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| Massachusetts Department of Elementary and Secondary Education logo | | |
|  | **ACCESS for ELLs**  **2023 Statewide Results** |
|  |
|  | August 2024 |
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# Overview of 2023 Participation and Achievement

Federal and state laws require that English learner (EL) students be assessed annually to measure their English proficiency in four language domains: reading, writing, listening, and speaking, as well as the progress they are making in learning English. In fulfillment of these laws, EL students in grades K–12 are required to participate in ACCESS for ELLs testing (ACCESS), administered annually in January and February. ELs who are identified as having the most significant cognitive disabilities and who are unable to take ACCESS for ELLs, even with accommodations, can be considered for [participation in WIDA Alternate ACCESS (Alt-ACCESS)](https://www.doe.mass.edu/mcas/access/participation-guidelines.html).

Students who participate in ACCESS are provided with scale scores and proficiency level scores for each language domain and four language composites (oral language, literacy, comprehension, and overall English proficiency; see [ACCESS for ELLs Interpretive Guide for Score Reports](https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf)). The Department of Elementary and Secondary Education (DESE) has determined that students with an overall proficiency level of 4.2 or higher and a literacy proficiency level of 3.9 or higher be considered for reclassification to former English learners (FELs) by the district. In addition to ACCESS performance, districts should observe a student’s ability to perform ordinary classwork in English (see [Guidance on English Learner Education Services and Programming](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fele%2Fguidance%2Fservices-programming.docx&wdOrigin=BROWSELINK)) to determine whether it is appropriate to reclassify that student as a FEL.

**Participation Rates**

In 2023, 111,113 ELs were enrolled in grades K–12. Of these, 108,651 participated in ACCESS or Alternate ACCESS— a 98% participation rate. A total of 106,967 EL students participated in ACCESS and 1,684 EL students participated in the Alternate ACCESS. Students in high school participated at a rate of 94% compared to students in grade K–8 (99%). This pattern is commensurate with 2022 participation rates; 99% for grades K–8, 91% for grades 9–12, and 97% overall. For more information on participation, see the [Student Participation section](#_Student_Participation) of this report.

**Overall Achievement**

Achievement results are reported by proficiency levels for the ACCESS (levels 1–6) and Alternate ACCESS (A1, A2, A3, P1, and P2) tests. ACCESS test results are presented by language domain and composite scores. In the four testing domains, average levels of achievement in 2023 were 2.9 for speaking, 2.8 for writing, 3.1 for reading, and 4.2 for listening. Average proficiency level in 2023 for oral language, comprehension, literacy, and overall English proficiency composites were 3.4, 3.5, 2.9, and 3.0, respectively. In 2023, 11.3% of students met the criterion to reclassify as a former English learner (FEL) by achieving the minimum overall proficiency level (4.2) and literacy level (3.9) on the ACCESS test. On the Alternate ACCESS in 2023, 16% of students placed at level A1, 11% scored at level A2, 21% achieved level A3, 27% placed at level P1, and 25% achieved level P2.

**Reporting Requirements**

Since 2019, this report has been revised to include reporting elements described in Title III of the federal *Every Student Succeeds Act* (ESSA) and in the *Language Opportunities for Our Kids* (LOOK) Act, a 2017 state law. The purpose of the reporting elements is to inform programs and support activities designed to enhance student outcomes. The five required reporting elements described in ESSA are defined and described in detail in section [III, Reporting Elements](#_III._Reporting_Elements). General topics are as follows:

Reporting Element #1: Progress toward achieving English language proficiency

Reporting Element #2: Attainment of English proficiency

Reporting Element #3: ELs exiting EL status based on their attainment of English proficiency

Reporting Element #4: FEL achievement on the MCAS

Reporting Element #5: Long-term ELs (not attained English language proficiency within six years)

# I. Background

This report summarizes the test results of 108,651 ELs in Massachusetts who participated in all four test domains of the 2023 ACCESS and Alternate ACCESS tests, which were developed by the WIDA consortium and are intended to measure the English language proficiency of ELs in 41 consortium member states, territories, and federal agencies. Massachusetts joined the WIDA consortium in May 2012 and has administered the ACCESS tests since the 2012–2013 school year.

## Testing Formats

ACCESS tests measure how well ELs have met the *English Language Development (ELD) Standards* developed bythe WIDA consortium. The WIDA ELD Standards describe English language literacy in four academic subjects (English language arts, mathematics, social studies, and science), plus social and instructional language in four separate domains (listening, reading, speaking, and writing). The WIDA ELD Standards are aligned with the [Massachusetts Curriculum Frameworks](https://www.doe.mass.edu/frameworks/current.html). Only students who participate in all four domains, or those who are assigned overall scores for missing domains as described in the [Guide to Assigning Scores for Missing Domains on ACCESS for ELLs Tests (for English Learners with Disabilities)](https://www.doe.mass.edu/mcas/access/guide-assigning-scores.docx), receive overall scores. Students are required to participate in tests designed for the grade or grade-level cluster in which they are enrolled, as follows:

**ACCESS Tests**

| **Format** | **Grade-Level Cluster Tests** |
| --- | --- |
| Online | 1, 2–3, 4–5, 6–8, 9–12 |
| Paper | K, 1, 2, 3, 4–5, 6–8, 9–12; and Alternate ACCESS 1–2, 3–5, 6–8, 9–12 |

The ACCESS tests are mainly administered as computer-based (online) assessments for grades 1–12. Kindergarten tests are available on paper only, as is the Alt-ACCESS. Paper-based testing is also available for use as an accommodation for students in grades 1–12 with disabilities and for first-year ELs who lack familiarity with or the ability to use a computer. Large print and Braille formats of the ACCESS tests are also available only on paper. Of the students who participated in the ACCESS in 2023, 87.3% took the test online, and 12.6% took the test on paper. Less than one percent of students took a combination of the online and paper versions of the ACCESS assessment.

The computer-based listening and reading tests are adaptive, with students directed to questions of equal, lesser, or greater difficulty depending on how they responded to a previous cluster of questions. Based on listening and reading results, students are routed to the appropriately tiered speaking and writing tests. For paper-based testing, students in grades 1­­–12 take either Tier A or B/C of the designated grade-cluster test, based on their level of English proficiency, as determined by their teacher(s) prior to testing.

## ACCESS Scores

### Students taking the ACCESS test receive scale scores between 100–600 for each of the four language domains and each of the four language composites. Scale scores convert a student’s raw score (number of correct items) onto a single continuum of English proficiency skills stretching from kindergarten to 12th grade. Therefore, even though students in different grades are assessed on different items, we can use scale scores to compare a student’s English proficiency from one grade to the next (within a language domain or within a composite).

### Proficiency level scores convert scale scores into a grade-specific indicator of English proficiency using a lookup table relating scale scores to proficiency levels in each domain. English proficiency is reported in one of six English language proficiency levels: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching (for performance definitions, see [Appendix A](#_Appendix_A._Performance)). Proficiency levels are reported as a whole number followed by a decimal (e.g., Level 3.4), indicating the student’s proficiency level, and the relative progress a student has madewithin the proficiency level, rounded to the nearest tenth. For example, a student earning a score of 3.4 is in Level 3 and has completed 40% of the skills required to achieve Level 4. Proficiency levels can be used to compare relative strengths in English across language domains but not across grades, as proficiency levels are specific to each grade level.

### Composite scores are also reported as scale scores and proficiency levels using a combination of domain scale scores (see bullet list below). Composite scale scores are then converted to composite proficiency levels using a lookup table relating scale scores to proficiency levels in each composite.

* Oral Language: 50% Listening + 50% Speaking
* Literacy: 50% Reading + 50% Writing
* Comprehension: 70% Reading + 30% Listening
* Overall: 35% Reading + 35% Writing + 15% Listening + 15% Speaking

## Reclassification of ELs

The minimum criterion districts use to exit students from EL status is an overall ACCESS score of Level 4.2 and a literacy composite score of Level 3.9. The Department recommends that districts also consider other relevant data before exiting students from EL status, including the following:

* student scores on locally administered reading, language, and other academic assessments
* written observations and the recommendations of classroom teachers
* student’s classroom work and academic grades
* student’s achievement and growth on MCAS tests

## Alternate ACCESS

The Alt-ACCESS is administered to Massachusetts ELs with the most significant cognitive disabilities. The Alt-ACCESS is given to students in grades 1–12 whose disabilities prevent participation in the ACCESS general assessment, even with the use of accommodations. The Alt-ACCESS is recommended for students who also participate in the state’s academic alternate assessment, the MCAS-Alt, or who would be designated by their IEP teams to participate. It is administered individually by trained and certified educators in four grade-level clusters: Grades 1–2, 3–5, 6–8, and 9–12. Students are assessed in the four domains of reading, writing, listening, and speaking. Results are reported at six proficiency levels (Levels A1, A2, A3, P1, P2, and P3; see [Appendix B](#_Appendix_B._Alternate) for descriptors for each proficiency level) and on a numerical scale from 900 to 960. In all, 1,684 Massachusetts students in grades 1–12 participated in the Alt-ACCESS test in 2023.

