

Glassboro Public Schools

Multilingual Learners (ML/ESL) Program & WIDA Score Report

2025-2026 School Year



WIDA ACCESS Composite Proficiency Scores, District-Wide



District Snapshot

ESL enrollment across all schools, 2025–2026

100

ESL Students
Identified District-Wide

4

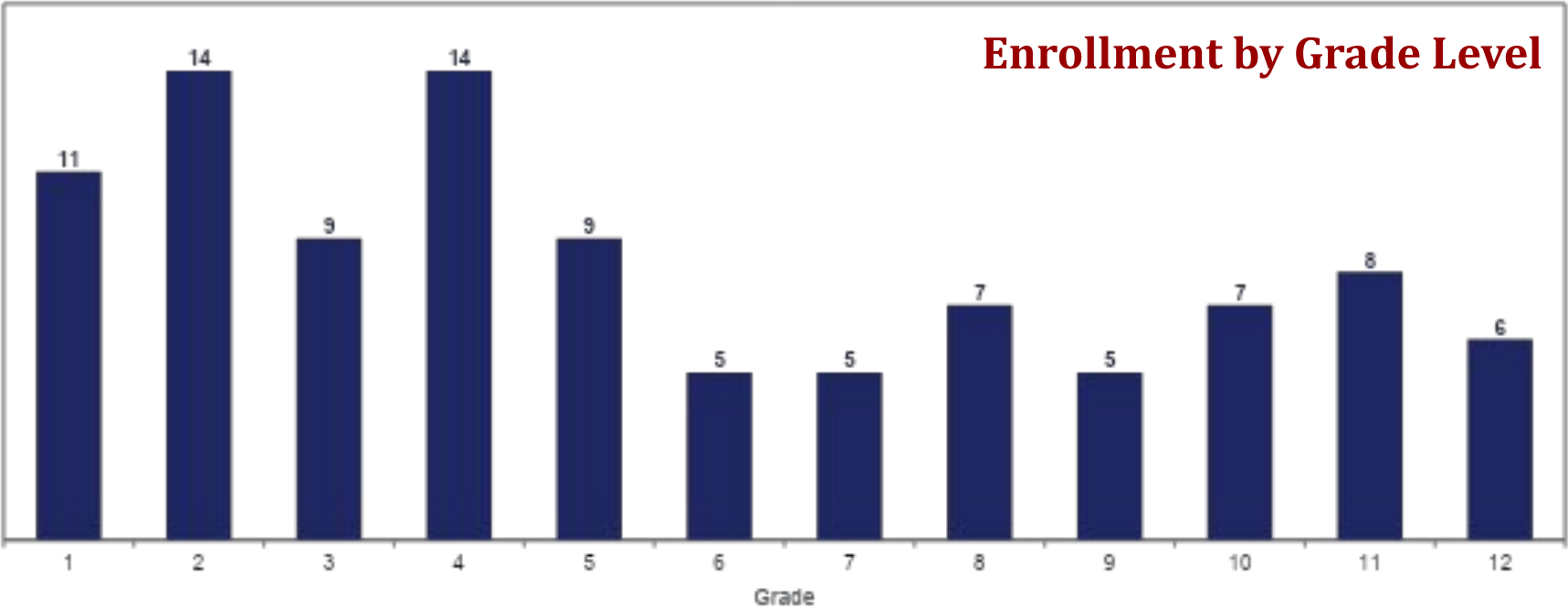
Sites Served
DLB · Bowe · GHS · TEB

19

Students Exited Program
(Midyear + Spring 2026)

