

ACPS Dual Language Program and Data Overview John Adams Elementary School (JAES) and Francis C. Hammond Middle School (FCHMS)

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, John Adams Elementary School's 5th-grade cohort included 38 students. Of these, 60% continued in the program at FCHMS for SY 2024-2025, 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, analyze a sampling of attendance data patterns, 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 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, 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.

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 2024-2025, 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 English while Science is taught in Spanish, whereas in grades 3 and 5, Science is taught in English and Social Studies in Spanish.

In SY 2024-2025 the DL Program at JAES comprised 32% of the total enrollment at JAES ([Table 1](#)). The most common home languages of students in the DL Program were Spanish and English. Spanish represented 61% and English represented 32% of participants, respectively ([Chart 1](#)). This was consistent with enrollment trends across the school division, where Spanish was spoken by approximately 59% of the multilingual learner population. A smaller group of Dual Language students at John Adams were identified as speakers of other languages, primarily Amharic and Arabic.

At John Adams, in SY 2024–2025, nearly two-thirds (64.8%) of students enrolled in the DL Program were identified as Ever English Learners (Ever EL). This represents a 12.2 percentage-point higher concentration of Ever EL students compared to the division overall. Meanwhile, students classified as Never EL made up 35.2% of those enrolled in the DL Program ([Chart 3](#)). The ethnicity breakdown for DL students at JAES consisted of 70.4% Hispanic/Latino and 29.6% Non-Hispanic/Latino ([Chart 5](#)).

In SY 2024–2025, 12 of the 34 classrooms at John Adams were DL classes. To improve attendance data in alignment with their School Improvement Plan (SIP) goals, JAES began recognizing 6 classes each month for perfect attendance. In 7 out of 10 months, DL classes accounted for half or more of the recognized ones ([Table 3](#)).

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 DL Program 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 2024-2025 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 2024-2025 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 77.2% and English representing

15.2% of participants, respectively (Chart 2). This was inconsistent with enrollment trends across the school division, where Spanish was spoken by 59% 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, 73.4% 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 26.6% of those enrolled in the DL Program ([Chart 4](#)). The ethnicity breakdown for DL students 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 23 to 27 students in the later elementary grades and between 19 and 34 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 continued in the program through middle school, a retention rate that is consistent with a neighboring division. At John Adams Elementary (JAES), 60% of students continued into the Francis C. Hammond Middle School DL Program. Of the remaining students, 29% did not enroll in the middle school DL Program, while 11% relocated outside of the district, reflecting normal patterns of family mobility rather than program attrition.

Sampling of Student Attendance Data

At JAES, six classrooms (17.65% of the school's 34 total classes) are recognized each month for perfect attendance. Dual Language classrooms represent 35.29% of the total school population, yet the sampling shows that DL classes were frequently recognized at higher rates than their proportion throughout the school year. For instance, DL classrooms accounted for all recognized classrooms in September (6 of 6) and a substantial majority in August (4 of 6), December (4 of 6), and April (5 of 6). In several other months, DL classes represented half of the recognized classrooms.

These patterns suggest that students in DL classrooms are attending school more often than those in non-dual classrooms. While limited to this sampling, these findings may suggest how the JAES program's social competence and engagement components could contribute positively to student attendance. This analysis accounts only for student sampling of attendance data from the JAES program and compares only Dual Language (DL) and non-Dual Language (non-DL) students at this school. Data from FCHMS and district-wide ACPS comparisons are not currently available.

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 data at John Adams Elementary School (JAES) showed that dual language (DL) students performed as well as or better than non-DL peers in JAES. In Kindergarten, DL students at JAES had an 82% pass rate versus 77% for non-DL students, compared with a 79% division-wide pass rate for non-dual language students. In first grade, DL students at JAES had an 70% pass rate versus 60% for non-DL students, compared with a 66% division-wide pass rate for non-dual language students. These results are especially notable because DL students are developing literacy in two languages simultaneously, demonstrating strong academic growth and literacy development ([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 DL Program had a passing rate of 59%,

fourth graders 60%, and fifth graders 42%. Division-wide, non-dual language students had a 60%, 62%, and 63% pass rate, respectively. The gap between the two groups ranges from 1% to 21%, with the closest performance alignment seen in third and fourth grade. Data indicate that at John Adams, third- and fourth-grade dual language students outperformed their non–Dual Language peers by a margin of 9–11%. In contrast, fifth-grade dual language students performed approximately 25% lower than non–dual language students ([Table 4](#)).

In Reading, JAES dual language students underperformed compared to their non-dual language peers across the division. Third graders in the DL Program had a pass rate of 51%, fourth graders 57% and fifth graders 48%, compared to 54%, 61% and 61% for non-dual language students division-wide. Third and fourth graders in the DL Program achieved a pass rate comparable to their non-Dual Language peers division-wide. While fifth graders had a 13% lower pass rate, the gap between the two groups ranged from 3% to 13%, with the strongest performance alignment seen in third grade. Data indicates that at John Adams, third-grade dual language students outperformed their non–Dual Language peers by 6%, and fourth-grade dual language students performed equally at 57%. In contrast, fifth-grade dual language students performed approximately 17% lower than non–dual language students ([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 DL Program had a pass rate of 68% compared to 61% for non-dual language students. Thus, fourth graders in the DL Program had a pass rate 7% higher than non dual-language students across the division and 15% higher than JAES non-DL students ([Table 8](#)). In Science, fifth graders in the DL Program had a pass rate of 58%, compared to 64% for non-dual language students across the division and JAES non-dual language students ([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, it is crucial to acknowledge the significant enrollment gap between DL and non-DL students. In SY 2024-2025, a total of 79 students participated in the DL program compared to 1,503 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, DL 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 moderate difference compared to their non dual-language peers across the division. Dual language students had a pass rate of 41% compared to 49% for non-dual language students across the division. Additionally, when comparing Francis C. Hammond (FCHMS) dual language students and non-dual language students, FCHMS dual language students had a Math passing rate of 41%, compared to 36% for FCHMS non-Dual Language students. [\(Table 5\)](#). It is worth noting that although all dual language students were required to take the SOLs, their relatively small percentage of the total student population at Francis C. Hammond Middle School 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 56% compared to 59% for non-dual language students across the division. Additionally, when comparing Francis C. Hammond (FCHMS) dual language students and non-dual language students, FCHMS dual language students had a reading passing rate of 56%, compared to 47% for FCHMS non-dual language students [\(Table 7\)](#). Like in Math, a meaningful grade-level analysis cannot occur in Reading due to the small student population at Francis C. Hammond Middle School.

