

# South Hackensack School District

## *ACCESS for* *MultiLingual Learners (MLs):* Spring 2024 Administration

September 9, 2024







"A Tradition of Caring"



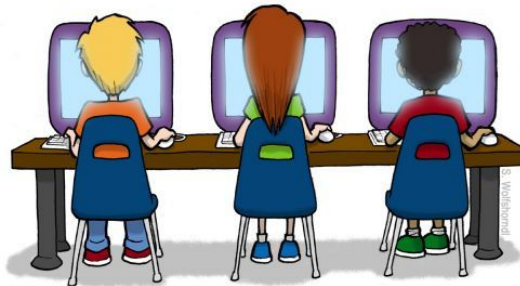
- Secure, large-scale English language proficiency assessment
  - administered to Kindergarten through 12th grade students who have been identified as Multilingual Learners (MLs) (Formerly ELL's)
  - It is given annually in WIDA Consortium member states (41, P.R., D.C.)
    - monitor students' progress in acquiring academic English.
- ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.
- The minimum score to exit from the Multilingual program is 4.5.



Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See <b>Interpretive Guide for Score Reports</b> for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
<b>Listening</b> 												
<b>Speaking</b> 												
<b>Reading</b> 												
<b>Writing</b> 												
<b>Oral Language</b> 50% Listening + 50% Speaking												
<b>Literacy</b> 50% Reading + 50% Writing												
<b>Comprehension</b> 70% Reading + 30% Listening												
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking												

# ACCESS FOR MLs RESULTS

- In the **2023 - 2024** school year:
  - A total of **58 students** from grades K - 8 that were eligible took the ACCESS for ELLS.
  - **11 students** demonstrated proficiency and exited the program.
    - **11 of 58 (19%)** students received a score of 4.5 or higher in order to exit the program.



# ACCESS FOR MLs RESULTS

## 3-Year Trend Analysis

### # of Students Tested:

2021 - 2022: **45/45**

2022 - 2023: **53/53**

2023 - 2024: **58/58**

### # of Students Exiting:

2021 - 2022: **3**

2022 - 2023: **11**

2023 - 2024: **11**

### % of Students Exiting:

2021 - 2022: **7%**

2022 - 2023: **21%**

2023 - 2024: **19%**

*\*Students exiting must receive a score of 4.5 or higher in order to exit the program.*

# ACCESS for MLs 2.0 SUMMARY

## ■ Bilingual Waiver

- based on the number of students taking ACCESS and receiving ML services
- Sheltered Instruction
  - All Staff have been trained (September 5, 2024)
  - Ensures ML services for all those who apply and are accepted into the program
  - Instructional strategies geared toward supporting ML students in the mainstream classroom
  - Coordinated and delivered by our ML coordinator and Sheltered Instruction certified trainer, Ms. Mary Gould.

# Sheltered Instruction

- South Hackensack will continue our ML program, including Sheltered Instruction, to build on success.
  - Sheltered English instruction is a research based instructional approach that engages MLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency.
  - Our teachers are trained to use strategies, techniques, and materials for creating grade-level curriculum content (Reading, Science, Social Studies, Math) more accessible for ML students while promoting their English language development.
  - In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students.
  - Continue to work with families to provide support for continued learning at home

# A Plan for Success

## ■ Sheltered English Instruction

- Over the next three years, all teaching staff will be trained in Sheltered Instruction using Stockton College's free 15 hour training module
- The goal is to have 15 teachers per year, beginning with teachers in high MultiLingual population classes (Grades K, 1, 2, 3, 4, 5)

### Sheltered Instruction is

when teachers use specific **strategies** to make grade-level **content** knowledge more **accessible** while developing **language** skills.



EmpoweringELLs.com

### 3 Keys of Sheltered Instruction



#### Design Content-Driven Instruction

ELs learn the same grade-level standards alongside their non-ELs classmates.



#### Make Content Accessible

Teachers scaffold instruction so that students comprehend the content.



#### Foster Language Usage

Teachers design lessons that empower ELs to use language to engage with content.



# A Plan for Success

## ■ MultiLingual Learner PLC

- ML PLC will become one of our four annual Professional Learning Communities for the 2024-2025 school year.
- Focus will be on teacher support
  - Setting up an ML friendly classroom
  - Creating ML appropriate lessons
  - Sharing effective instructional strategies with teachers
  - Building the Sheltered Instruction community

## ■ Grow Family Outreach

- Sometimes ML families (many of whom are non-English speaking) are hesitant to attend events or get involved in school life.
- We want to create comfortable spaces at Back to School Night, Conferences, School Events, etc. so parents and guardians feel welcome and encouraged to be part of the Memorial family.

## ■ Intervention & Referral Services

- Making sure that MultiLingual students are considered for I&RS services in order to receive academic supports (where necessary) to meet WIDA ACCESS testing goals.

# A Great Team

- **MultiLingual Learner (ML) Team:**
  - Ms. Gould - ML Coordinator/Teacher; World Language Teacher
  - Mrs. Castillo - ML Teacher
  - Mrs. Vidal - ML Teacher; World Language Teacher
- ML Team and Ms. Zahn attended a 3-day, 6-hour workshop on Sheltered Instruction to complete a deep dive on ML instruction and services and to create a plan for moving forward.