# II. Summary of 2023 ACCESS for ELLs Participation and Achievement

## Student Participation

Participation in ACCESS is defined as a student completing all four sections of the ACCESS or Alternate ACCESS test—reading, writing, listening, and speaking. Participation rates also include students with disabilities who were unable to complete the full ACCESS test due to the nature of their disability. Students receive an assigned overall score on ACCESS for limited situations when there is no testing accommodation available to meet their needs. For more information on students with assigned scores, see DESE’s [Guide to Assigning Scores for Missing Domains on ACCESS for ELLs Tests for English Learners with Disabilities](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fmcas%2Faccess%2Fguide-assigning-scores.docx&wdOrigin=BROWSELINK).

In 2023, 111,113 ELs were enrolled in grades K-12. Of these, 108,651 participated ACCESS or Alternate ACCESS—a 98% participation rate. A total of 106,967 EL students participated in ACCESS and 1,684 EL students participated in the Alternate ACCESS. Participation rates for each grade span are shown in table 1 for both 2023 and 2022 testing years. The column labelled “Change in Percentage Points” is simply the difference between participation rates in 2023 and 2022. Positive numbers indicate greater participation in 2023 and negative numbers indicate greater participation in 2022.

**Table 1. ACCESS and Alternate ACCESS Participation Rates and Change in Percentage Points by Grade Span between 2022 and 2023**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Cluster** | **Participation Rate 2022** | **Participation Rate 2023** | **Change in Percentage Points** |
| Kindergarten | 99% | 99% | 0 |
| Grades 1–2 | 99% | 99% | 0 |
| Grades 3–5 | 99% | 99% | 0 |
| Grades 6–8 | 98% | 99% | 1 |
| Grades 9–12 | 91% | 94% | 3 |
| **TOTAL** | 97% | 98% | 1 |

Table 2 represents ACCESS participation rates for 2022 and 2023 disaggregated by student designation. The low-income designation is based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; expanded MassHealth (Medicaid) up to 185% of the federal poverty level, as well as students identified by districts as homeless and students the district confirmed had met the low-income criteria through the supplemental process and collected the required supporting documentation ([SIMS DOE056](https://www.doe.mass.edu/infoservices/data/SIMS/sims-datahandbook.docx)). Students with disabilities include students with individualized education programs (IEPs) as reported by districts in SIMS. Additionally, data are disaggregated by students attending public and charter schools.

**Table 2. ACCESS and Alternate ACCESS 2022 and 2023 Participation Rates and Change in Percentage Points by Student Group**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Designation** | **Participation Rate 2022** | **Participation Rate 2023** | **Change in Percentage Points** |
| Low Income | 97% | 98% | 1 |
| Non-Low Income | 98% | 98% | 0 |
| Students with Disabilities | 95% | 97% | 2 |
| Students without Disabilities | 97% | 98% | 1 |
| Public School | 97% | 98% | 1 |
| Charter School | 96% | 98% | 2 |
| **Total** | 97% | 98% | 1 |

Participation by grade span is disaggregated by years of enrollment in Massachusetts schools as summarized in table 3.

**Table 3. ACCESS and Alternate ACCESS 2022 and 2023 Participation Rates by Grade Span and Years of Enrollment in MA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Grade Span** | | | | | | | | | |  | |
| **Year** | **Years in MA** | **K** | | **1–2** | | **3–5** | | **6–8** | | **9–12** | | **Grand Total** | |
| **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| **2022** | First Year | 11,350 | 99 | 3,891 | 99 | 3,809 | 100 | 3,472 | 99 | 5,136 | 98 | 27,658 | 99 |
| Second Year | 195 | 98 | 9,906 | 99 | 1,083 | 99 | 951 | 99 | 1,188 | 94 | 13,323 | 98 |
| Third Year |  |  | 9,139 | 99 | 3,139 | 99 | 2,351 | 98 | 3,444 | 93 | 18,073 | 98 |
| Fourth Year |  |  | 499 | 98 | 8,597 | 99 | 1,463 | 98 | 2,185 | 91 | 12,744 | 97 |
| Fifth Year |  |  | 3 | 100 | 6,723 | 99 | 1,253 | 98 | 1,774 | 92 | 9,753 | 97 |
| Sixth+ Year |  |  |  |  | 4,522 | 98 | 7,660 | 97 | 7,271 | 86 | 19,453 | 93 |
| **Total** | 11,545 | 99 | 23,438 | 99 | 27,873 | 99 | 17,150 | 98 | 20,998 | 91 | 101,004 | 97 |
| **2023** | First Year | 11,597 | 99 | 3,393 | 99 | 3,761 | 99 | 3,395 | 99 | 5,160 | 98 | 27,306 | 99 |
| Second Year | 189 | 100 | 12,836 | 99 | 3,422 | 99 | 3,006 | 99 | 4,866 | 97 | 24,319 | 99 |
| Third Year |  |  | 8,660 | 99 | 1,319 | 99 | 784 | 99 | 1,080 | 95 | 11,843 | 99 |
| Fourth Year |  |  | 425 | 99 | 9,334 | 99 | 1,969 | 99 | 2,824 | 94 | 14,552 | 98 |
| Fifth Year |  |  |  |  | 6,895 | 99 | 1,240 | 98 | 1,544 | 94 | 9,679 | 98 |
| Sixth+ Year |  |  |  |  | 4,183 | 99 | 8,230 | 98 | 8,539 | 90 | 20,952 | 95 |
| **Total** | 11,786 | 99 | 25,314 | 99 | 28,914 | 99 | 18,624 | 99 | 24,013 | 94 | 108,651 | 98 |

Table 4 shows the ACCESS participation rates in districts with the highest numbers of enrolled ELs (>1,000) in 2023. All 20 districts were classified as urban per the [2020 Massachusetts Census Data](https://malegislature.gov/Redistricting/MassachusettsCensusData/CityTown).

**Table 4. 2023 ACCESS and Alternate ACCESS Participation Rates for the Districts with more than 1,000 ELs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Districts** | **Total ELs** | **Number Participated** | **Participation Rate (%)** |
| Boston | 13,451 | 13,004 | 97 |
| Worcester | 7,452 | 7,289 | 98 |
| Lynn | 6,482 | 6,372 | 98 |
| Lawrence | 5,066 | 4,924 | 97 |
| Brockton | 4,307 | 4,202 | 98 |
| Lowell | 4,064 | 4,001 | 98 |
| Springfield | 3,733 | 3,657 | 98 |
| Framingham | 3,262 | 3,178 | 97 |
| New Bedford | 3,097 | 3,040 | 98 |
| Everett | 2,775 | 2,734 | 99 |
| Chelsea | 2,625 | 2,546 | 97 |
| Revere | 2,408 | 2,384 | 99 |
| Fall River | 2,322 | 2,224 | 96 |
| Quincy | 1,651 | 1,620 | 98 |
| Malden | 1,516 | 1,496 | 99 |
| Waltham | 1,458 | 1,430 | 98 |
| Marlborough | 1,453 | 1,435 | 99 |
| Milford | 1,361 | 1,346 | 99 |
| Somerville | 1,150 | 1,132 | 98 |
| Methuen | 1,139 | 1,133 | 99 |
| **State** | 111,113 | 108,651 | 98 |

## Student Achievement

Achievement results for the 2023 ACCESS and Alternate ACCESS tests are organized in four sections. The first three sections report results on the ACCESS test. The Language Domains section summarizes student proficiency levels in the four testing domains of speaking, writing, reading, and listening. The Composite Scores section presents student performance in terms of composite proficiency levels. The Ready to Reclassify section presents results on the number of students achieving the minimum proficiency level (4.2), indicating they may be ready to be reclassified as FELs. The final section reports results for Alternate ACCESS.

*Language Domains*

Table 5 displays the average proficiency levels for each of the language domains, disaggregated by grade span and years classified as an EL. Notably, years as an EL begins with the first year in kindergarten. Therefore, all kindergarteners are classified as first year ELs unless they repeated kindergarten.