In History, data suggests that eighth-grade dual language students had lower pass rates than their non-Dual Language peers across the division ([Table 9](#)). On the other hand, in Science, data suggests that eighth-grade dual language students had higher pass rates than their non-dual language peers division-wide ([Table 11](#)). However, again, due to the limited data, this does not provide a reliable basis for meaningful analysis. In SY 2024-2025, 21 students participated in the FCHMS Dual Language Program in grade 8, compared to 491 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 SOLs.

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 3.56 places them at

the Novice High proficiency level, exceeding the VDOE target of Novice Mid. It should also be noted that the VDOE expectations for second grade include a target of Novice High in two of the four domains: Listening and Reading. Second grade scores order from highest to lowest was: listening, speaking, reading and writing ([Table 12](#)). The fifth graders' composite score of 4.65 positions them at the Intermediate Low level, meeting the expected VDOE Intermediate Low benchmark. In fifth grade the score order from highest to lowest was: listening, reading, writing and speaking ([Table 13](#)). Meanwhile, the eighth graders' score of 5.45 places them at the Intermediate Mid level, also meeting the expected benchmark and showcasing continued growth and development. In eighth grade the score order from highest to lowest was: listening, speaking, reading and writing ([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, 71% of 21 students took and completed the assessment. Of the eighth-grade dual language students who participated and completed the assessment, 60% 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 progress gains outlined in the VDOE requirements.

In SY 2024-2025, WIDA EL *Access* data for all elementary students showed an overall passing rate as 54.2% . These data also shows that JAES dual language students had an 56.5 % pass rate versus 56.3% division-wide pass rate for non-dual language students and 59.1 for JAES non dual language students

The data also show that dual language students at John Adams Elementary School had a passing rate of 56.5%, compared to 56.3% for non-dual language students division-wide and 59.1% for non-dual language students at JAES (Table [15](#) and [16](#)).

In SY 2024-2025, WIDA *Access* data for all middle school EL dual language students showed that 53.4% met the progress requirements for overall proficiency compared to 50.6% for all non-DL EL middle school students ([Table 17](#)). EL students in dual language outperformed EL students in non- dual language programs by 2.8% overall.

At the school level for FCHMS, 40% of dual language EL students met the progress requirements, compared to 50.4% of their non-dual language EL peers (Table 18). The 10.4 percentage point difference highlights areas for continued improvement. Additional WIDA *Access* 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](#)).

Key Findings

- **Enrollment:** The Dual Language Program at Francis C. Hammond has limited enrollment. Due to the small data set, in some cases there is insufficient information to support a meaningful analysis, especially at each individual grade level.
- **Attendance:** Dual Language classes at JAES accounted for 50% or more of the perfect attendance recognitions in 7 out of 10 months, suggesting the program's social competence and engagement components may support higher attendance.
- **Early Literacy:** Dual language students at JAES outperformed non-DL peers at JAES on the English VALLSS by 5% in Kindergarten, and by 10% in first grade. Dual language students at JAES outperformed non-DL division students on the English VALLSS by 3% in Kindergarten and by 4% in first grade.
- **Areas for Language Growth:** Based on STAMP assessment data, expressive language skills require reinforcement across grade levels. For 5th graders, speaking is the primary domain in need of improvement, while for 8th graders, writing represents the greatest area of need. Strengthening expressive language skills will better position students to meet progress targets in both languages and successfully achieve the requirements for the Biliteracy Seal.
- **Content Area Strengths:** History in elementary school is noted as a strength for DL students.
- **Content Area Gaps:** At the elementary level, fifth-grade mathematics represents the content area with the greatest need for improvement in the Dual Language program, while at the middle school level, history emerges as the primary area requiring additional support.
- **Bilingualism and Cultural Awareness:** Even when dual language students standardized test 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.

The Dual Language (DL) program at John Adams indicates strong attendance, early literacy, and student engagement, with DL classes frequently recognized for perfect attendance and DL students outperforming non-DL peers on the English VALLSS. Spanish expressive language skills for 5th graders and 8th graders remain areas for growth. Content strengths include elementary history, while mathematics at the elementary level and history at the middle school level require additional support. Beyond standardized results, DL students gain lasting benefits in bilingualism, biliteracy, and cultural competency, enriching their overall educational experience. These analyses and key findings are essential for informing program decision-making and promoting students' overall academic growth.

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



**STUDENT ENROLLMENT
AND
ACHIEVEMENT DATA**

JAES and FCHMS: Student Enrollment Data And Attendance Sampling

Table 1 - John Adams Enrollment by Grade

Dual Language Program Enrollment: John Adams					
SY 2024-2025					
Data as of November 11, 2024					
Grade Level	DL	DL %	Non-DL	Non-DL %	Total
Grade K	46	40%	69	60%	115
Grade 1	44	31%	97	69%	141
Grade 2	40	32%	85	68%	125
Grade 3	38	29%	91	71%	129
Grade 4	31	26%	89	74%	120
Grade 5	34	33%	68	67%	102
Total	233	32%	499	68%	732

Table 2 - FCHMS Enrollment by Grade

Dual Language Program Enrollment: Francis C. Hammond					
SY 2024-2025					
Data as of November 11, 2024					
Grade Level	DL	DL %	Non-DL	Non-DL %	Total
Grade 6	24	4%	520	96%	544
Grade 7	34	6%	492	94%	526
Grade 8	21	4%	491	96%	512
Total	79	5%	1,503	95%	1,582

Table 3 - JAES Attendance Sampling
SY 2024-2025

SY 24-25 Month	DL Classes Recognized (out of 6)	Non-DL Classes (out of 6)	% of Recognized Classes that are DL
August	4 / 6	2 / 6	66.7%
September	6 / 6	0 / 6	100%
October	2 / 6	4 / 6	33.3%
November	3 / 6	3 / 6	50%
December	4 / 6	2 / 6	66.7%
January	3 / 6	3 / 6	50%
February	2 / 6	4 / 6	33.3%
March	3 / 6	3 / 6	50%
April	5 / 6	1 / 6	83.3%
May	2 / 6	4 / 6	33.3%

