MULTILINGUAL
FREEHOLD BOROUGH SCHOOLS
EDUCATION

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Assessment Results Presentation

Board of Education Meeting

September 9, 2026

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Background Information

About the Assessment

Standardized English Language Proficiency Test

Administered annually to measure and track student progress in English language development.

- Given to Multilingual Learners in **Grades K-8**.
- **Kindergarten** testing is conducted entirely one-on-one.
- Based on the WIDA Consortium ELD Standards.

Domains & Impact

Assessing the Four Core Language Domains:

Listening • Speaking • Reading • Writing

How testing data is utilized:

- Determines the necessary level of daily language support.
- Guides critical exit decisions from support services.
- Informs district-wide program expansion and instruction.

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Assessment & Decision Making

Screening & Assessment

Student Identification & Testing

- **WIDA Screener** (K and Grades 1-12) is utilized to formally identify multilingual learners.
- **WIDA ACCESS** is administered annually (Feb – Apr) to measure English proficiency progress.
- **WIDA MODEL** can be leveraged by districts to guide critical mid-year exit decisions.

Data & Decisions

Instructional Support & Modifications

- **Drives Support:** Assessment data directly drives customized instructional and program support.
- **Guides Exits:** Informs objective, data-based decisions to transition students out of support services.
- **Informs Planning:** Shapes school district program expansion, resource allocation, and curriculum.

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English Language Achievement Levels

Level 1

Entering

Knows and uses minimal social language and minimal academic language with visual and graphic support.

Level 2

Emerging

Knows and uses some social English and general academic language with visual and graphic support.

Level 3

Developing

Knows and uses social English and some specific academic language with visual and graphic support.

Level 4

Expanding

Knows and uses social English and some technical academic language.

Level 5

Bridging

Knows and uses social and academic language working with grade level material.

Level 6

Reaching

Knows and uses social and academic language at the highest level measured by this test.

District Analysis - Three-year overall trends

Freehold Borough Public Schools WIDA ACCESS																			
	Total Number Tested			% by Achievement Level															
				Entering (Level 1)			Emerging (Level 2)			Developing (Level 3)			Expanding (Level 4)			Bridging (Level 5)			Reaching (Level 6)		
Grade	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026
K	41	44	47	54%	45%	60%	12%	9%	13%	15%	14%	6%	20%	25%	15%	0%	7%	6%	0%	0%	0%
1	43	39	40	28%	23%	8%	37%	33%	55%	33%	36%	33%	2%	8%	0%	0%	0%	5%	0%	0%	0%
2	64	43	36	14%	7%	8%	16%	33%	14%	34%	19%	28%	33%	42%	44%	3%	0%	6%	0%	0%	0%
3	58	52	37	21%	10%	16%	16%	19%	16%	48%	37%	35%	16%	27%	32%	0%	8%	0%	0%	0%	0%
4	58	56	42	7%	4%	2%	7%	14%	5%	31%	32%	19%	41%	43%	40%	14%	7%	29%	0%	0%	5%
5	29	34	42	21%	9%	2%	17%	9%	2%	10%	12%	33%	45%	38%	48%	7%	32%	14%	0%	0%	0%
GK-G5	**293**	**268**	**244**	**22%**	**16%**	**17%**	**17%**	**19%**	**17%**	**31%**	**26%**	**25%**	**26%**	**31%**	**30%**	**4%**	**8%**	**10%**	**0%**	**0%**	**1%**
6	22	20	11	32%	30%	18%	50%	35%	9%	18%	15%	73%	0%	20%	0%	0%	0%	0%	0%	0%	0%
7	17	23	13	29%	30%	46%	24%	30%	15%	47%	35%	38%	0%	4%	0%	0%	0%	0%	0%	0%	0%
8	19	24	20	37%	38%	20%	26%	25%	45%	32%	33%	25%	5%	4%	10%	0%	0%	0%	0%	0%	0%
G6-G8	**58**	**67**	**44**	**33%**	**33%**	**27%**	**34%**	**30%**	**27%**	**31%**	**28%**	**41%**	**2%**	**9%**	**5%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**
All Grades	**351**	**335**	**288**	**24%**	**19%**	**19%**	**20%**	**21%**	**19%**	**31%**	**26%**	**27%**	**22%**	**27%**	**26%**	**3%**	**7%**	**9%**	**0%**	**0%**	**1%**

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Overall Proficiency is Trending Upward

The district shows a meaningful shift toward higher levels of English language proficiency from 2024 to 2026.

LEVELS 1–2

Entering + Emerging

38%

Decreased from 44% in 2024.

LEVEL 3

Developing

27%

Remained stable from 2024.

LEVELS 5–6

Bridging + Reaching

10%

Increased from 3% in 2024.

