



Teaneck Public Schools

September 12, 2024

ACCESS for ELLs 2.0 Data Report



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Explanation of the WIDA ACCESS



LARGE-SCALE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

WIDA ACCESS for ELLs 2.0 is a comprehensive assessment that evaluates the English language development of students in grades K-12.



ADMINISTERED ANNUALLY

The assessment is administered annually to track the progress and monitor the English language development of English language learners (ELLs).



EVALUATES FOUR LANGUAGE DOMAINS

The assessment measures proficiency in the four language domains: listening, speaking, reading, and writing.



WIDA ACCESS Test Structure



LISTENING DOMAIN

Students are assessed on their ability to understand spoken English in academic and social contexts.



SPEAKING DOMAIN

Students are assessed on their ability to communicate orally in English, including describing, explaining, and providing opinions.



READING DOMAIN

Students are assessed on their ability to comprehend written English in academic and social contexts.



WRITING DOMAIN

Students are assessed on their ability to communicate in written English, including composing essays and reports.



TPS: ACCESS for ELLs – Participation Rate

The number of eligible students who participated in the 2024 ACCESS for ELLS administration



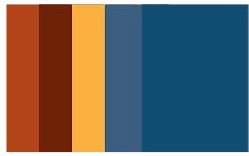
Number of Eligible Students

Number of Students who
Participated

Percentage of Students who
Participated

182 Multilingual Learners	176 Multilingual Learners	96% Participation Rate
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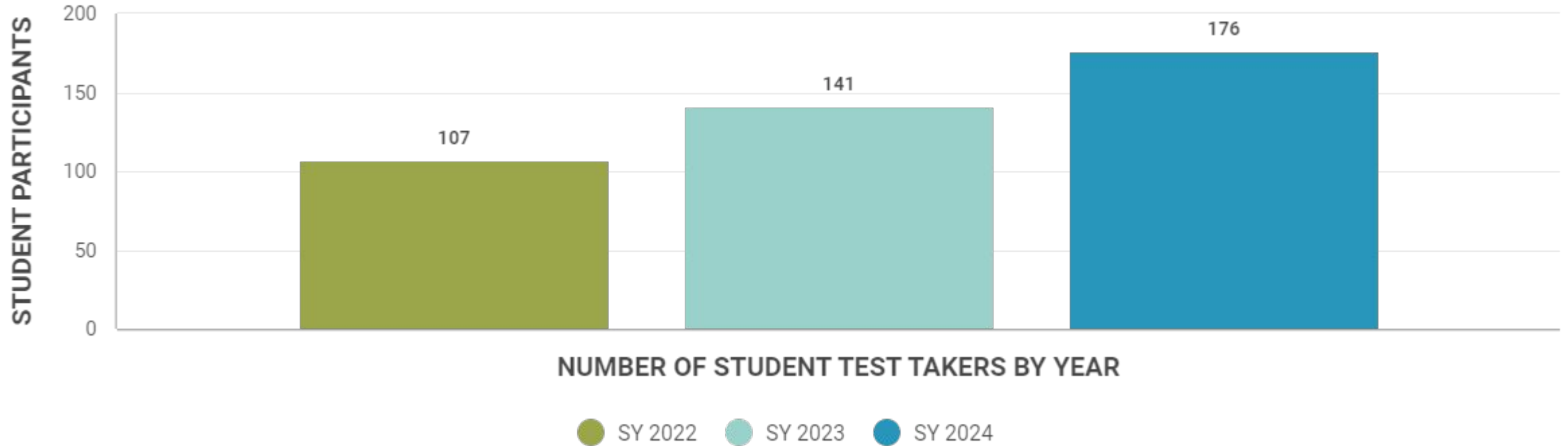




ACCESS for ELLs: Three-Year Comparison



Students Participating in the ACCESS for ELLs



THE NUMBER OF MULTILINGUAL LEARNERS PARTICIPATING IN OUR LANGUAGE ACQUISITION PROGRAM HAS STEADILY INCREASED OVER THE PAST 3 YEARS.



SECTION 1

PROFICIENCY LEVELS

ACCESS FOR ELLS 2.0





ACCESS for English Language Learners 2.0



ENTERING (LEVEL 1)

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

EMERGING (LEVEL 2)

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

DEVELOPING (LEVEL 3)

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

EXPANDING (LEVEL 4)

Knows and uses social English and some technical academic language.