Chart 1 - JAES Enrollment by Home Language

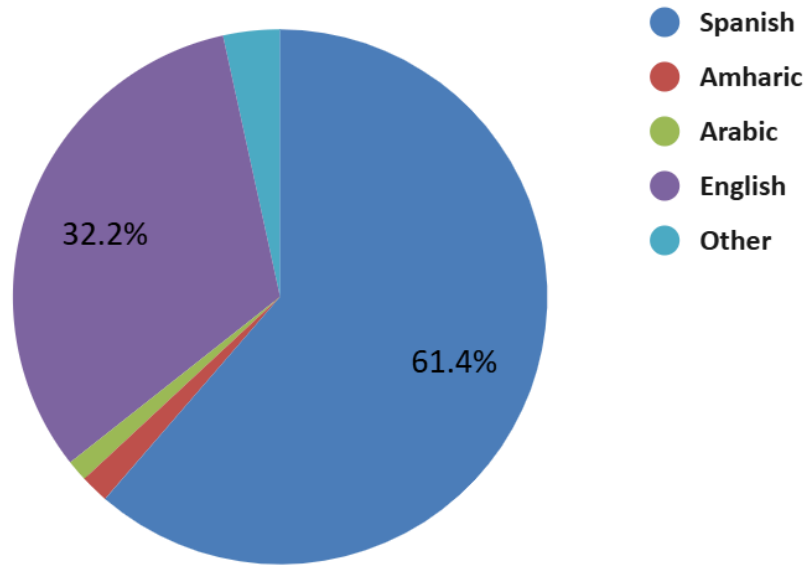


Chart 2 - FCHMS Enrollment by Home Language

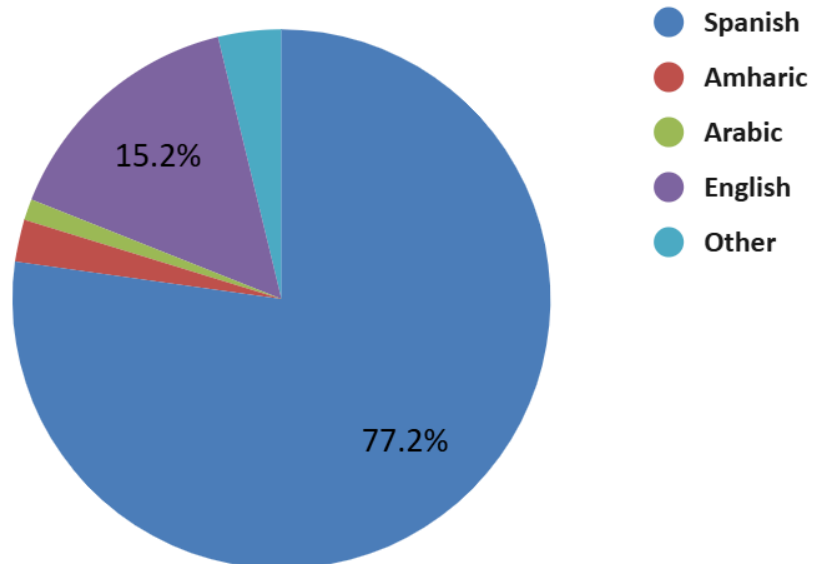


Chart 3 - JAES Enrollment by EL History

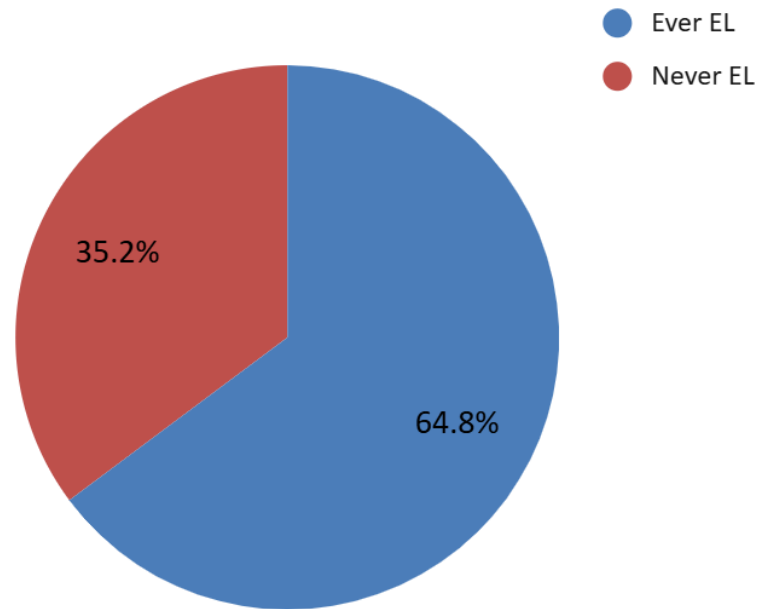


Chart 4 - FCHMS Enrollment by EL History

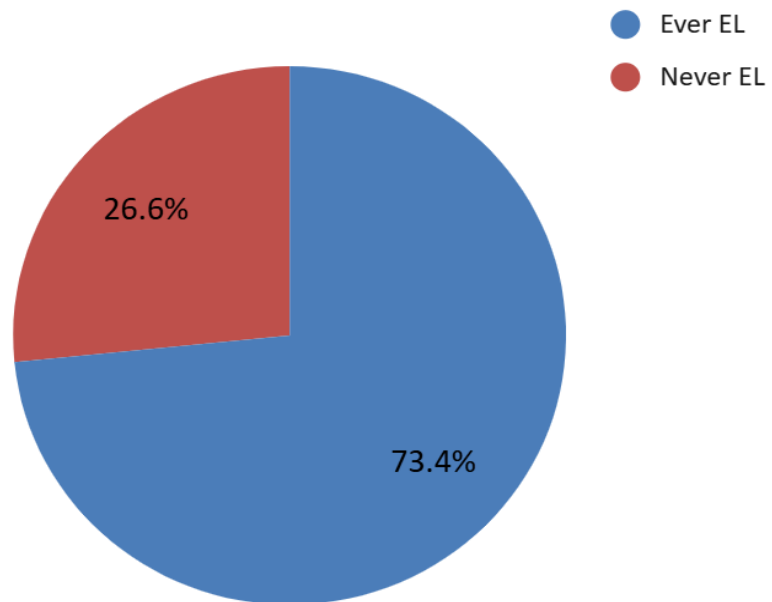


Chart 5 - DL JAES Enrollment by Ethnicity