School Analysis - Freehold Learning Center

Freehold Borough Public Schools
WIDA ACCESS
Grade K
School Comparison

School	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
Freehold LC	41	44	47	54%	45%	60%	12%	9%	13%	15%	14%	6%	20%	25%	15%	0%	7%	6%	0%	0%	0%

Freehold Borough Public Schools
WIDA ACCESS
Grade 1
School Comparison

School	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
Freehold LC	43	39	40	28%	23%	8%	37%	33%	55%	33%	36%	33%	2%	8%	0%	0%	0%	5%	0%	0%	0%

School Analysis - Park Avenue School

Freehold Borough Public Schools
WIDA ACCESS
Grade 4
School Comparison

School	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
Park Ave ES	58	56	42	7%	4%	2%	7%	14%	5%	31%	32%	19%	41%	43%	40%	14%	7%	29%	0%	0%	5%

Freehold Borough Public Schools
WIDA ACCESS
Grade 5
School Comparison

School	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
Park Ave ES	29	34	42	21%	9%	2%	17%	9%	2%	10%	12%	33%	45%	38%	48%	7%	32%	14%	0%	0%	0%

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Elementary Progress (Grades K–5)

A growing number of students are approaching or demonstrating advanced English language proficiency.

LEVELS 5–6

Bridging + Reaching

11%

Increased from 4% in 2024.

LEVELS 4–6 COMBINED

Expanding, Bridging + Reaching

41%

Increased from 30% in 2024.

School Analysis - Freehold Intermediate School

WIDA ACCESS
Grade 6
School Comparison

School	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
Freehold IS	22	20	11	32%	30%	18%	50%	35%	9%	18%	15%	73%	0%	20%	0%	0%	0%	0%	0%	0%	0%

Freehold Borough Public Schools
WIDA ACCESS
Grade 7
School Comparison

School	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
Freehold IS	17	23	13	29%	30%	46%	24%	30%	15%	47%	35%	38%	0%	4%	0%	0%	0%	0%	0%	0%	0%

Drilling Down - FIS

Continued Intensive Support

Providing critical, ongoing ESL support tailored to individual linguistic development needs.

Strategic Scheduling

Designing balanced timetables that maximize and protect essential instructional time.

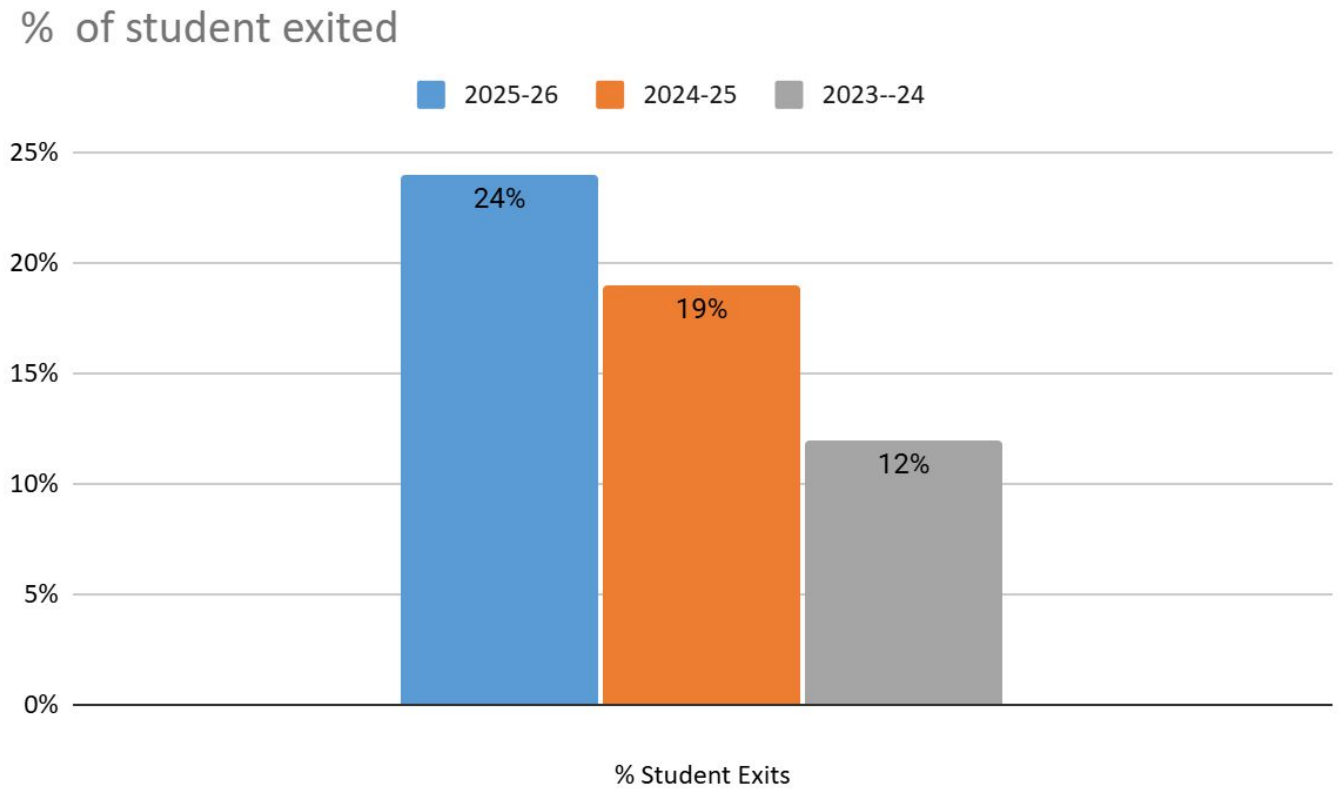
Language Scaffolds

Implementing robust, content-area scaffolds to bridge academic comprehension gaps.