BRIDGING (LEVEL 5)

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

REACHING (LEVEL 6)

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

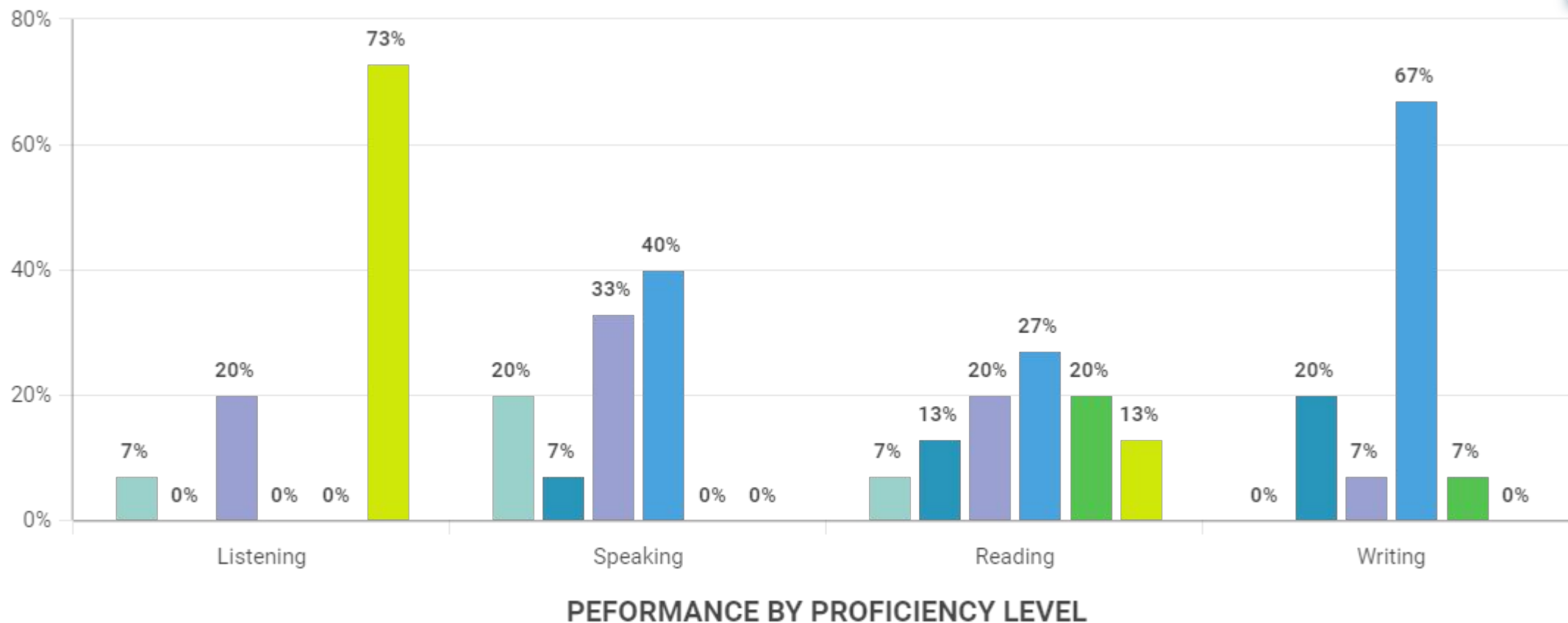


ACCESS for ELLs: Proficiency Results by Domains



SY 2024: FOURTH GRADE

PERCENTAGE OF STUDENTS
DISAGGREGATE BY PROFICIENCY
LEVEL



Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

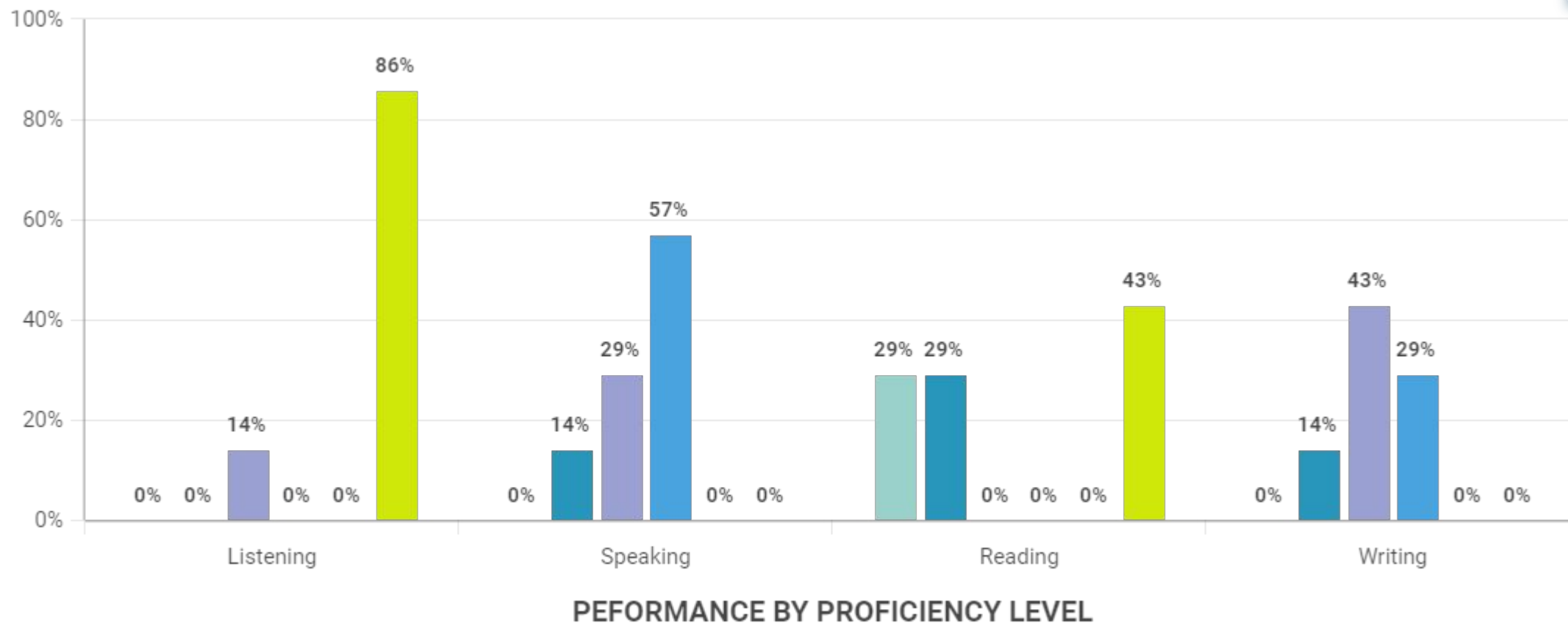


ACCESS for ELLs: Proficiency Results by Domains

SY 2024: EIGHTH GRADE



PERCENTAGE OF STUDENTS
DISAGGREGATE BY PROFICIENCY
LEVEL



Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