**Table 5. 2023 Average Domain Proficiency Level by Grade Span and Years of Enrollment in MA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Span** | **Years in MA** | **# Tested** | **Average Listening Level** | **Average Speaking**  **Level** | **Average Reading**  **Level** | **Average Writing**  **Level** |
| K | First Year | 11,597 | 3.8 | 3.3 | 1.7 | 1.8 |
| Second Year | 189 | 4.3 | 3.8 | 1.7 | 1.8 |
| **Total** | **11,786** | **3.8** | **3.3** | **1.7** | **1.8** |
| 1–2 | First Year | 3,366 | 3.1 | 2.2 | 3.0 | 2.1 |
| Second Year | 12,605 | 4.5 | 2.8 | 3.2 | 2.4 |
| Third Year | 8,474 | 4.4 | 3.1 | 3.8 | 3.0 |
| Fourth Year | 414 | 4.2 | 3.1 | 3.3 | 2.8 |
| **Total** | **24,859** | **4.3** | **2.8** | **3.3** | **2.6** |
| 3–5 | First Year | 3,751 | 3.3 | 2.2 | 2.8 | 2.5 |
| Second Year | 3,408 | 4.1 | 2.7 | 3.0 | 2.9 |
| Third Year | 1,298 | 4.8 | 3.2 | 3.6 | 3.3 |
| Fourth Year | 9,154 | 4.7 | 3.3 | 3.7 | 3.3 |
| Fifth Year | 6,727 | 5.6 | 3.6 | 3.9 | 3.7 |
| Sixth+ Year | 4,092 | 5.5 | 3.5 | 3.5 | 3.7 |
| **Total** | **28,430** | **4.8** | **3.2** | **3.5** | **3.3** |
| 6–8 | First Year | 3,390 | 3.4 | 2.3 | 2.5 | 2.4 |
| Second Year | 2,987 | 3.7 | 2.5 | 2.6 | 2.6 |
| Third Year | 780 | 4.5 | 2.9 | 2.9 | 3.0 |
| Fourth Year | 1,947 | 4.6 | 2.9 | 2.9 | 3.1 |
| Fifth Year | 1,222 | 4.9 | 3.0 | 3.0 | 3.2 |
| Sixth+ Year | 7,946 | 4.9 | 3.1 | 2.9 | 3.2 |
| **Total** | **18,272** | **4.4** | **2.8** | **2.8** | **2.9** |
| 9–12 | First Year | 5,151 | 2.9 | 2.0 | 2.8 | 2.5 |
| Second Year | 4,845 | 3.1 | 2.2 | 2.9 | 2.7 |
| Third Year | 1,069 | 3.8 | 2.5 | 3.3 | 3.0 |
| Fourth Year | 2,796 | 3.7 | 2.5 | 3.2 | 3.0 |
| Fifth Year | 1,520 | 4.1 | 2.6 | 3.4 | 3.2 |
| Sixth+ Year | 8,239 | 4.3 | 2.7 | 3.5 | 3.3 |
| **Total** | **23,620** | **3.7** | **2.4** | **3.1** | **3.0** |
| **Grand Total** | | **106,967** | **4.2** | **2.9** | **3.1** | **2.8** |

*Composite Scores*

Composite scores are derived from a combination of weighted scaled scores in the four language domains. Four composites are reported: oral language, comprehension, literacy, and overall English proficiency (for more information, see [ACCESS Scores](#ScoreInfo)). Average proficiency levels for composites are presented in table 6, by grade span and years as an EL in Massachusetts. Percentage of students at each overall proficiency level in 2023 is presented in table 7, disaggregated by grade span and years as an EL in Massachusetts.

**Table 6. 2023 Average Composite Proficiency Level by Grade Span and Years of Enrollment in MA**

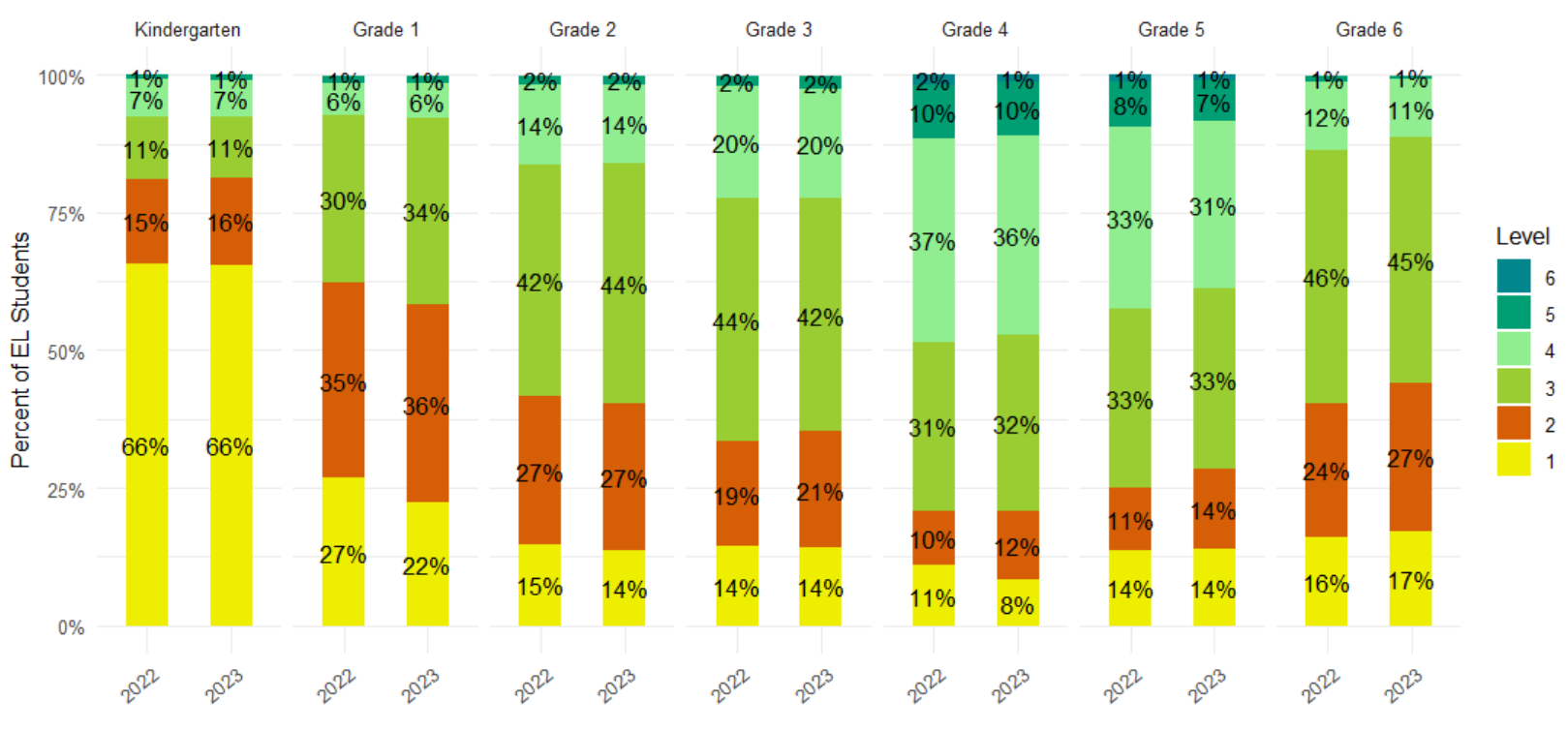
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Span** | **Years in MA** | **# Tested** | **Average**  **Oral Level** | **Average Comprehension Level** | **Average**  **Literacy Level** | **Average**  **Overall Level** |
| K | First Year | 11,597 | 3.5 | 2.1 | 1.7 | 2.0 |
| Second Year | 189 | 4.0 | 2.1 | 1.7 | 2.1 |
| **Total** | **11,786** | **3.5** | **2.1** | **1.7** | **2.0** |
| 1–2 | First Year | 3,366 | 2.6 | 2.9 | 2.3 | 2.4 |
| Second Year | 12,605 | 3.5 | 3.7 | 2.6 | 2.9 |
| Third Year | 8,474 | 3.6 | 4.0 | 3.2 | 3.3 |
| Fourth Year | 414 | 3.5 | 3.6 | 2.9 | 3.1 |
| **Total** | **24,859** | **3.4** | **3.7** | **2.8** | **2.9** |
| 3–5 | First Year | 3,751 | 2.7 | 3.0 | 2.6 | 2.6 |
| Second Year | 3,408 | 3.3 | 3.4 | 2.9 | 3.0 |
| Third Year | 1,298 | 3.9 | 4.1 | 3.4 | 3.5 |
| Fourth Year | 9,154 | 3.8 | 4.1 | 3.4 | 3.5 |
| Fifth Year | 6,727 | 4.6 | 4.7 | 3.7 | 4.0 |
| Sixth+ Year | 4,092 | 4.5 | 4.5 | 3.7 | 3.9 |
| **Total** | **28,430** | **3.9** | **4.1** | **3.3** | **3.5** |
| 6–8 | First Year | 3,390 | 2.7 | 2.8 | 2.4 | 2.5 |
| Second Year | 2,987 | 3.0 | 2.9 | 2.5 | 2.7 |
| Third Year | 780 | 3.5 | 3.4 | 2.9 | 3.1 |
| Fourth Year | 1,947 | 3.5 | 3.5 | 2.9 | 3.1 |
| Fifth Year | 1,222 | 3.8 | 3.7 | 3.0 | 3.2 |
| Sixth+ Year | 7,946 | 3.8 | 3.6 | 3.0 | 3.3 |
| **Total** | **18,272** | **3.4** | **3.3** | **2.8** | **3.0** |
| 9–12 | First Year | 5,151 | 2.4 | 2.8 | 2.6 | 2.5 |
| Second Year | 4,845 | 2.5 | 2.9 | 2.7 | 2.6 |
| Third Year | 1,069 | 2.9 | 3.5 | 3.0 | 3.0 |
| Fourth Year | 2,796 | 2.9 | 3.4 | 3.0 | 3.0 |
| Fifth Year | 1,520 | 3.2 | 3.7 | 3.2 | 3.2 |
| Sixth+ Year | 8,239 | 3.3 | 3.7 | 3.3 | 3.3 |
| **Total** | **23,620** | **2.9** | **3.3** | **3.0** | **2.9** |
| **Grand Total** | | **106,967** | **3.4** | **3.5** | **2.8** | **3.0** |

