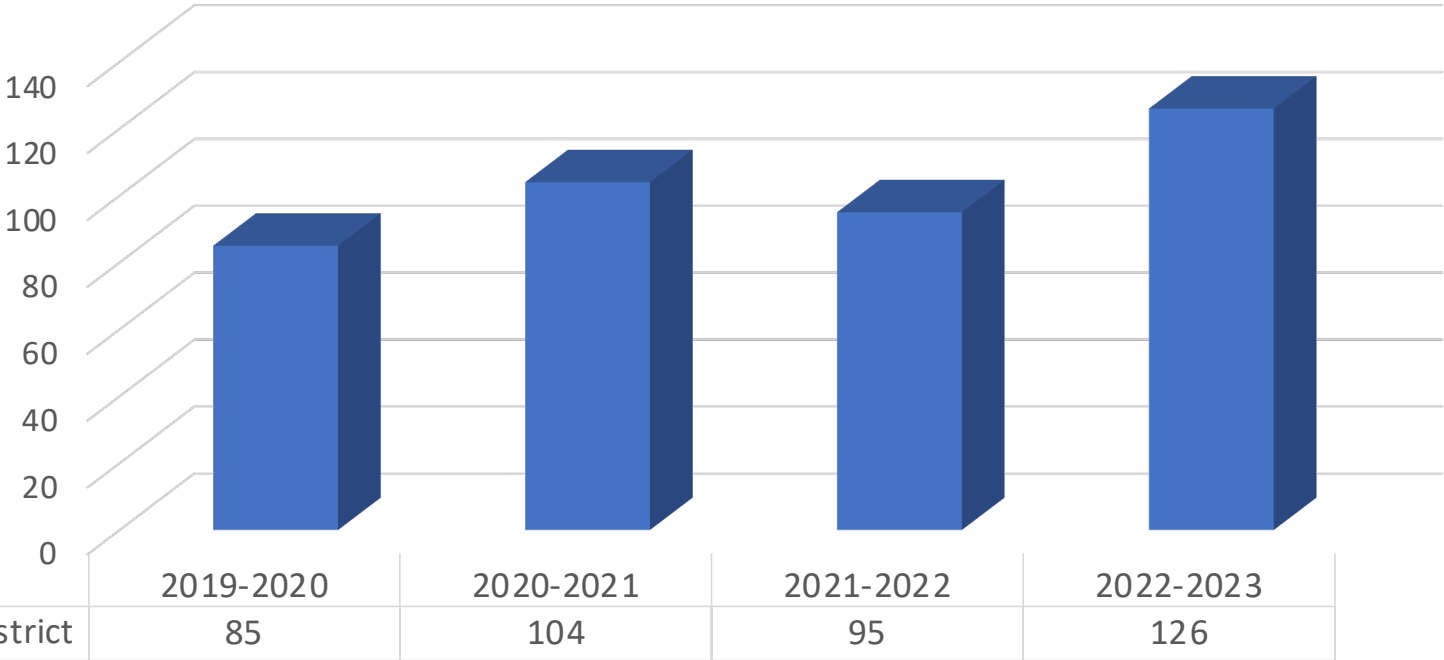# English as a Second Language

ACCESS for ELLs Assessment Data
from 2022-2023

Presented to the Closter Board of Education and Community on
August 23, 2023

English as a Second Language
Four Year Enrollment Trend

	2019-2020	2020-2021	2021-2022	2022-2023
Number of ELLs in District	85	104	95	126

English as a Second Language
Eleven Languages Spoken

Albanian

Chinese

French

Greek

Gujarati

Hebrew

Japanese

Korean

Russian

Spanish

Turkish

LINGUISTICALLY GIFTED STUDENTS

English as a Second Language

ACCESS for ELLs

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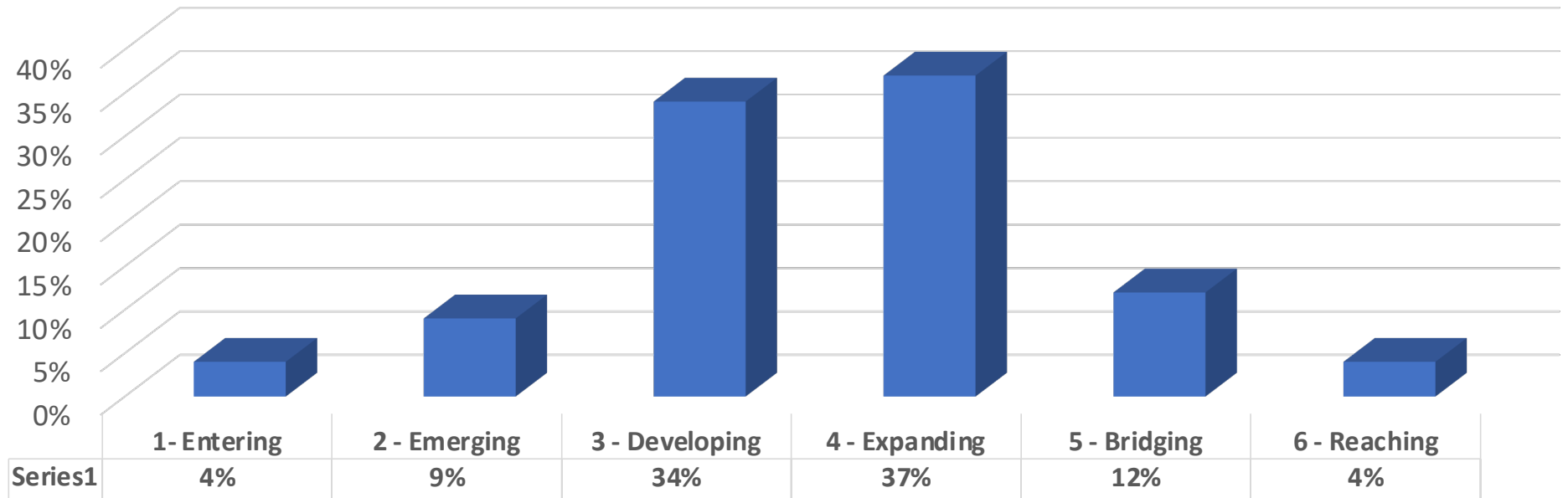- Assesses the four language domains of listening, speaking, reading, and writing