Regular Progress Monitoring

Establishing routine feedback loops and assessment tracking to ensure steady growth.

Program Exit Trends = Consistent Improvement



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% of Students Achieving 4.5 or More by Language Domain



LISTENING STRENGTH

54%

of students achieved a 4.5 or higher

Listening is a primary strength for our students, representing the highest achievement across all language areas.

COMPREHENSION PROGRESS

42%

of students achieved a 4.5 or higher

Comprehension shows solid progress, demonstrating continued growth in receptive language skills.

Freehold Borough Public Schools
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	149	126	127	51%	47%	52%	21%	15%	16%	14%	18%	22%	32%	25%	24%	27%	32%	28%	5%	10%	9%	0%	0%	2%
	Gifted	16	11	<10	5%	4%	2%	0%	0%	N/A	6%	0%	N/A	31%	9%	N/A	38%	45%	N/A	25%	45%	N/A	0%	0%	N/A
	Section 504	<10	<10	<10	1%	1%	1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	SpecEd	35	33	27	12%	12%	11%	37%	12%	11%	29%	36%	22%	31%	42%	48%	3%	9%	19%	0%	0%	0%	0%	0%	0%
	All Students	*293*	*268*	*244*				*22%*	*16%*	*17%*	*17%*	*19%*	*17%*	*31%*	*26%*	*25%*	*26%*	*31%*	*30%*	*4%*	*8%*	*10%*	*0%*	*0%*	*1%*
MS (G6-G8)	F/R Lunch	28	29	24	48%	43%	55%	21%	31%	33%	46%	38%	33%	32%	28%	29%	0%	3%	4%	0%	0%	0%	0%	0%	0%
	SpecEd	<10	<10	<10	9%	7%	18%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	All Students	*58*	*67*	*44*				*33%*	*33%*	*27%*	*34%*	*30%*	*27%*	*31%*	*28%*	*41%*	*2%*	*9%*	*5%*	*0%*	*0%*	*0%*	*0%*	*0%*	*0%*
All Grades	F/R Lunch	177	155	151	50%	46%	52%	21%	18%	19%	19%	22%	24%	32%	25%	25%	23%	26%	24%	5%	8%	7%	0%	0%	1%
	Gifted	16	11	<10	5%	3%	1%	0%	0%	N/A	6%	0%	N/A	31%	9%	N/A	38%	45%	N/A	25%	45%	N/A	0%	0%	N/A
	Section 504	<10	<10	<10	1%	1%	1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	SpecEd	40	38	35	11%	11%	12%	33%	13%	11%	35%	39%	31%	30%	39%	43%	3%	8%	14%	0%	0%	0%	0%	0%	0%
	All Students	*351*	*335*	*288*				*24%*	*19%*	*19%*	*20%*	*21%*	*19%*	*31%*	*26%*	*27%*	*22%*	*27%*	*26%*	*3%*	*7%*	*9%*	*0%*	*0%*	*1%*

What’s Working for FBSD MLs?

Supplemental Programs

ESL before/after school programs in all three buildings.

Transition Support

Targeted transition support between school grade levels.

Instructional Coaches

Supporting teacher effectiveness and enhancing newcomer support.

Parent Engagement

ESL parent engagement opportunities via Parent Academies.

Cultural Celebrations

Cultural celebrations and community building events.

Summer Programming

Summer programming designed for accelerated academic progress.

Next Steps: *Targeted Language Development*

38%

of students districtwide remain at Levels 1–2

Support Students at Earliest English Proficiency Levels

The concentration of students at the earliest levels is especially notable in Kindergarten, Grade 1, and some middle school cohorts.

Prioritize support for newcomers and beginning-level multilingual learners:

- **Dedicated instruction**
  Aligned directly to students' specific proficiency levels.
- **Small-group language support**
  Targeted intervention and peer-to-peer collaboration.
- **Explicit vocabulary & oral development**
  Focused structured oral-language building activities.
- **Academic language opportunities**
  Increased practice using professional vocabulary across content areas.

Targeted Next Steps

01

Support Early Levels

Target newcomers and students at ACCESS Levels 1–2 with differentiated language instruction.

02

Move Students Forward

Focus on accelerating students from Developing (Level 3) to Expanding and Bridging (Levels 4–5).

03

Analyze Key Cohorts

Conduct deeper student-level reviews of Grades 1 and 7 and monitor longitudinal growth.

04

Replicate What Works

Identify successful practices in Grades 4 and 5 and scale effective strategies across the district.

05

Strengthen Collaboration

Continue collaboration among ESL, bilingual, general education, and special education staff.

Special Thanks!

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EDUCATION

Our Sincere Gratitude

Our MLs are thriving thanks to the support and investment of our Board of Education, our administrative team, our dedicated teachers, and our school families/community.

Looking Forward

Together we continue to grow our collaboration and evidence-based programming.