**Table 7. 2023 Percent of Students at Each Overall Proficiency Level by Grade Span and Years of Enrollment in MA**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Percent of Students at Each Overall Proficiency Level (%)** | | | | | |
| **Grade Span** | **Years in MA** | **# Tested** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| **K** | First Year | 11,597 | 66 | 16 | 11 | 7 | 1 | 0 |
| Second Year | 189 | 56 | 25 | 12 | 5 | 1 | 0 |
| **Total** | 11,786 | 66 | 16 | 11 | 7 | 1 | 0 |
| **1**–**2** | First Year | 3,366 | 51 | 25 | 17 | 5 | 1 | 0 |
| Second Year | 12,605 | 17 | 37 | 36 | 7 | 2 | 0 |
| Third Year | 8,474 | 6 | 25 | 50 | 16 | 2 | 0 |
| Fourth Year | 414 | 8 | 29 | 53 | 9 | 0 | 0 |
| **Total** | 24,859 | 18 | 31 | 39 | 10 | 2 | 0 |
| **3**–**5** | First Year | 3,751 | 48 | 20 | 17 | 11 | 4 | 1 |
| Second Year | 3,408 | 24 | 27 | 28 | 16 | 5 | 1 |
| Third Year | 1,298 | 7 | 19 | 41 | 27 | 5 | 1 |
| Fourth Year | 9,154 | 5 | 18 | 46 | 26 | 4 | 0 |
| Fifth Year | 6,727 | 2 | 9 | 35 | 41 | 11 | 1 |
| Sixth+ Year | 4,092 | 2 | 10 | 40 | 39 | 8 | 1 |
| **Total** | 28,430 | 12 | 16 | 36 | 28 | 6 | 1 |
| **6**–**8** | First Year | 3,390 | 52 | 19 | 18 | 9 | 2 | 0 |
| Second Year | 2,987 | 34 | 30 | 26 | 9 | 1 | 0 |
| Third Year | 780 | 13 | 29 | 41 | 15 | 1 | 0 |
| Fourth Year | 1,947 | 13 | 28 | 43 | 15 | 0 | 0 |
| Fifth Year | 1,222 | 7 | 26 | 49 | 17 | 0 | 0 |
| Sixth+ Year | 7,946 | 5 | 24 | 55 | 14 | 1 | 0 |
| **Total** | 18,272 | 20 | 25 | 41 | 13 | 1 | 0 |
| **9**–**12** | First Year | 5,151 | 47 | 27 | 17 | 7 | 2 | 0 |
| Second Year | 4,845 | 34 | 33 | 24 | 7 | 1 | 0 |
| Third Year | 1,069 | 20 | 28 | 37 | 14 | 2 | 0 |
| Fourth Year | 2,796 | 19 | 30 | 39 | 12 | 1 | 0 |
| Fifth Year | 1,520 | 11 | 23 | 50 | 15 | 1 | 0 |
| Sixth+ Year | 8,239 | 7 | 22 | 55 | 15 | 1 | 0 |
| **Total** | 23,620 | 24 | 27 | 37 | 11 | 1 | 0 |
| **Grand Total** | | 106,967 | 23 | 24 | 35 | 15 | 3 | 0 |

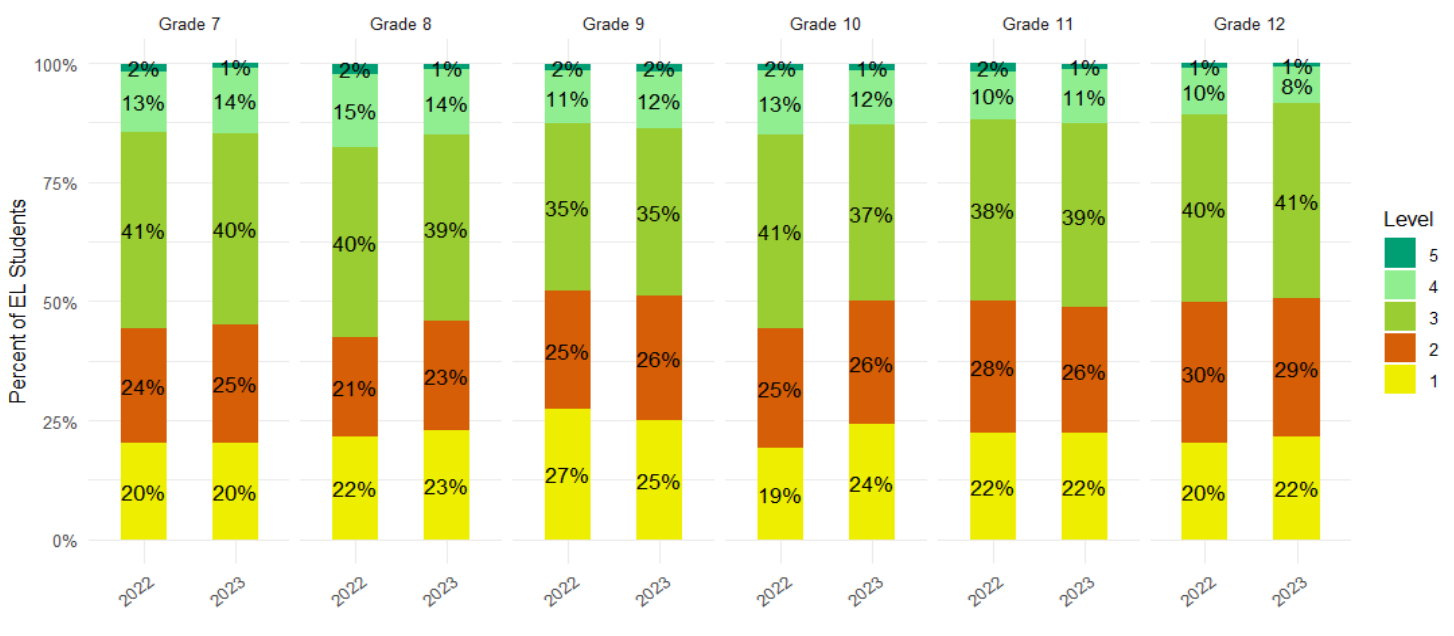
Figures 1 and 2 show the percentage of students in each ACCESS proficiency level in 2022 and 2023, by grade.

**Figure 1. Percentage of Students in each Proficiency Level, Grades K–6**



*Note:* Level 6 was only achieved in Grades 4 and 5.

**Figure 2. Percentage of Students in each Proficiency Level, Grades 7–12**



*Note:* No students in Grades 7–12 achieved a proficiency level of 6.

*Ready to Reclassify*

Students with an overall proficiency level of 4.2 or higher and a literacy proficiency level of 3.9 or higher are ready to be considered for reclassification to former English learners (FELs). Table 8 shows the percentage of students attaining scores indicating their attainment of English proficiency. In 2023, 11.3% of students received an ACCESS score indicating they were ready to exit EL status and reclassify as FELs.