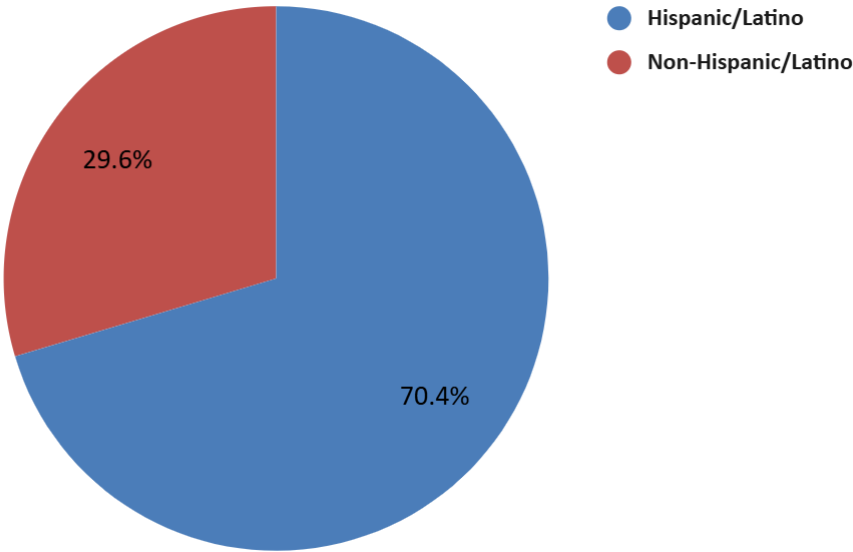
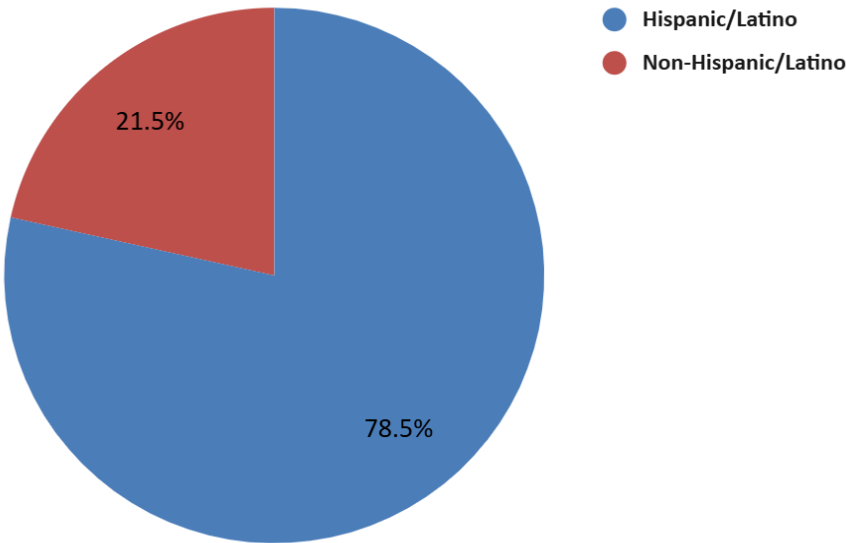


Chart 6 - FCHMS Enrollment by Ethnicity

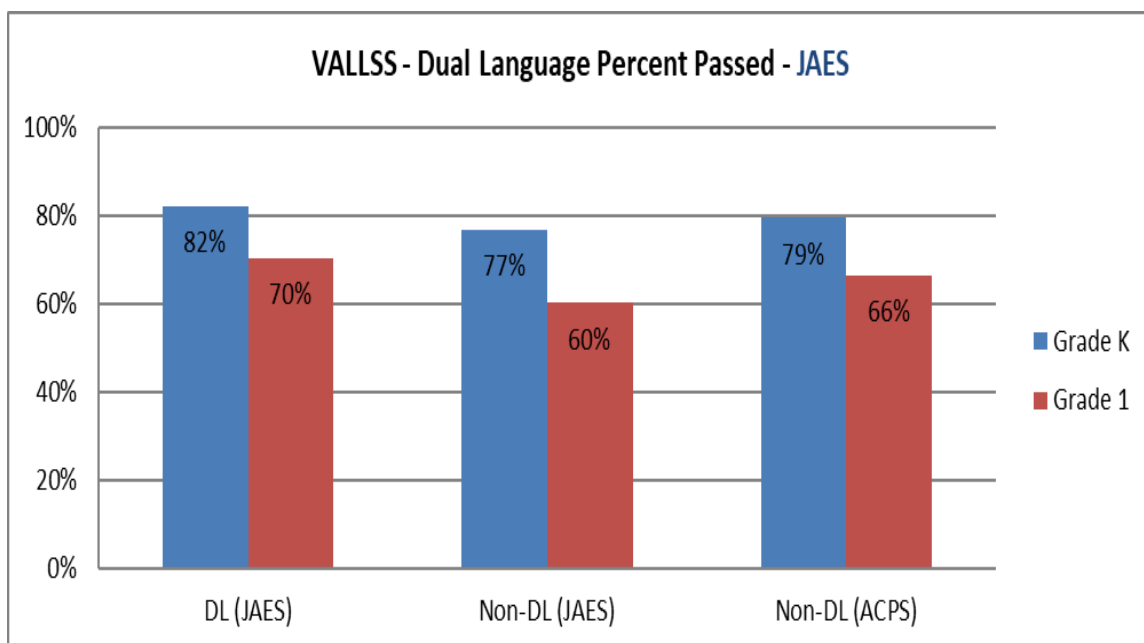


John Adams Elementary School

VALLSS Student Achievement Data



Table 3 - JAES VALLSS Data



JAES and FCHS: SOL Student Achievement Data

Standards of Learning (SOL Assessment)