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 2023
Overall Scores

Grades	# of Students Tested	Proficiency Level 1 Entering	Proficiency Level 2 Emerging	Proficiency Level 3 Developing	Proficiency Level 4 Expanding	Proficiency Level 5 Bridging	Proficiency Level 6 Reaching
K - 3	92	4	7	37	35	7	2
4 - 8	34	1	4	6	12	8	3
TOTAL	126	5	11	43	47	15	5

Closter's ACCESS for ELLs® Administration 2023
Overall Scores
K – 8 (126 students)

Student Performance on ACCESS for ELLs 2023

	1- Entering	2 - Emerging	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching
Series1	4%	9%	34%	37%	12%	4%

Closter's ACCESS for ELLs® Administration 2023

ACCESS FOR ELLS English Language Proficiency Test Grades K – 1 (46 students tested) *Number of Students at Each Level (Percentage of Total)*				
Proficiency Level	*Listening*	*Speaking*	*Reading*	*Writing*
1 – Entering	1 (2%)	1 (2%)	9 (20%)	3 (7%)
2 – Emerging	2 (4%)	7 (15%)	3 (7%)	12 (26%)
3 – Developing	5 (11%)	12 (26%)	9 (20%)	26 (57%)
4 – Expanding	2 (4%)	12 (26%)	11 (24%)	5 (11%)
5 – Bridging	14 (9%)	3 (7%)	10 (22%)	0 (0%)
6 – Reaching	32 (70%)	11 (24%)	4 (9%)	0 (0%)
TOTAL	46	46	46	46

Note: Percentages may not total 100 due to rounding.

Closter's ACCESS for ELLs® Administration 2023

ACCESS FOR ELLS English Language Proficiency Test Grades 2-3 (46 students tested) *Number of Students at Each Level (Percentage of Total)*				
Proficiency Level	*Listening*	*Speaking*	*Reading*	*Writing*
1 – Entering	2 (4%)	3 (7%)	1 (2%)	2 (4%)
2 – Emerging	1 (2%)	3 (7%)	6 (13%)	0(0%)
3 – Developing	6 (13%)	21 (46%)	8 (17%)	35 (76%)
4 – Expanding	4 (9%)	19 (41%)	11 (24%)	9 (20%)
5 – Bridging	9 (20%)	0 (0%)	8 (17%)	0 (0%)
6 – Reaching	24 (52%)	0 (0%)	12 (26%)	0 (0%)
TOTAL	46	46	46	46

Note: Percentages may not total 100 due to rounding.

Closter's ACCESS for ELLs® Administration 2023

ACCESS FOR ELLS English Language Proficiency Test Grades 4-8 (17 students tested) Number of Students at Each Level (Percentage of Total)				
Proficiency Level	*Listening*	*Speaking*	*Reading*	*Writing*
1 – Entering	1 (3%)	2 (6%)	2 (6%)	1 (3%)
2 – Emerging	0 (0%)	3 (9%)	7 (20%)	1 (3%)
3 – Developing	4 (12%)	9 (26%)	3 (9%)	12 (35%)
4 – Expanding	2 (6%)	16 (47%)	3 (9%)	16 (47%)
5 – Bridging	4 (12%)	4 (12%)	9 (26%)	2 (6%)
6 – Reaching	23 (68%)	0 (0%)	10 (29%)	2 (6%)
TOTAL	34	34	34	34

Note: Percentages may not total 100 due to rounding.

Analysis of Student Performance

- Most of our students (K-8) have overall scores in the range of 3 to 4, which means they are developing the necessary academic English needed to flourish in an English-speaking classroom.

- The scores by domain demonstrate strengths in listening and reading, ranging from 4 to 6.

- The scores by domain demonstrate that the most challenges for ELL students are in speaking and writing in English, but they are predominantly at level 3.

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 (K-8)
- 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