**Table 8. 2021, 2022, and 2023 Percent of Students who Met ACCESS Criteria for English Proficiency**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **2021 (% Ready to Reclassify)** | **2022 (% Ready to Reclassify)** | **2023 (%Ready to Reclassify)** | **Percentage Change 2022–2023** |
| K | 4.2 | 2.5 | 2.8 | 0.3 |
| 1 | 7.4 | 4.9 | 5.2 | 0.3 |
| 2 | 12.1 | 10.9 | 10.0 | -0.9 |
| 3 | 13.0 | 14.7 | 14.4 | -0.3 |
| 4 | 24.5 | 34.9 | 32.7 | -2.2 |
| 5 | 20.2 | 30.7 | 27.1 | -3.6 |
| 6 | 5.3 | 7.3 | 5.5 | -1.8 |
| 7 | 8.8 | 8.2 | 7.8 | -0.4 |
| 8 | 9.6 | 10.9 | 8.8 | -2.1 |
| 9 | 8.2 | 8.1 | 8.7 | 0.6 |
| 10 | 6.0 | 9.0 | 7.9 | -1.1 |
| 11 | 5.6 | 7.2 | 7.3 | 0.1 |
| 12 | 2.7 | 5.4 | 4.9 | -0.5 |
| **Total** | 10.4 | 12.2 | 11.3 | -0.9 |

*\*Note:*In the school year 2020–2021, many districts in Massachusetts were operating on a remote or hybrid schedule. Participation rates were much lower for 2021 (76%) than in 2022 (97%) and 2023 (98%), indicating that 2021 scores may not be representative of a typical year of ACCESS scores.

*Alternate ACCESS*

The Alternate ACCESS for ELLs assessment was first administered in 2014 to ELs with the most significant cognitive disabilities. The Alternate ACCESS results are reported at six proficiency levels: A1-Initiating, A2-Exploring, A3-Engaging, P1-Entering, P2-Emerging, and P3-Developing (for Writing only), and on a numerical scale from 900 to 960. See [Appendix B](#_Appendix_B._Alternate) for the performance definitions of the Alternate ACCESS proficiency levels.

In 2023, 1,684 students participated in Alternate ACCESS. Table 9 shows the percentage of students in each Alternate ACCESS overall proficiency level by grade.

**Table 9. 2023 Percentage of Students Taking Alternate ACCESS in Each Proficiency Level and Grade**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **# Tested** | **% at A1** | **% at A2** | **% at A3** | **% at P1** | **% at P2** |
| **1** | 236 | 26 | 15 | 21 | 22 | 16 |
| **2** | 219 | 26 | 12 | 24 | 21 | 18 |
| **3** | 174 | 20 | 10 | 25 | 23 | 22 |
| **4** | 193 | 15 | 10 | 21 | 30 | 25 |
| **5** | 117 | 9 | 7 | 21 | 24 | 39 |
| **6** | 115 | 9 | 9 | 23 | 31 | 29 |
| **7** | 119 | 13 | 9 | 19 | 34 | 25 |
| **8** | 118 | 7 | 13 | 19 | 37 | 25 |
| **9** | 116 | 13 | 12 | 21 | 30 | 24 |
| **10** | 107 | 9 | 12 | 24 | 30 | 24 |
| **11** | 73 | 8 | 10 | 23 | 29 | 30 |
| **12** | 97 | 9 | 7 | 12 | 33 | 38 |
| **Grand Total** | **1,684** | **16** | **11** | **21** | **27** | **25** |

# III. Reporting Elements

Requirements for reporting the proficiency and progress of ELs are outlined in Title III of the federal *Every Student Succeeds Act* (ESSA) and in the *Language Opportunities for Our Kids* *Act* (LOOK), a 2017 state law. The five reporting elements required by ESSA are summarized below.

* Reporting Element #1: The number and percentage of students who are making progress toward achieving English proficiency, including a disaggregation by disability status
* Reporting Element #2: The number and percent of ELs attaining English proficiency (i.e., for Reporting Element #2, overall Level 4.2 and composite literacy Level 3.9 on ACCESS is considered English proficient)
* Reporting Element #3: The number and percent of ELs exiting EL status based on their attainment of English proficiency
* Reporting Element #4: The number and percent of former ELs (FELs) meeting challenging state academic standards on the next-generation MCAS tests for English language arts (ELA), mathematics, and science and technology/engineering (STE) for each of the four years after such students are no longer receiving EL services, disaggregated for FELs with disabilities (FELSWD)
* Reporting Element #5: The number and percent of ELs who have not attained English language proficiency within six years of initial classification as an EL (i.e., five years after the first baseline year), disaggregated for ELs with disabilities

Based on the five reporting elements described above, this report includes the overall state results of EL students taking the ACCESS test and the Alternate ACCESS test, as well as the results of FEL students taking the MCAS tests. Reporting on the five elements is intended to provide districts with important instructional feedback to promote and accelerate the achievement of EL and FEL students, and to provide a basis for additional oversight of EL programming by districts and the Department.

## Reporting Element #1: ELs Making Progress toward English Language Proficiency (disaggregated by disability status)

In Massachusetts, “making progress” means that a student is on track to attain English proficiency within six years of entering a Massachusetts school. Students are considered English proficient when they have achieved an overall composite score of Level 4.2 and a composite literacy score of Level 3.9 on the ACCESS test, based on a score scale between Level 1.0 (the lowest level of proficiency) to Level 6.0. In 2018, the Department adopted an approach entitled “Pathways to Proficiency” that uses a student’s current year ACCESS score as the basis for determining a target for the following year. The target is the minimum score needed by the student the following year to remain on track to attain English proficiency. Students in kindergarten through grade 11 will receive a target for as long as they are classified as English learners. Progress targets are not provided for students in grade 12 since it is anticipated that they will no longer be enrolled in a K–12 program the following year. An explanation of each of the features used by the Department to determine progress is provided below:

1. **Future Progress Target** represents the minimum ACCESS proficiency level score needed on following year’s ACCESS test to remain on track to reach English proficiency within a total of six years in a Massachusetts school (one baseline year plus five years to demonstrate progress toward proficiency). Future progress targets are reported as an overall ACCESS proficiency level, ranging from Level 1.0 to Level 4.2 (lowest to highest). Each year, future progress targets are reset based on a) the number of years remaining for the student to reach proficiency, and b) the current year’s ACCESS score. Students who have fewer years to reach proficiency and/or are further from proficiency will tend to have future progress targets that are more difficult to reach than students who have more years to reach proficiency and/or are closer to proficiency.
2. **Difficulty Index** shows an estimate of how difficult it will be to reach next year’s target relative to the student’s current proficiency level and number of years in Massachusetts. The difficulty index ranges from 1–99, with one being the lowest difficulty (i.e., least difficult to achieve the target) and 99 the highest (i.e., most difficult to achieve the target). Students with difficulty indices greater than 70 will have a high degree of difficulty in achieving their future targets. The difficulty index signals which students may need additional instructional assistance to meet their future targets.

For example, a student who has been classified as an English learner for three years with a comparatively low ACCESS score (e.g., Level 1.5) would receive a high difficulty index (e.g., 75) because it would likely be more difficult for them to meet their future target. A student with a higher proficiency level after the same number of years in a program (e.g., a student in an EL program for three years with an ACCESS level of 3.7) would likely receive a lower difficulty index (e.g., 35). A higher difficulty index should serve as an indicator that a student may require additional resources and hours per week in a language program to accelerate their language proficiency. Future progress targets and difficulty indices were adjusted in the following situations:

* 1. Grade 8 progress targets and difficulty indices were substituted for students in grades 9 through 11 who would not have a full five years to achieve proficiency and would therefore have difficult-to-achieve progress targets.
  2. Progress targets and difficulty indices were estimated for students who were eligible to take the ACCESS tests but were absent for the test. If absent students had a prior score, the estimates were based on that; if not, the estimates were based on other students’ ACCESS test results in that grade, English proficiency level, and number of years in Massachusetts.
  3. Students who scored Level 4.2 in a prior year received a progress target of 4.2 for subsequent years in which they remained eligible to take the ACCESS test.
  4. Since future progress targets are informed by the current year’s ACCESS results, a small percentage of students will receive future targets that are lower than the prior year’s targets, for example, in situations where students performed lower-than-expected overall in the current year.
  5. Students in their fifth year or later in MA all have future progress targets of 4.2.

1. **Student Growth Percentile for ACCESS** **(SGPA)** indicates the amount of progress made by a student on the ACCESS test from one year to the next, relative to other EL grade-level students who earned similar ACCESS scores. The SGPAs in 2023 were calculated using a historical peer comparison group from which current progress was measured. This baseline method allows for comparison between SGPAs in 2023 and those produced from 2017 to 2022 (see Appendix D in the [2021 ACCESS State Report](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fmcas%2Faccess%2F2021%2Fresults%2Fstate.docx&wdOrigin=BROWSELINK) for more details).