9

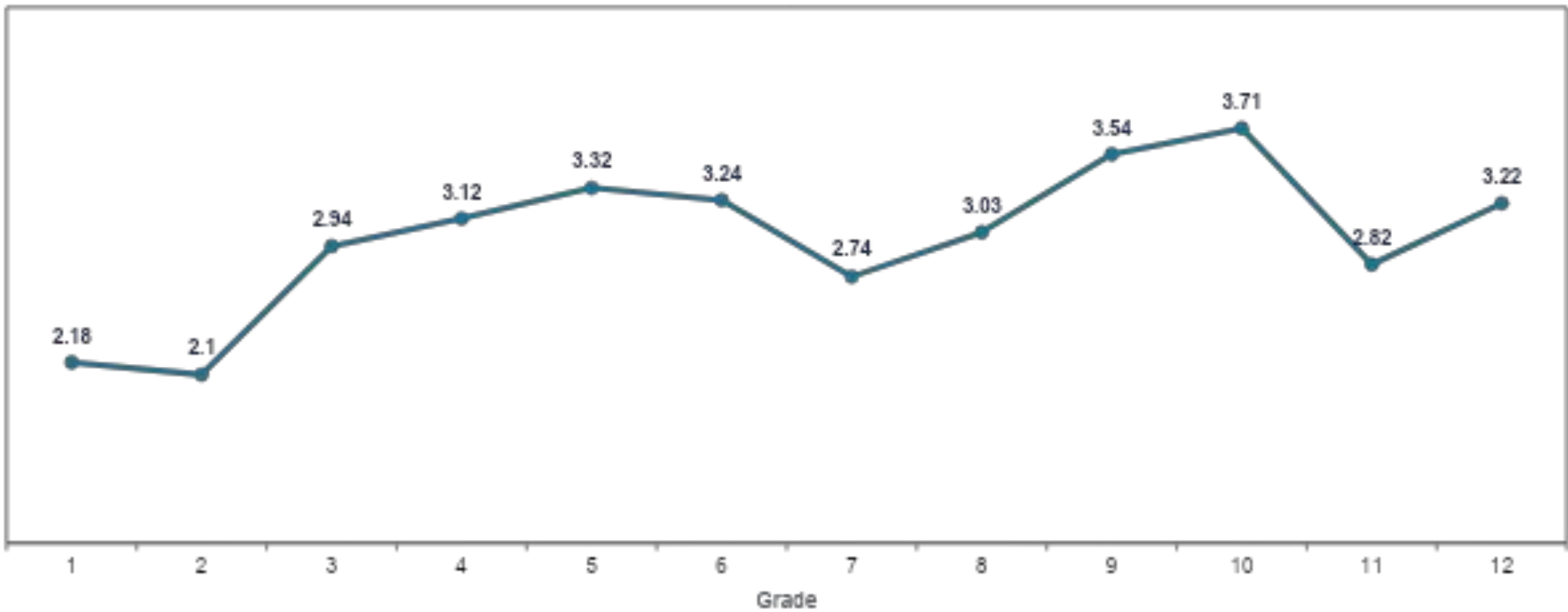
Students with IEP
+ ESL Services



Elementary (DLB) carries the largest share of identified students; grade 2 (14) and grade 4 (14) are the district's two largest ML cohorts.

