarten continues to be an important area of support.** In 2026, 83% of kindergarten students are at **Entering**, which is understandable given the developmental nature of early language acquisition, but highlights the importance of strong foundational language supports.
- Middle school results are more mixed.**
 - Grade 6 has **70% at Developing**, a positive indicator.
 - Grade 7 has **67% at Emerging** and 33% at Entering, signaling a need for continued intensive language development.
 - Grade 8 is evenly distributed across Levels 1–4, showing a wide range of language proficiency within the grade.
- High school students continue to require targeted language support.** Across Grades 9–12, **43% are Emerging, 29% Developing, and 14% Expanding**, with 14% still at Entering. This suggests that acceleration of academic English development remains important at the secondary level.



Subgroups by Race Program K-12



Keansburg WIDA ACCESS Subgroup: Race

Grade Band	Race	Total Number Tested			% of Number Tested			% by Achievement Level																		
								Entering (Level 1)			Emerging (Level 2)			Developing (Level 3)			Expanding (Level 4)			Bridging (Level 5)			Reaching (Level 6)			
		2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	
ES (GK-G5)	Asian	3	3	3	6%	6%	9%	33%	0%	0%	0%	0%	67%	67%	100%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%
	Black	0	2	2	0%	4%	6%	N/A	50%	0%	N/A	50%	0%	N/A	0%	100%	N/A	0%	0%	N/A	0%	0%	N/A	0%	0%	
	Hispanic	41	40	28	85%	85%	80%	17%	8%	21%	20%	15%	7%	49%	35%	36%	15%	35%	32%	0%	5%	0%	0%	3%	4%	
	White	2	1	2	4%	2%	6%	100%	0%	0%	0%	100%	50%	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	All Students	48	47	35				21%	9%	17%	17%	17%	14%	48%	38%	37%	15%	30%	29%	0%	4%	0%	0%	2%	3%	
MS (G6-G8)	Black	0	0	1	0%	0%	6%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	100%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	0%	
	Hispanic	10	14	14	91%	93%	82%	30%	36%	21%	30%	43%	36%	20%	14%	43%	20%	7%	0%	0%	0%	0%	0%	0%	0%	
	Other	0	0	1	0%	0%	6%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	100%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	0%	
	White	0	0	1	0%	0%	6%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	100%	N/A	N/A	0%	N/A	N/A	0%	
	All Students	11	15	17				27%	33%	18%	27%	40%	29%	27%	20%	47%	18%	7%	6%	0%	0%	0%	0%	0%	0%	
HS (G9-G12)	Asian	0	0	1	0%	0%	14%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	100%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	0%	
	Hispanic	2	2	6	100%	100%	86%	100%	100%	17%	0%	0%	50%	0%	0%	17%	0%	0%	17%	0%	0%	0%	0%	0%	0%	
	All Students	2	2	7				100%	100%	14%	0%	0%	43%	0%	0%	29%	0%	0%	14%	0%	0%	0%	0%	0%	0%	
All Grades	Asian	4	4	4	7%	6%	7%	25%	0%	0%	0%	0%	50%	75%	100%	25%	0%	0%	25%	0%	0%	0%	0%	0%	0%	
	Black	0	2	3	0%	3%	5%	N/A	50%	0%	N/A	50%	0%	N/A	0%	100%	N/A	0%	0%	N/A	0%	0%	N/A	0%	0%	
	Hispanic	53	56	48	87%	88%	81%	23%	18%	21%	21%	21%	21%	42%	29%	35%	15%	27%	21%	0%	4%	0%	0%	2%	2%	
	Other	1	1	1	2%	2%	2%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%		
	White	2	1	3	3%	2%	5%	100%	0%	0%	0%	100%	33%	0%	0%	33%	0%	0%	33%	0%	0%	0%	0%	0%	0%	
	All Students	61	64	59				25%	17%	17%	18%	22%	22%	43%	33%	39%	15%	23%	20%	0%	3%	0%	0%	2%	2%	

Racial/Ethnic Composition (All Grades):

- **Hispanic:** 81% of total ELL population (48 students).
- **Asian:** 7% (4 students).
- **White:** 5% (3 students).
- **Black:** 5% (3 students).

The subgroup data reinforce the overall message that Keansburg's multilingual learners are making progress, particularly toward the Developing and Expanding levels.

The Hispanic subgroup, which represents the vast majority of multilingual learners, shows evidence of movement into higher proficiency levels, including students reaching Bridging.

At the same time, the data reveal a continued need to accelerate academic English development for students who remain at the Entering and Emerging levels.

Results for the Asian, Black, and White subgroups should be interpreted cautiously because of very small sample sizes.