In general, SGPA indicates whether a student has made low, moderate, or high gains in their ACCESS test scores from one year to the next. SGPA is a number from 1‒99, with 40‒59 representing average growth. Higher SGPA numbers indicate more growth. SGPA allows each student a nearly equal opportunity with other ELs in their grade level to demonstrate their progress in learning English. Table 10 shows the average and standard deviation (SD) of SGPA by grade. In 2023, the average SGPA for all students was 48, indicating average growth.

**Table 10. 2023 Average SGPA by Grade**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Average SGPA** | **SGPA SD** |
| 1 | 46 | 29.3 |
| 2 | 52 | 27.0 |
| 3 | 45 | 28.7 |
| 4 | 49 | 29.7 |
| 5 | 48 | 29.3 |
| 6 | 49 | 28.7 |
| 7 | 47 | 29.2 |
| 8 | 46 | 29.2 |
| 9 | 48 | 28.8 |
| 10 | 50 | 28.4 |
| 11 | 49 | 29.0 |
| 12 | 50 | 29.5 |
| **Total** | **48** | **28.8** |

1. **Progress Indicator**, either “Yes” or “No,” shows whether the student has met last year’s progress target in the current year. If the student’s current ACCESS proficiency level score is equal to or greater than their future target from the previous year, then the student is considered to have made progress. Students who were eligible to take the ACCESS test but did not participate because they were absent received a progress indicator of “0.”

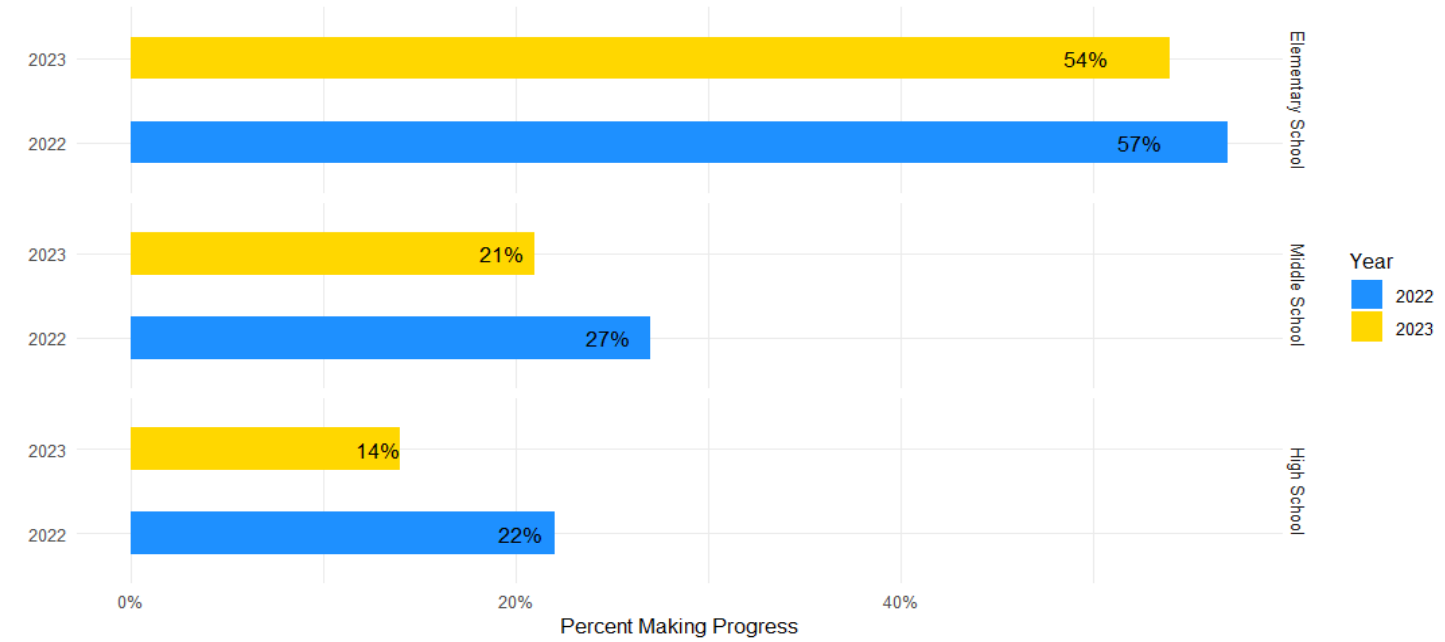
For EL students taking the Alternate ACCESS, the Department will determine progress based on a comparison of the prior year’s results and the current year’s results to see whether the scores have increased by at least one proficiency level in one or more subdomains of the test (i.e., either in listening, speaking, reading, or writing) from one year to the next. Because a score of Level 4.2 is not technically possible for students taking the Alternate ACCESS, their progress indicators should be interpreted with caution.

Data that meet Reporting Element #1 of Title III are provided in tables 11–13 and figure 3, highlighting progress attainment data for students who tested in 2022 and 2023. Overall, the percentage of students that made progress in 2023 was 38%. Table 11 provides progress indicator data by grade. Figure 3 depicts the percent of students that made progress by school groups: elementary school (grades 1–5), middle school (grades 6–8), and high school (grades 9–12). Table 12 highlights a different perspective of the data, showing progress indicator data by grade span and years in Massachusetts. Table 13 disaggregates the data by student disability status, wherein students with disabilities are defined as students with IEPs as reported by districts in SIMS.

**Table 11. 2022 and 2023 Students Making Progress by Grade**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2022** | | | **2023** | | |
|  | **All Students** | **Students that Made Progress** | | **All Students** | **Students that Made Progress** | |
| **Grade** | **N** | **N** | **% of All Students** | **N** | **N** | **% of All Students** |
| **1** | 9,110 | 4,698 | 52 | 10,879 | 5,655 | 52 |
| **2** | 9,938 | 6,090 | 61 | 10,793 | 7,011 | 65 |
| **3** | 9,482 | 5,465 | 58 | 9,851 | 5,181 | 53 |
| **4** | 8,341 | 5,282 | 63 | 8,911 | 4,898 | 55 |
| **5** | 6,438 | 3,076 | 48 | 6,037 | 2,352 | 39 |
| **6** | 4,687 | 1,176 | 25 | 4,924 | 939 | 19 |
| **7** | 4,413 | 1,213 | 27 | 5,073 | 1,071 | 21 |
| **8** | 4,662 | 1,304 | 28 | 4,842 | 1,036 | 21 |
| **9** | 4,943 | 1,228 | 25 | 5,489 | 1,009 | 18 |
| **10** | 4,285 | 1,048 | 24 | 5,662 | 837 | 15 |
| **11** | 4,237 | 880 | 21 | 4,229 | 511 | 12 |
| **12** | 3,858 | 733 | 19 | 4,186 | 399 | 10 |
| **Total** | **74,394** | **32,193** | **43** | **80,876** | **30,899** | **38** |

**Figure 3. Students Making Progress by Grade Span**



**Table 12. 2022 and 2023 Percent of Students that Made Progress by Grade Span and Years of Enrollment in MA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Span** | **Years in MA** | **2022** | | **2023** | |
| **Total Students (N)** | **Made Progress (%)** | **Total Students (N)** | **Made Progress (%)** |
| **1**–**2** | First Year | 419 | 58 | 288 | 36 |
| Second Year | 9,137 | 52 | 12,408 | 54 |
| Third Year | 8,995 | 62 | 8,559 | 66 |
| Fourth Year | 494 | 47 | 417 | 48 |
| Fifth Year | 3 | 33 | 0 | - |
| **Total** | **19,048** | **57** | **21,672** | **58** |
| **3**–**5** | First Year | 536 | 80 | 168 | 32 |
| Second Year | 945 | 55 | 3,206 | 44 |
| Third Year | 3,041 | 53 | 1,218 | 53 |
| Fourth Year | 8,508 | 60 | 9,217 | 53 |
| Fifth Year | 6,724 | 63 | 6,855 | 55 |
| Sixth+ Year | 4,507 | 44 | 4,135 | 38 |
| **Total** | **24,261** | **57** | **24,799** | **50** |
| **6**–**8** | First Year | 373 | 75 | 118 | 30 |
| Second Year | 815 | 49 | 2,842 | 39 |
| Third Year | 2,319 | 44 | 730 | 37 |
| Fourth Year | 1,438 | 45 | 1,946 | 33 |
| Fifth Year | 1,230 | 33 | 1,216 | 24 |
| Sixth+ Year | 7,587 | 12 | 7,987 | 9 |
| **Total** | **13,762** | **27** | **14,838** | **21** |
| **9**–**12** | First Year | 497 | 65 | 221 | 4 |
| Second Year | 1,057 | 27 | 4,657 | 16 |
| Third Year | 3,574 | 31 | 1,057 | 22 |
| Fourth Year | 2,294 | 35 | 2,926 | 19 |
| Fifth Year | 1,873 | 29 | 1,581 | 20 |
| Sixth+ Year | 8,028 | 11 | 9,124 | 10 |
| **Total** | **17,323** | **22** | **19,566** | **14** |
| **Grand Total** | | **74,394** | **43** | **80,876** | **38** |