English Proficiency Growth by Grade

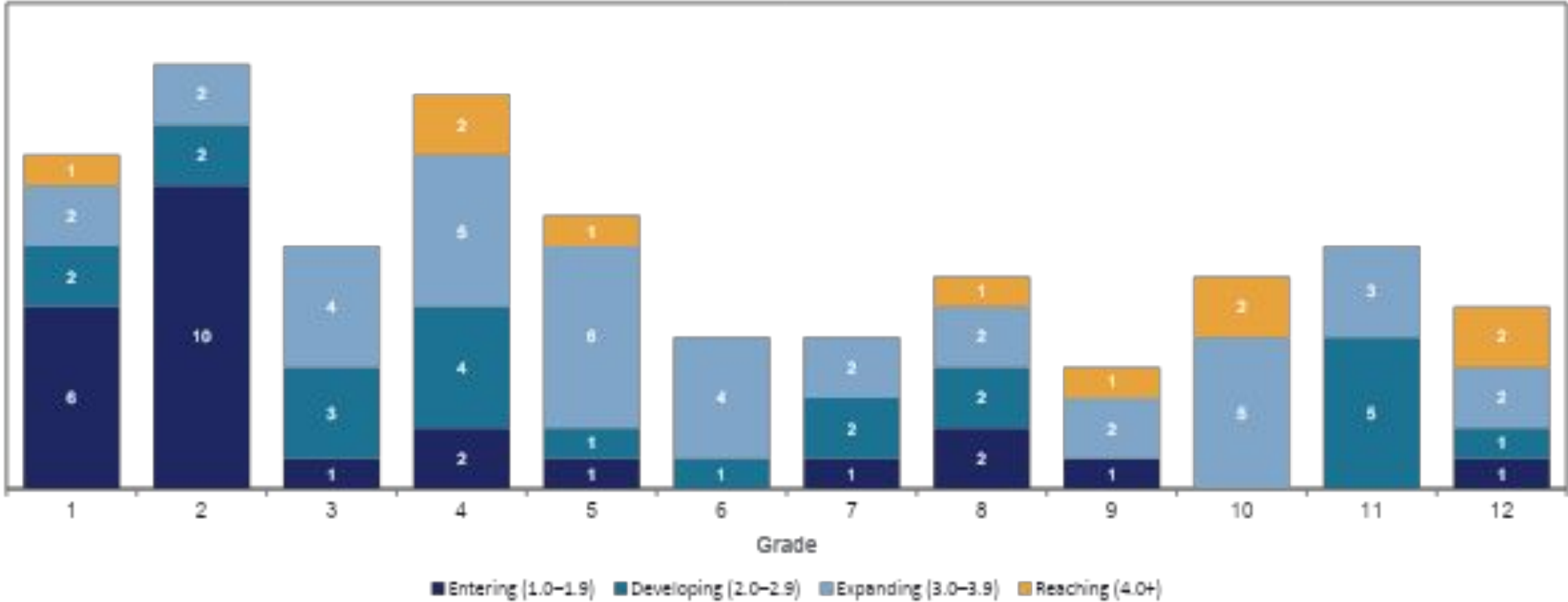
Average WIDA composite score, grades 1–12 (scale 1.0–6.0) (current 2026-27 grade)



Scores trend upward through elementary and into early high school (peaking at grade 10, 3.71) as students approach English proficiency exit thresholds (4.5+).

Proficiency Band Distribution

Students by WIDA proficiency band and grade level



Program Transitions

Students exiting ESL services, for the 2026–27 School Year

12

WIDA MODEL Possible Midyear Exits

Will be reassessed and exited mid-year based on MODEL testing — spanning grades 1, 2, 4, 5, 8, 11 and 12.

7

WIDA ACCESS Spring 2026 District Exits

Exited following the annual spring ACCESS assessment, with home languages including Spanish and Persian.

19 total students exited or have the potential for exiting ESL programming this year — approximately 1 in 5 of the district's identified population — reflecting proficiency gains across every grade level.

Home Languages Represented in Recent Exits

Spanish

Persian

Specialized Supports & Program Models

Students requiring layered or extended services

9

**Students with IEP
+ ESL Services**

Dual-identified across grades 2–12;
includes one speech-only IEP.

5

**Bowe Level 1 Students in
80-min ELA/ESL Block**

Extended daily literacy block for
newest middle-school arrivals.

1

**Night School
Enrollment**

One GHS student (grade 11) served
through the night school pathway.

5

**GHS Students Who
Declined ESL Services**

Grades 9–12; district continues to
monitor progress and offer
re-enrollment.

Note: 1 GHS student (Level 1, IEP) is also served through the extended ELA/ESL block — categories above are not mutually exclusive.

Key Takeaways

1

Elementary carries the largest caseload

57 of 100 identified students (57%) are at DLB, concentrated in grades 1–2 — the entry point for the majority of newcomer families.

2

Proficiency rises steadily with grade level

Average composite scores climb from 2.1 in grade 2 to 3.7 in grade 10, consistent with expected multi-year language acquisition timelines.

3

Strong exit momentum this year

19 students (12 midyear + 7 spring ACCESS) have exited or have the potential for exiting services district-wide — evidence the program model is moving students toward proficiency.

4

Targeted supports remain in place

9 dual-identified IEP/ESL students, an extended ELA/ESL block at Bowe, and continued monitoring of students who declined services at GHS.