English as a Second Language
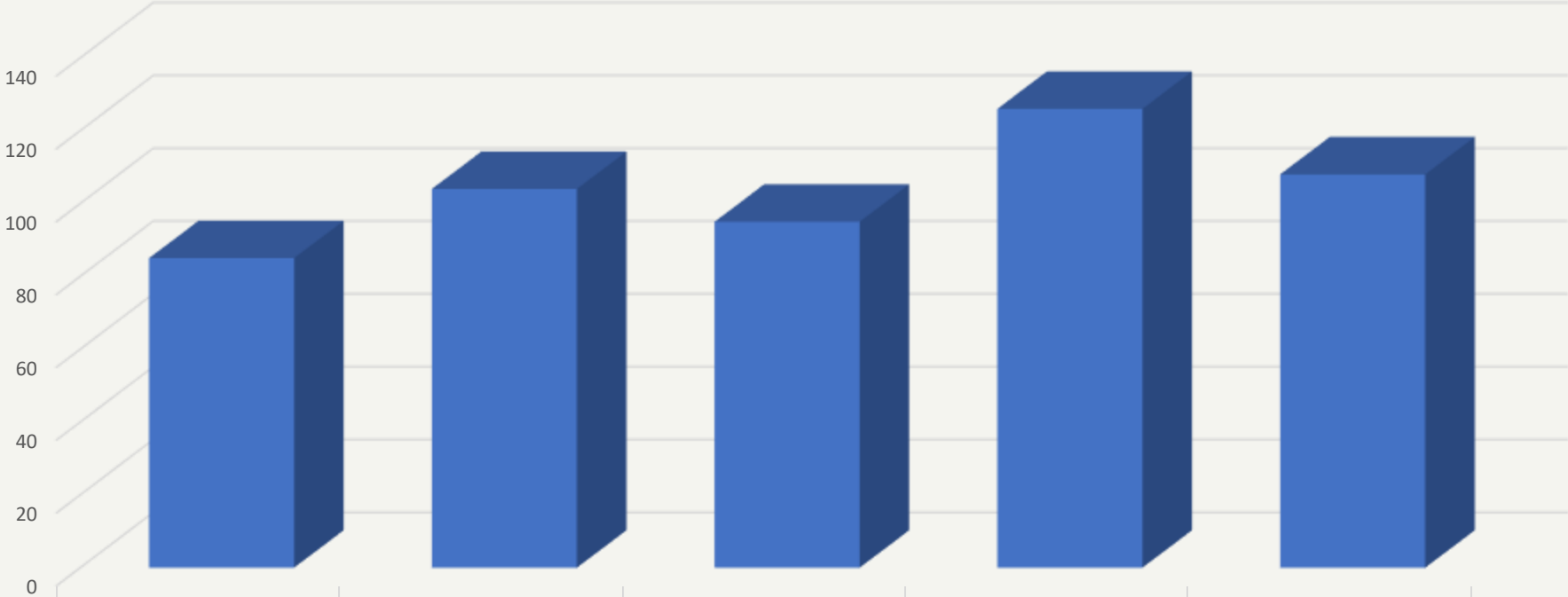
ACCESS for ELLs Assessment Data from 2023-2024

Presented to the Closter Board of Education and Community on August 27, 2024

English as a Second Language
Five Year Enrollment Trend

Number of ELLS in District

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
■ Number of ELLS in District	85	104	95	126	108

In the fall of 2023, 45 multilingual learners exited the ESL program.

ENGLISH LANGUAGE LEARNER STRATEGIES USED IN CLOSTER PUBLIC SCHOOLS

- Explicit language instruction
- Literacy-based lessons
- Culturally-responsive pedagogy
- Differentiated instruction
- Including increased opportunities for speaking and writing in English
- ESL teachers share ELL best practices with general education teachers
- Sheltered Instruction training (five hours) for general education teachers
- After-School and Summer Academic Assistance Program for ELL students
- ESL teachers consulted with PreK teachers and parents of incoming PreK students to provide language support strategies
- ESL teachers led several parent information nights and provided Rosetta Stone access to parents

English as a Second Language

ACCESS for ELLs

- Is given annually to monitor student's progress in learning academic English
- Assesses the four language domains of listening, speaking, reading, and writing

Proficiency Level	Descriptor
1 – Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2 – Emerging	Knows and uses some English and general academic language with visual and graphic support
3 – Developing	Knows and uses social English and some specific academic language with visual and graphic support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test

Closter's ACCESS for ELLs® Administration 2024
Overall Scores
K – 8 (108 students)