**Table 13. 2023 Progress Attainment by Grade Span, Years of Enrollment in MA, and Disability Status**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Span** | **Years in MA** | **Students without Disabilities** | | **Students with Disabilities** | | **All Students** | |
| **Total Students (N)** | **Made Progress (%)** | **Total Students (N)** | **Made Progress (%)** | **Total Students (N)** | **Made Progress (%)** |
| **1**–**2** | First Year | 229 | 41 | 49 | 14 | 288 | 36 |
| Second Year | 10,329 | 59 | 2,079 | 31 | 12,408 | 54 |
| Third Year | 6,499 | 71 | 2,060 | 51 | 8,559 | 66 |
| Fourth Year | 212 | 54 | 205 | 42 | 417 | 48 |
| **Total** | 17,269 | 63 | 4,393 | 41 | 21,672 | 58 |
| **3**–**5** | First Year | 149 | 36 | 15 | 0 | 168 | 32 |
| Second Year | 2,954 | 46 | 252 | 27 | 3,206 | 44 |
| Third Year | 987 | 58 | 231 | 34 | 1,218 | 53 |
| Fourth Year | 6,861 | 60 | 2,356 | 34 | 9,217 | 53 |
| Fifth Year | 4,538 | 65 | 2,317 | 36 | 6,855 | 55 |
| Sixth+ Year | 2,226 | 50 | 1,909 | 25 | 4,135 | 38 |
| **Total** | 17,715 | 57 | 7,080 | 32 | 24,799 | 50 |
| **6**–**8** | First Year | 102 | 31 | 12 | 17 | 118 | 30 |
| Second Year | 2,686 | 40 | 156 | 19 | 2,842 | 39 |
| Third Year | 629 | 40 | 101 | 22 | 730 | 37 |
| Fourth Year | 1,671 | 34 | 275 | 22 | 1,946 | 33 |
| Fifth Year | 921 | 27 | 295 | 14 | 1,216 | 24 |
| Sixth+ Year | 3,734 | 12 | 4,253 | 7 | 7,987 | 9 |
| **Total** | 9,743 | 27 | 5,092 | 8 | 14,839 | 21 |
| **9**–**12** | First Year | 202 | 4 | 14 | 0 | 221 | 4 |
| Second Year | 4,544 | 16 | 113 | 14 | 4,657 | 16 |
| Third Year | 975 | 22 | 82 | 17 | 1,057 | 22 |
| Fourth Year | 2,718 | 20 | 208 | 14 | 2,926 | 19 |
| Fifth Year | 1,392 | 20 | 189 | 14 | 1,581 | 20 |
| Sixth+ Year | 5,066 | 11 | 4,058 | 7 | 9,124 | 10 |
| **Total** | 14,897 | 16 | 4,664 | 8 | 19,566 | 14 |
| **Grand Total** | | **59,624** | **44** | **21,229** | **23** | **80,869** | **38** |

## Reporting Element #2: ELs Attaining English Language Proficiency

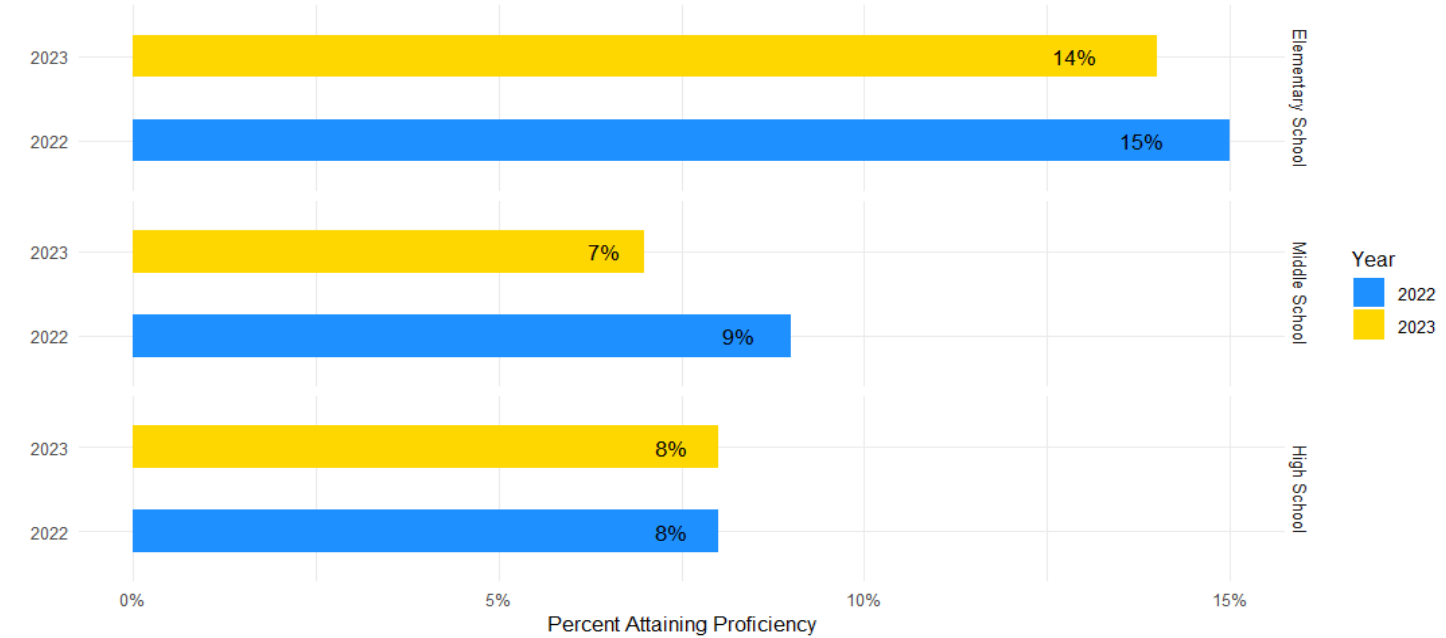
Data that meet Reporting Element #2 of Title III are presented in table 14, figure 4, and table 15, highlighting English proficiency attainment for students who tested in 2022 and 2023. In 2023, 11% of EL students met the criteria for English language proficiency. Table 14 provides English proficiency attainment by grade. Figure 4 depicts the percent of students that attained English proficiency by school groups: elementary school (grades 1–5), middle school (grades 6–8), and high school (grades 9–12). Table 15 highlights a different perspective of the data, showing English proficiency attainment by grade span and years in Massachusetts.

Students who attained an overall score of at least Level4.2 and a literacy composite score of at least Level 3.9 were designated as having attained English language proficiency. Students who did not test on the ACCESS received a score of “0” and were grouped with students who did not yet attain proficiency in English.