Table 4 - JAES SOL Math Data

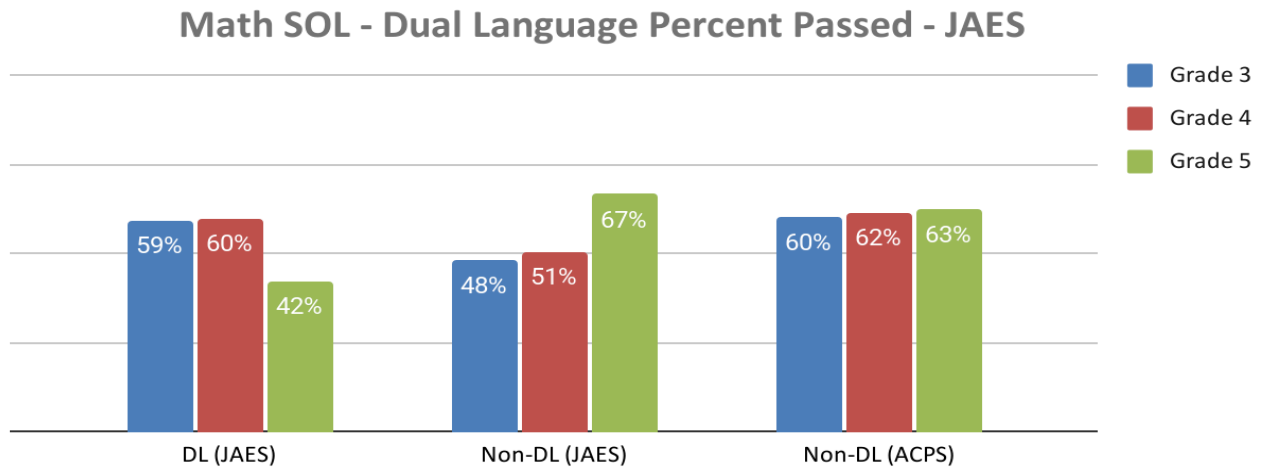


Table 5 - FCHMS SOL Math Data

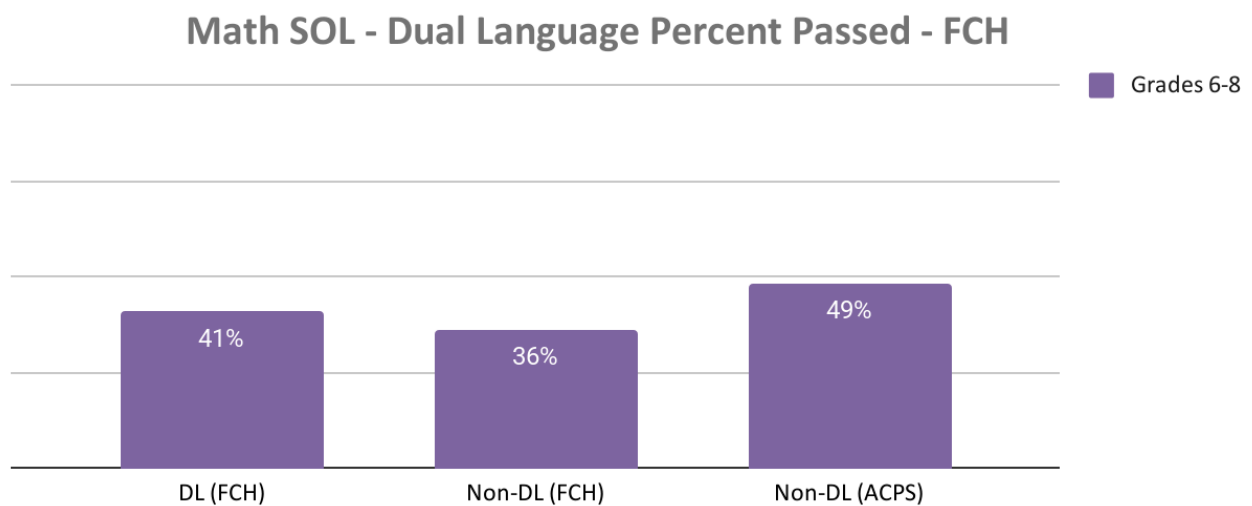


Table 6 - JAES SOL Reading Data

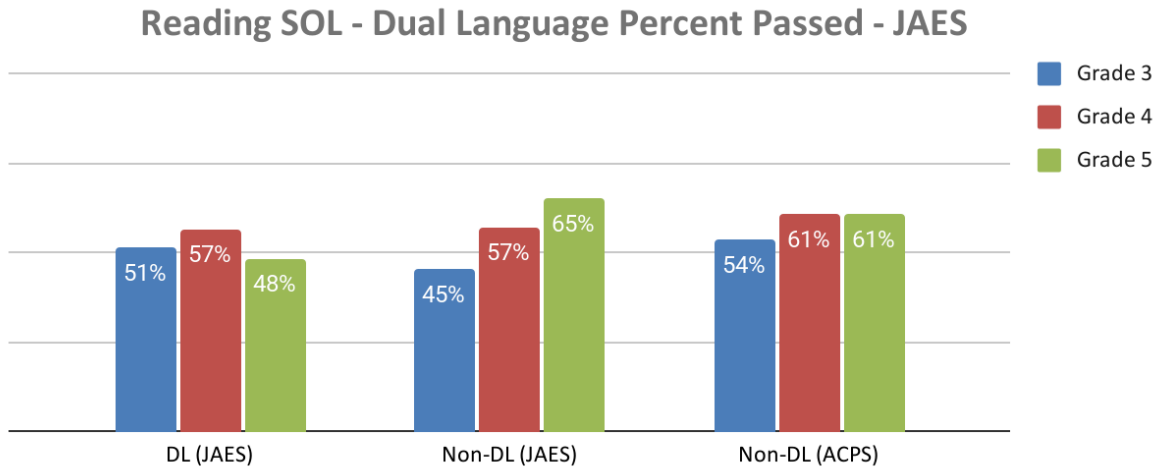


Table 7 - FCHMS SOL Reading Data

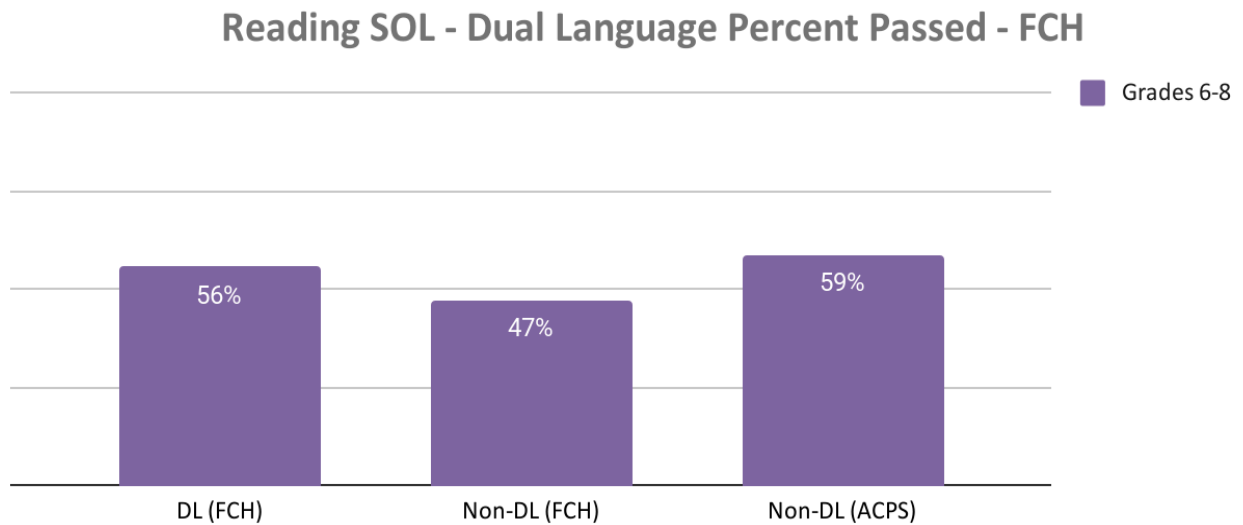