Subgroups Gender Program K-12



Keansburg WIDA ACCESS Subgroup: Gender

Grade Band	Gender	Total Number Tested			% of Number Tested			% by Achievement Level																	
								Entering (Level 1)			Emerging (Level 2)			Developing (Level 3)			Expanding (Level 4)			Bridging (Level 5)			Reaching (Level 6)		
		2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026			
ES (GK-G5)	Female	27	23	22	56%	49%	63%	22%	0%	23%	11%	17%	18%	48%	48%	36%	19%	26%	23%	0%	4%	0%	0%	4%	0%
	Male	21	24	13	44%	51%	37%	19%	17%	8%	24%	17%	8%	48%	29%	38%	10%	33%	38%	0%	4%	0%	0%	0%	8%
	All Students	48	47	35				21%	9%	17%	17%	17%	14%	48%	38%	37%	15%	30%	29%	0%	4%	0%	0%	2%	3%
MS (G6-G8)	Female	5	9	8	45%	60%	47%	20%	44%	13%	40%	44%	38%	40%	11%	38%	0%	0%	13%	0%	0%	0%	0%	0%	0%
	Male	6	6	9	55%	40%	53%	33%	17%	22%	17%	33%	22%	17%	33%	56%	33%	17%	0%	0%	0%	0%	0%	0%	0%
	All Students	11	15	17				27%	33%	18%	27%	40%	29%	27%	20%	47%	18%	7%	6%	0%	0%	0%	0%	0%	0%
HS (G9-G12)	Female	0	1	5	0%	50%	71%	N/A	100%	0%	N/A	0%	60%	N/A	0%	20%	N/A	0%	20%	N/A	0%	0%	N/A	0%	0%
	Male	2	1	2	100%	50%	29%	100%	100%	50%	0%	0%	0%	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	All Students	2	2	7				100%	100%	14%	0%	0%	43%	0%	0%	29%	0%	0%	14%	0%	0%	0%	0%	0%	0%
All Grades	Female	32	33	35	52%	52%	59%	22%	15%	17%	16%	24%	29%	47%	36%	34%	16%	18%	20%	0%	3%	0%	0%	3%	0%
	Male	29	31	24	48%	48%	41%	28%	19%	17%	21%	19%	13%	38%	29%	46%	14%	29%	21%	0%	3%	0%	0%	0%	4%
	All Students	61	64	59				25%	17%	17%	18%	22%	22%	43%	33%	39%	15%	23%	20%	0%	3%	0%	0%	2%	2%

Gender Breakdown: 59% Female (35 students) vs. 41% Male (24 students).

Male students showed the stronger three-year improvement.

From 2024 to 2026, the percentage of male students at Levels 1–2 dropped from **49% to 30%**, a **19-percentage-point improvement**. At the same time, male students at Levels 4–6 increased from **14% to 25%**.

Female students show a different pattern. Their percentage at Levels 1–2 was **38% in 2024**, increased slightly to 39% in 2025, and then increased further to **46% in 2026**. Their Levels 4–6 performance, however, remained relatively stable, moving from 16% to 21% and then 20%.

So, the 2026 gender gap is most apparent at the lower proficiency levels:

- **46% of female students** were at Levels 1–2.
- **30% of male students** were at Levels 1–2.

That is a **16-percentage-point difference** favoring male students.



Subgroups Gender Program K-12



Keansburg WIDA ACCESS Subgroup: Program

Grade Band	Program	Total Number Tested			% of Number Tested			% by Achievement Level																							
								Entering (Level 1)			Emerging (Level 2)			Developing (Level 3)			Expanding (Level 4)			Bridging (Level 5)			Reaching (Level 6)								
		2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026						
ES (GK-G5)	F/R Lunch	40	41	30	83%	87%	86%	20%	10%	17%	18%	15%	13%	48%	37%	40%	15%	32%	27%	0%	5%	0%	0%	2%	3%						
	SpecEd	17	11	3	35%	23%	9%	6%	0%	0%	24%	18%	0%	71%	27%	0%	0%	45%	67%	0%	0%	0%	0%	9%	33%						
	All Students	48	47	35				21%	9%	17%	17%	17%	14%	48%	38%	37%	15%	30%	29%	0%	4%	0%	0%	2%	3%						
MS (G6-G8)	F/R Lunch	6	11	15	55%	73%	88%	17%	27%	20%	33%	55%	27%	33%	9%	47%	17%	9%	7%	0%	0%	0%	0%	0%	0%						
	SpecEd	4	4	2	36%	27%	12%	0%	0%	0%	50%	75%	100%	25%	25%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%						
	All Students	11	15	17				27%	33%	18%	27%	40%	29%	27%	20%	47%	18%	7%	6%	0%	0%	0%	0%	0%	0%						
HS (G9-G12)	F/R Lunch	1	1	5	50%	50%	71%	100%	100%	0%	0%	0%	60%	0%	0%	20%	0%	0%	20%	0%	0%	0%	0%	0%	0%						
	SpecEd	0	0	1	0%	0%	14%	N/A	N/A	0%	N/A	N/A	100%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	0%						
	All Students	2	2	7				100%	100%	14%	0%	0%	43%	0%	0%	29%	0%	0%	14%	0%	0%	0%	0%	0%	0%						
All Grades	F/R Lunch	47	53	50	77%	83%	85%	21%	15%	16%	19%	23%	22%	45%	30%	40%	15%	26%	20%	0%	4%	0%	0%	2%	2%						
	SpecEd	21	15	6	34%	23%	10%	5%	0%	0%	29%	33%	50%	62%	27%	0%	5%	33%	33%	0%	0%	0%	0%	7%	17%						
	All Students	61	64	59				25%	17%	17%	18%	22%	22%	43%	33%	39%	15%	23%	20%	0%	3%	0%	0%	2%	2%						

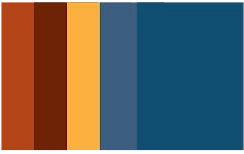
Special Subgroups:

- **Economically Disadvantaged (F/R Lunch):** Represents 85% of ELL students (50 students).
- **Special Education:** Represents 10% of ELL students (6 students).

The F/R Lunch data show steady progress, particularly at the elementary level, but middle school represents the greatest area of need. Elementary F/R Lunch students have increased their representation at the higher proficiency levels substantially since 2024. However, middle school F/R Lunch students remain heavily concentrated at Levels 2 and 3, indicating a need to strengthen academic language development and accelerate the transition from Developing to Expanding.

The Special Education results are encouraging but must be interpreted cautiously due to the very small sample size.

The 2026 data show a split between students at the lower proficiency levels and students at Levels 4–6, rather than a concentration in the middle.



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.
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- Target Level 3 and 4 students to cross the proficiency threshold into Level 5/6.
 - Maintain early language support in K–2 to prevent long-term ELL stagnation.





QUESTIONS?