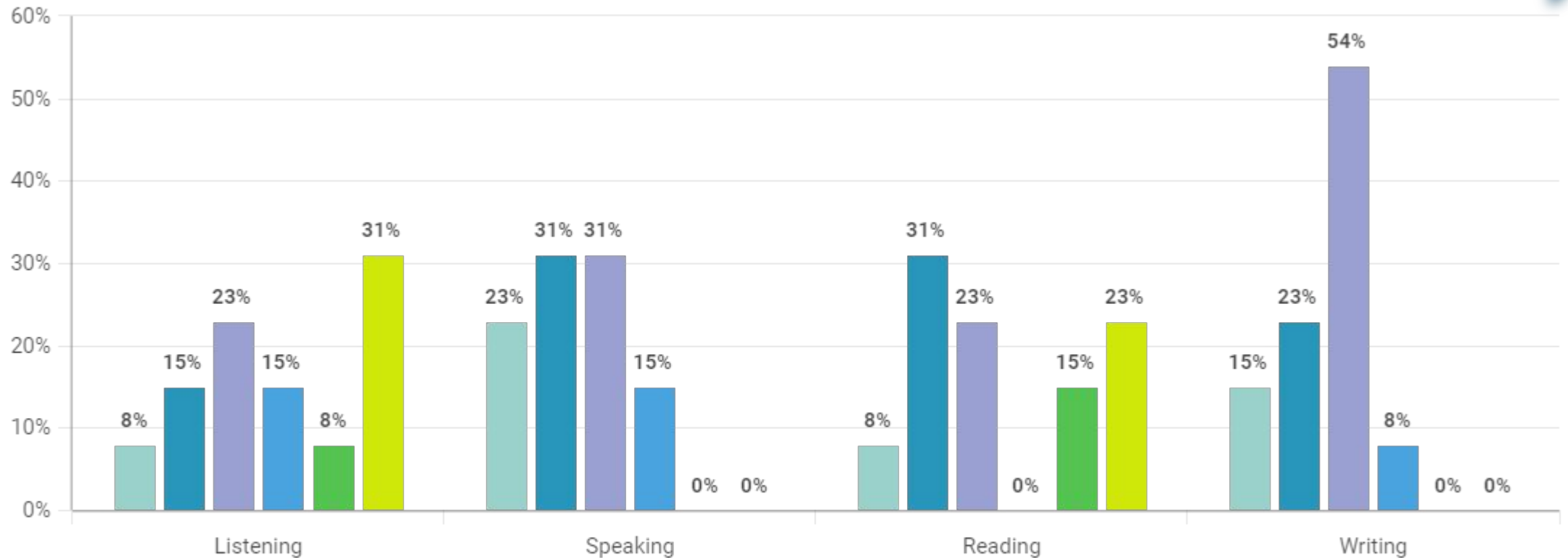


ACCESS for ELLs: Proficiency Results by Domains

SY 2024: NINTH - TWELFTH GRADE



PERCENTAGE OF STUDENTS
DISAGGREGATE BY PROFICIENCY
LEVEL



PERFORMANCE BY PROFICIENCY LEVEL

Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

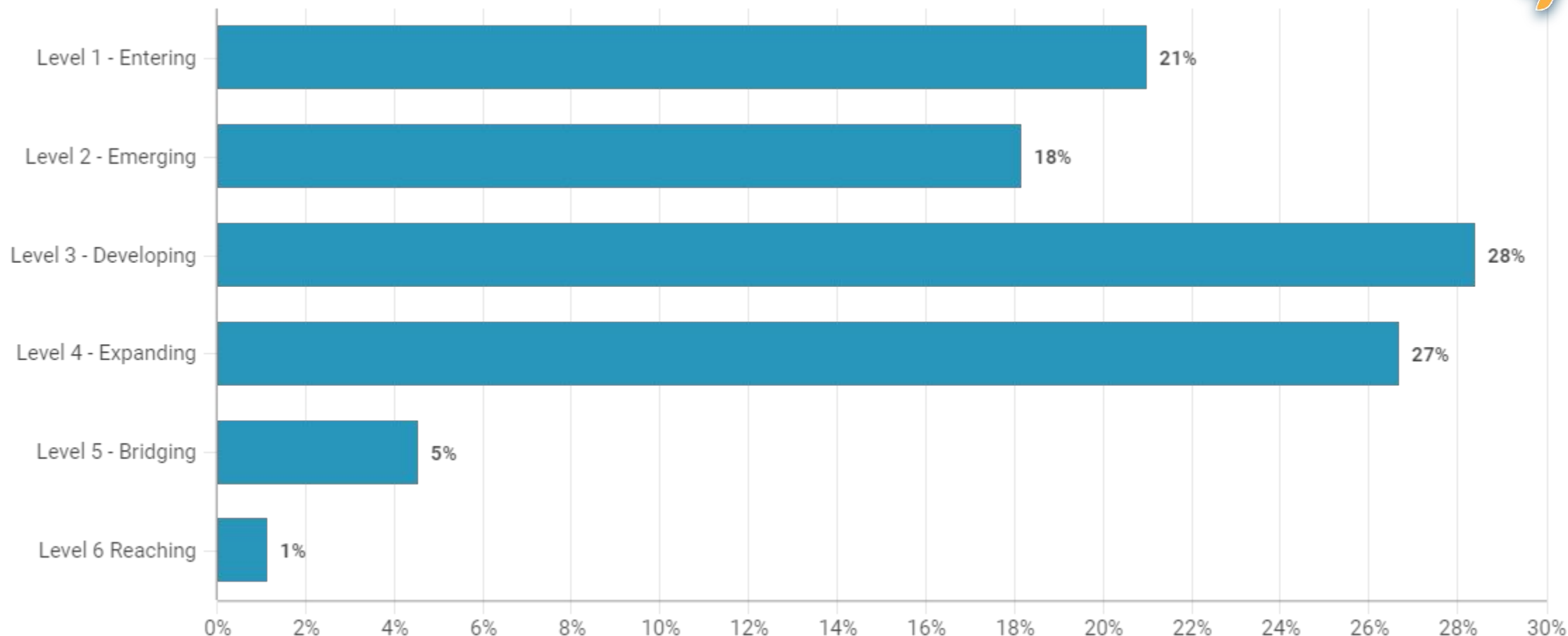


ACCESS for ELLs: Composite Scores by Proficiency Levels



SY 2023 - 2024

OVERALL COMPOSITE SCORES BY
PROFICIENCY LEVEL



PERCENTAGE OF STUDENTS DISAGGREGATE BY PROFICIENCY LEVEL



Interventions in Reading for Multilingual Learners



EXPLICIT INSTRUCTION IN PHONICS - ORTON GILLINGHAM [ELEMENTARY]

Provide systematic, direct instruction in letter-sound relationships and word decoding strategies to support multilingual learners' literacy development.



VOCABULARY DEVELOPMENT ACTIVITIES [ALL GRADES]

Engage students in interactive, context-rich vocabulary lessons to build their academic and content-specific word knowledge.



COMPREHENSION STRATEGIES MODELING [ALL GRADES]

Model and guide students in applying effective reading comprehension strategies, such as summarizing, making connections, and asking questions.