Table 8 - JAES SOL History Data

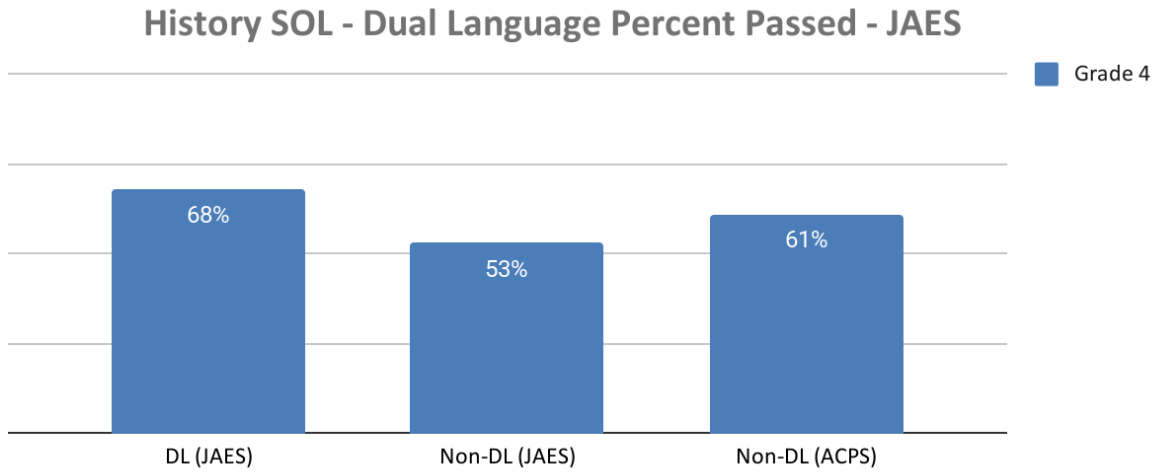


Table 9 - FCHMS SOL History Data

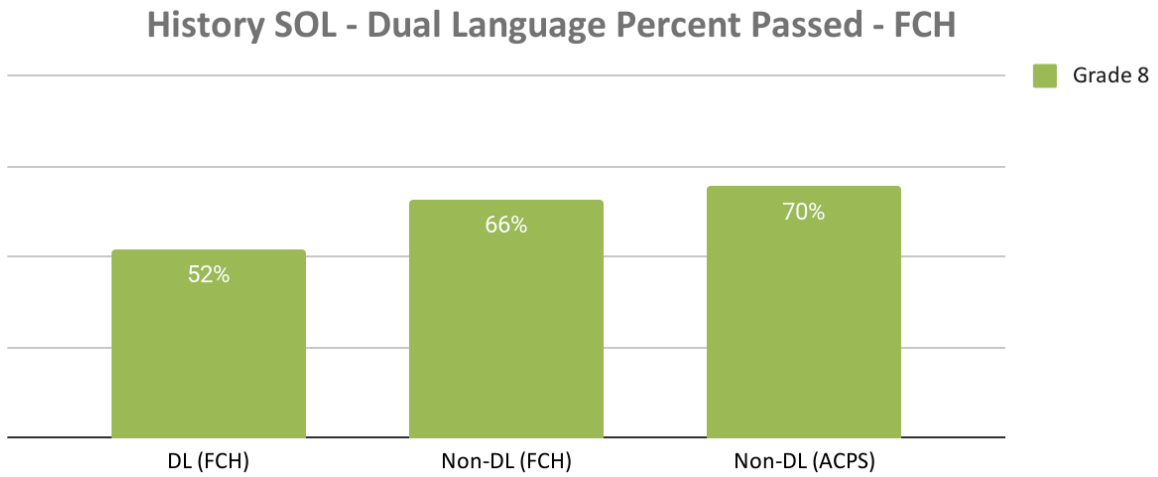


Table 10 - JAES SOL Science Data

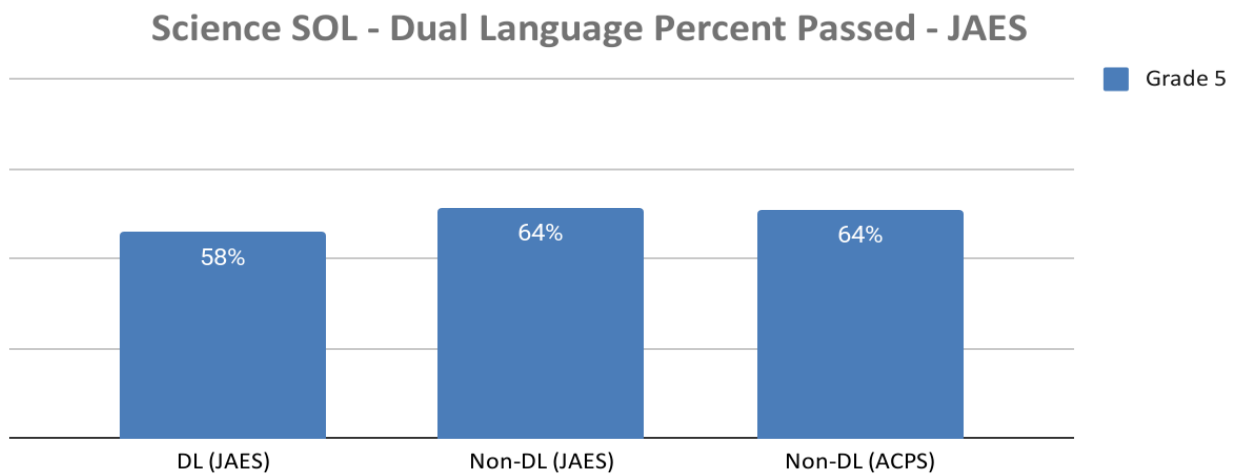
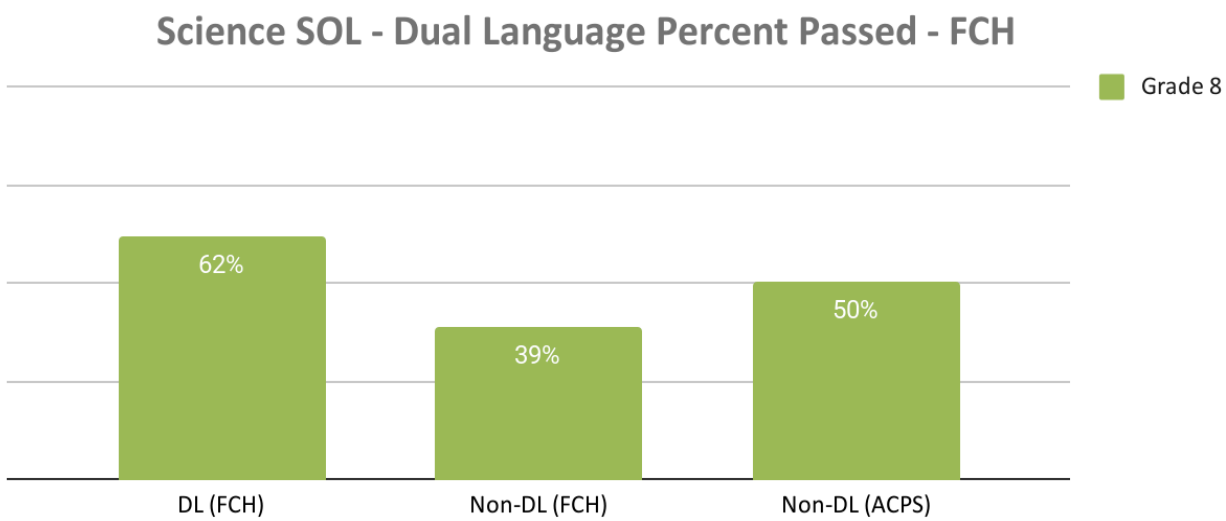
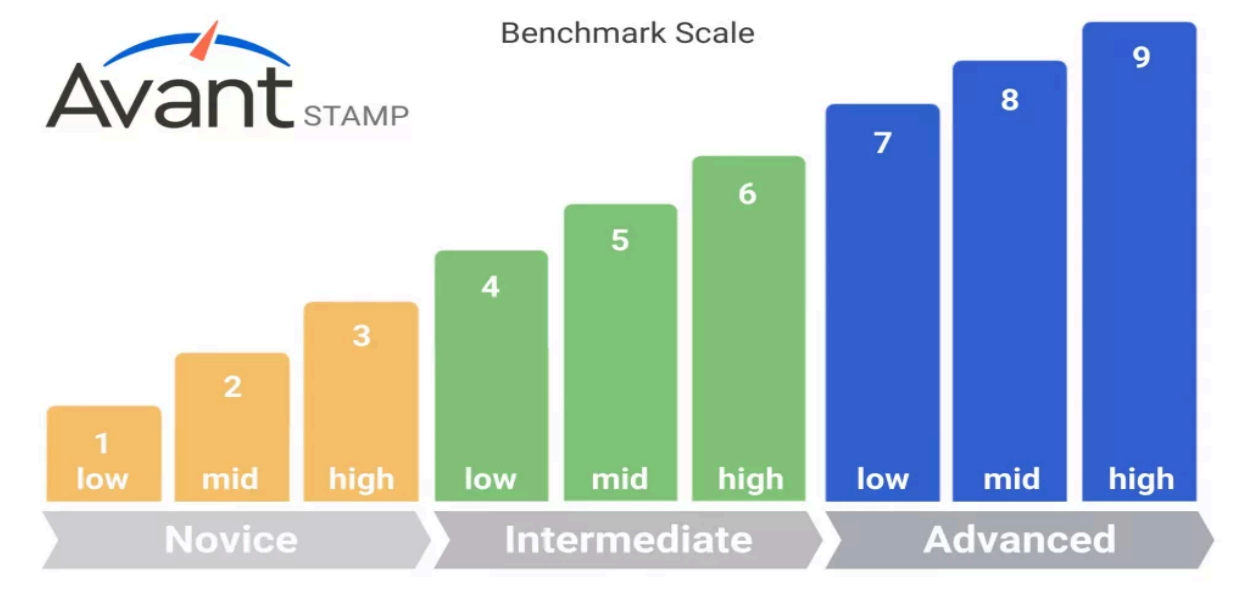