Student Performance on ACCESS for ELLs 2024
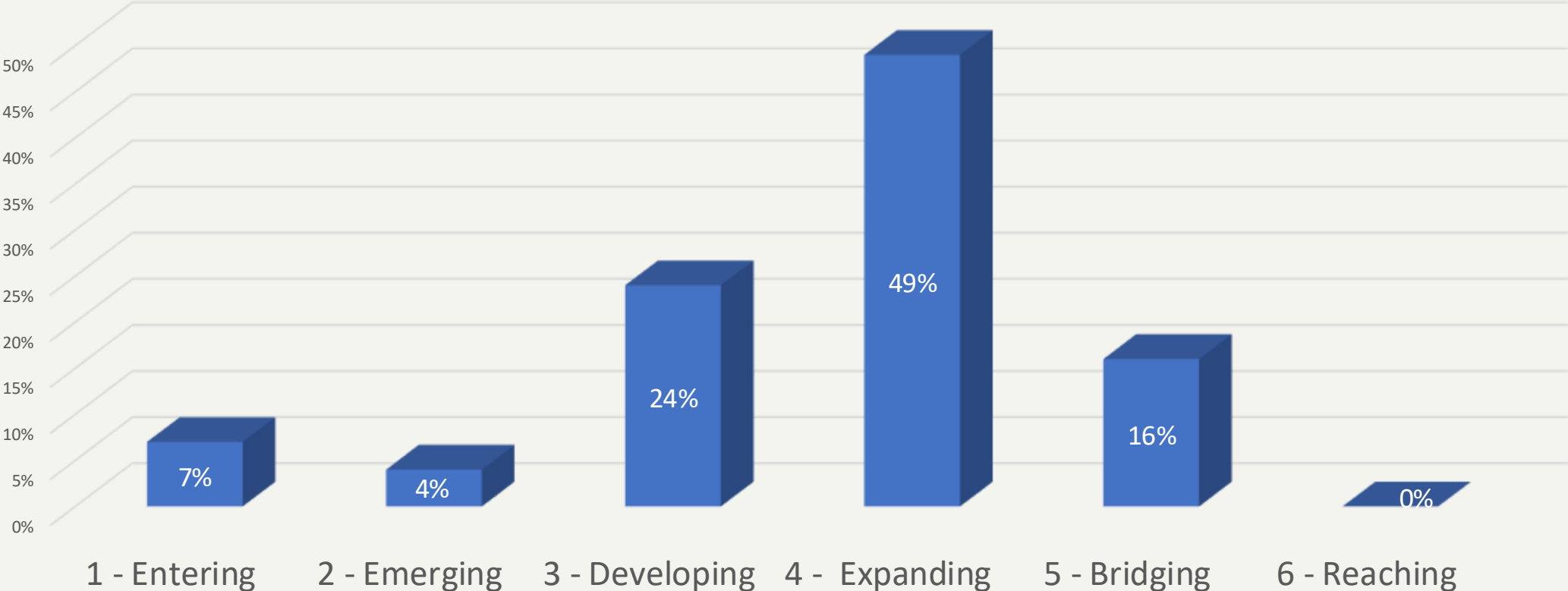
Level	Percentage
1 - Entering	7%
2 - Emerging	4%
3 - Developing	24%
4 - Expanding	49%
5 - Bridging	16%
6 - Reaching	0%

Closter's ACCESS for ELLs® Administration 2024

ACCESS FOR ELLS English Language Proficiency Test
Grades K – 1 (38 students tested)
Percentage of Students at Each Level

Proficiency Level	Listening	Speaking	Reading	Writing
1 – Entering	5%	10%	24%	16%
2 – Emerging	3%	37%	3%	13%
3 – Developing	8%	24%	0%	63%
4 – Expanding	5%	21%	18%	8%
5 – Bridging	19%	8%	21%	0%
6 – Reaching	63%	0%	34%	0%

Note: Percentages may not total 100 due to rounding.

Closter's ACCESS for ELLs® Administration 2024

ACCESS FOR ELLS English Language Proficiency Test
Grades 2-3 (46 students tested)
Percentage of Students at Each Level

Proficiency Level	Listening	Speaking	Reading	Writing
1 – Entering	7%	15%	7%	7%
2 – Emerging	5%	8%	13%	7%
3 – Developing	10%	30%	13%	35%
4 – Expanding	10%	40%	13%	43%
5 – Bridging	10%	5%	35%	7%
6 – Reaching	58%	2%	26%	0%

Note: Percentages may not total 100 due to rounding.

Closter's ACCESS for ELLs® Administration 2024

	ACCESS FOR ELLS English Language Proficiency Test Grades 4-8 (17 students tested) *Percentage of Students at Each Level*			
Proficiency Level	*Listening*	*Speaking*	*Reading*	*Writing*
1 – Entering	3%	3%	3%	0%
2 – Emerging	0%	11%	8%	3%
3 – Developing	8%	40%	17%	43%
4 – Expanding	6%	37%	14%	51%
5 – Bridging	20%	8%	29%	3%
6 – Reaching	63%	0%	29%	0%

Note: Percentages may not total 100 due to rounding.

ANALYSIS OF STUDENT PERFORMANCE

Strengths

Listening

- This is the strongest of all the domains.
- In grades K-8, 92% of students scored at level 3 or above.

Reading

- Generally, this domain was strong, especially in higher grade levels.
- In grades K-8, 80% of the students scored at level 3 or above.
- In grades 4-8, 89% of the students scored at level 3 or above.

Speaking

- This domain was moderately strong, with students demonstrating improvement in higher grade levels.
- In grades K-8, 72% of students scored at level 3 or above.
- In grades 4-8, 86% of students scored at level 3 or above.

ANALYSIS OF STUDENT PERFORMANCE
Challenges

Writing

• This was the domain in which students struggled the most, across all grade levels.

• In grades K-8, 16% of students scored at level 1 or 2.

• Challenges were greater in lower grades, with 29% of K-1 students at levels 1 or 2.

• In the writing domain, there were no students who reached a level 6 in writing and there was the highest concentration of students at levels 1-3 compared to other domains.

Speaking

• Students in grades K-1 demonstrated struggles with speaking.

• In grades K-1, 47% of students were at levels 1 or 2.

• In the speaking domain, there was improvement demonstrated as the students progressed to higher grade levels.

ANALYSIS OF STUDENT PERFORMANCE
OVERALL PERFORMANCE

•The overall average proficiency level for students in K-8 is approximately 4, which is the "expanding level" of English language proficiency.

•The Multilingual Learners tested in 2024 demonstrate strong listening and reading skills, moderate speaking skills, and some writing challenges.

•The data suggests that as students progress through grade levels, their proficiency generally improves across all domains.