Table 11 - FCHMS SOL Science Data



JAES and FCHS: 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

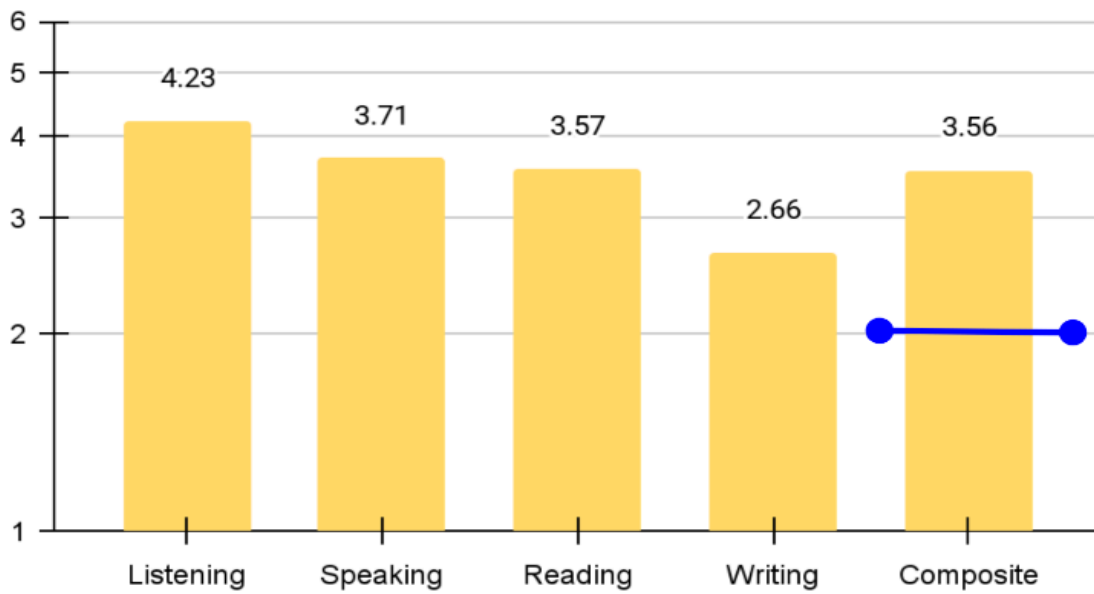
Grade 5: Intermediate-Low (4.0) - For all domains

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

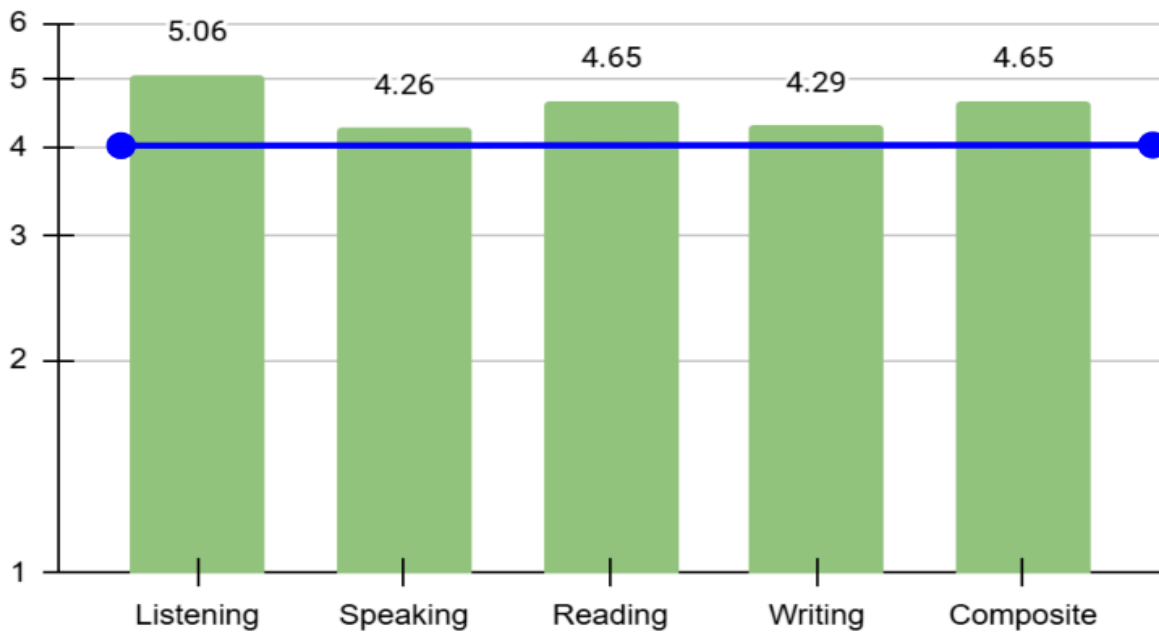
**Seal of Biliteracy Passing Score must include Speaking and Writing portions of the test with the lowest rating being Intermediate-Mid or higher.*

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

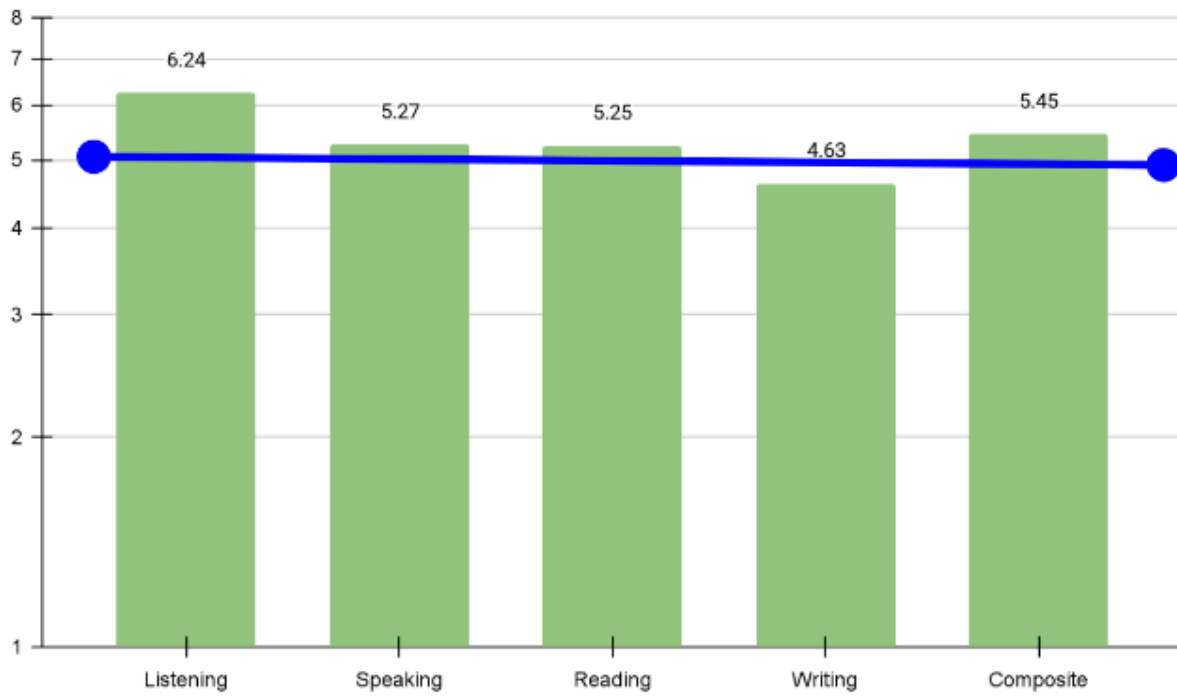
**Table 12 - JAES Grade 2 Avant STAMP Data
SY 2024-2025**



**Table 13 - JAES Grade 5 Avant STAMP Data
SY 2024-2025**



**Table 14 - FCHMS Grade 8 Avant STAMP Data
SY 2024-2025**



JAES and FCHS

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 - 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 2024 to 2025
 Levels are 2024 and Grade Span is 2025

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	13	46.4%	15	53.6%	28
Level 2	16	59.3%	11	40.7%	27
Level 3	27	60.0%	18	40.0%	45
Level 4	5	62.5%	3	37.5%	8
Grand Total	61	56.5%	47	43.5%	108

WIDA ACCESS for ELLs 2.0: John Adams ES - 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	29	61.7%	18	38.3%	47
Level 2	22	66.7%	11	33.3%	33
Level 3	36	58.1%	26	41.9%	62
Level 4	7	41.2%	10	58.8%	17
Grand Total	94	59.1%	65	40.9%	159

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 - 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 2024 to 2025

Dual Language

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	1	100.0%	0	0.0%	1
Level 2	7	77.8%	2	22.2%	9
Level 3	6	30.0%	14	70.0%	20
Level 4	0	0.0%	5	100.0%	5
Grand Total	14	40.0%	21	60.0%	35

Non-Dual Language

WIDA Level	# Met	% Met*	# Not Met	% Not Met	Total Students
Level 1	43	53.8%	37	46.3%	80
Level 2	68	57.1%	51	42.9%	119
Level 3	116	49.4%	119	50.6%	235
Level 4	27	38.6%	43	61.4%	70
Grand Total	254	50.4%	250	49.6%	504

Table 19 - Middle School WIDA Access Data (ACPS)

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

References

Collier, Virginia P., and Wayne P. Thomas. *Transforming Secondary Education: Middle and High School Dual Language Programs*. Dual Language Education of New Mexico – Fuente Press, 2018.

Collier, Virginia P., Wayne P. Thomas, Lachance Joan. *Educating English Learners for a Transformed World*. Dual Language Education of New Mexico – Fuente Press, 2026.

Mora, Jill Kerper. *Spanish Language Pedagogy for Biliteracy Programs*. Montezuma Publishing, 2016.

Steele, Jennifer L., et al. *Dual-Language Immersion Programs Raise Student Achievement in English*. RAND Corporation, 3 Nov. 2017,
https://www.rand.org/pubs/research_briefs/RB9903.html

Thomas & Collier. (n.d.). *Thomas & Collier: Dual language research, resources, and publications*. <https://www.thomasandcollier.com/>

Virginia Department of Education. *Supporting K-12 Implementation in Virginia: Dual Language Immersion*. Virginia Department of Education, July 2020,
<https://www.doe.virginia.gov/home/showpublisheddocument/32897/638750614644200000>

(Collier & Thomas, 2017 as cited in Virginia Department of Education, 2020)

Virginia Department of Education. *Virginia School Quality Profile*. Department of Education, 2024,
https://schoolquality.virginia.gov/divisions/alexandria-city-public-schools?utm_source=chatgpt.com#desktopTabs-3

Virginia Department of Education. *World Language Standards of Learning for Virginia Public Schools*. Department of Education, March 2021,
<https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/world-language/standards-of-learning>