**Table 14. 2022 and 2023 English Proficiency Attainment by Grade**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **2022** | | **2023** | | **Percentage Change 2022–2023** |
| **% Proficient** | **# Tested** | **% Proficient** | **# Tested** |
| **K** | 2 | 11,716 | 3 | 11,957 | 1 |
| **1** | 5 | 12,012 | 5 | 13,044 | 0 |
| **2** | 11 | 11,658 | 10 | 12,504 | -1 |
| **3** | 15 | 10,955 | 14 | 11,447 | -1 |
| **4** | 35 | 9,583 | 33 | 10,373 | -2 |
| **5** | 31 | 7,668 | 27 | 7,378 | -4 |
| **6** | 7 | 5,954 | 6 | 6,290 | -1 |
| **7** | 8 | 5,670 | 8 | 6,509 | 0 |
| **8** | 11 | 5,920 | 9 | 6,090 | -2 |
| **9** | 8 | 7,906 | 9 | 8,240 | 1 |
| **10** | 9 | 5,482 | 8 | 7,183 | -1 |
| **11** | 7 | 5,213 | 7 | 5,346 | 0 |
| **12** | 5 | 4,405 | 5 | 4,752 | 0 |
| **Total** | 12 | 104,142 | 11 | 111,113 | -1 |

**Figure 4. 2022–2023 English Proficiency Attainment by Grade Span**



**Table 15. 2022 and 2023 English Proficiency Attainment by Grade Span and Years of Enrollment in MA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Years in MA** | **2022** | | **2023** | | **2022–2023** |
| **% Proficient** | **# Tested** | **% Proficient** | **# Tested** | **Percentage Change** |
| **K** | First Year | 2 | 11,517 | 3 | 11,768 | 1 |
| Second Year | 2 | 199 | 2 | 189 | 0 |
| **Total** | **2** | **11,716** | **3** | **11,957** | **1** |
| **1–2** | First Year | 3 | 3,920 | 5 | 3,428 | 2 |
| Second Year | 6 | 10,013 | 6 | 12,947 | 0 |
| Third Year | 12 | 9,227 | 11 | 8,744 | -1 |
| Fourth Year | 6 | 507 | 4 | 429 | -2 |
| Fifth Year | 0 | 3 | - | 0 | - |
| **Total** | **8** | **23,670** | **8** | **25,548** | **0** |
| **3–5** | First Year | 9 | 3,826 | 12 | 3,788 | 3 |
| Second Year | 24 | 1,091 | 15 | 3,443 | -9 |
| Third Year | 21 | 3,155 | 23 | 1,334 | 2 |
| Fourth Year | 20 | 8,708 | 19 | 9,421 | -1 |
| Fifth Year | 38 | 6,824 | 37 | 6,982 | -1 |
| Sixth+ Year | 36 | 4,602 | 33 | 4,230 | -3 |
| **Total** | **26** | **28,206** | **24** | **29,198** | **-2** |
| **6–8** | First Year | 6 | 3,496 | 7 | 3,414 | 1 |
| Second Year | 13 | 963 | 6 | 3,023 | -7 |
| Third Year | 10 | 2,392 | 9 | 790 | -1 |
| Fourth Year | 12 | 1,495 | 8 | 1,992 | -4 |
| Fifth Year | 9 | 1,276 | 10 | 1,261 | 1 |
| Sixth+ Year | 8 | 7,922 | 7 | 8,409 | -1 |
| **Total** | **9** | **17,544** | **7** | **18,889** | **-2** |
| **9–12** | First Year | 6 | 5,221 | 6 | 5,247 | 0 |
| Second Year | 10 | 1,270 | 6 | 5,029 | -4 |
| Third Year | 8 | 3,707 | 10 | 1,139 | 2 |
| Fourth Year | 9 | 2,395 | 8 | 2,993 | -1 |
| Fifth Year | 9 | 1,936 | 10 | 1,641 | 1 |
| Sixth+ Year | 7 | 8,477 | 8 | 9,472 | 1 |
| **Total** | **8** | **23,006** | **7** | **25,521** | -1 |
| **Grand Total** | | **12** | **104,142** | **11** | **111,113** | **-1** |

## Reporting Element #3: ELs Who Exited English Learner (EL) Status as a Result of Their Attainment of English Proficiency

Data that meet reporting element #3 are presented in table 16. Table 16 shows the number of students that reached English proficiency as well as the number and percent of students that exited EL status and were reclassified as FELs in 2022 and 2023. The overall percentage of proficient students who exited EL status after reaching proficiency was 85% in 2022 and 88% in 2023. The number and percent of students who exited EL status once they attained English proficiency on the ACCESS tests are based on districts’ reporting of students in the October 2023 Student Information Management System (SIMS).

**Table 16. 2022 and 2023 English Proficiency and Reclassification to FEL by Grade Span**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Span** | **Metric** | **2022** | **2023** |
| **K** | Attained English Proficiency on ACCESS (**N**) | 291 | 337 |
| Exited EL Status and were Reclassified as FELs (**N**) | 208 | 270 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 71 | 80 |
| **1**–**2** | Attained English Proficiency on ACCESS (**N**) | 1,860 | 1,925 |
| Exited EL Status and were Reclassified as FELs (**N**) | 1,509 | 1,612 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 81 | 84 |
| **3**–**5** | Attained English Proficiency on ACCESS (**N**) | 7,314 | 7,035 |
| Exited EL Status and were Reclassified as FELs (**N**) | 6,313 | 6,230 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 86 | 89 |
| **6**–**8** | Attained English Proficiency on ACCESS (**N**) | 1,540 | 1,395 |
| Exited EL Status and were Reclassified as FELs (**N**) | 1,279 | 1,207 |
| Percent of English Proficient Students that Exited EL Status (%) | 83 | 87 |
| **9**–**12** | Attained English Proficiency on ACCESS (**N**) | 1,746 | 1,908. |
| Exited EL Status and were Reclassified as FELs (**N**) | 1,541 | 1,691 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 88 | 89 |
| **Total** | Attained English Proficiency on ACCESS (**N**) | 12,751 | 12,600 |
| Exited EL Status and were Reclassified as FELs (**N**) | 10,850 | 11,010 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 85 | 87 |

## Reporting Element #4: Former ELs (FELs) Meeting Challenging State Academic Standards (disaggregated by disability status)

Data that meet reporting element #4 are presented in tables 17 and 18 disaggregated by disability status and by number of years that students are classified as FELs. Results for students who took grades 3–8 MCAS in ELA, mathematics, and science and technology/engineering (STE) are reported in table 17. Results for grade 10 ELA, mathematics, and science are presented in table 18. For the purposes of this reporting element, high school biology and introductory physics are aggregated as one high school science.

For this reporting element, students who scored *Meeting* *Expectations* or *Exceeding* *Expectations* on the next-generation MCAS tests are considered at or above grade-level standards in Massachusetts, noted as “proficient” in tables 17 and 18. EL students include those who have not met English proficiency standards as of the October 2022 SIMS. FELs are defined as students who exited EL status up to four years prior to taking the reported MCAS test. First-year FELs are students who were reported as FEL for the first time in October 2022 SIMS. Never EL students are defined as students who have never been designated as an English learner by districts in MA. Students with disabilities are defined as students with IEPs as reported by districts in SIMS.

**Table 17. 2023 Meeting or Exceeding Expectations on MCAS, Disaggregated by MCAS Subject for FELs with Disabilities in Grades 3–8**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Grades 3–8 MCAS Subject** | | | | | | | | |
| **ELA** | | | **Math** | | | **STE** | | |
| **Disability Designation** | **FEL Year** | **Number Tested** | **Number Proficient** | **Percent Proficient** | **Number Tested** | **Number Proficient** | **Percent Proficient** | **Number Tested** | **Number Proficient** | **Percent Proficient** |
| Students without Disabilities | 1 | 15,657 | 5,299 | 34 | 15,665 | 5,556 | 35 | 5,160 | 1,324 | 26 |
| 2 | 9,036 | 3,275 | 36 | 9,028 | 3,147 | 35 | 3,425 | 1,099 | 32 |
| 3 | 8,269 | 3,669 | 44 | 8,283 | 3,408 | 41 | 3,650 | 1,286 | 35 |
| 4 | 596 | 254 | 43 | 595 | 249 | 42 | 132 | 43 | 33 |
| **Total** | 33,558 | 12,497 | 37 | 33,571 | 12,360 | 37 | 12,367 | 3,752 | 30 |
| Students with Disabilities | 1 | 2,295 | 243 | 11 | 2,293 | 323 | 14 | 765 | 87 | 11 |
| 2 | 1,082 | 128 | 12 | 1,080 | 135 | 13 | 434 | 48 | 11 |
| 3 | 930 | 135 | 15 | 930 | 142 | 15 | 399 | 55 | 14 |
| 4 | 111 | 11 | 10 | 111 | 16 | 14 | 25 | 1 | 4 |
| **Total** | 4,418 | 517 | 12 | 4,414 | 616 | 14 | 1,623 | 191 | 12 |

**Table 18. 2023 Meeting or Exceeding Expectations on MCAS, Disaggregated by MCAS Subject for FELs with Disabilities in High School**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **High School MCAS Subject** | | | | | | | | |
| **ELA** | | | **Math** | | | **Science** | | |
| **Disability Designation** | **FEL Year** | **Number Tested** | **Number Proficient** | **Percent Proficient** | **Number Tested** | **Number Proficient** | **Percent Proficient** | **Number Tested** | **Number Proficient** | **Percent Proficient** |
| Students without Disabilities | 1 | 1,243 | 443 | 36 | 1,232 | 354 | 29 | 348 | 92 | 26 |
| 2 | 589 | 279 | 47 | 587 | 221 | 38 | 134 | 50 | 37 |
| 3 | 724 | 369 | 51 | 714 | 287 | 40 | 146 | 60 | 41 |
| 4 | 104 | 53 | 51 | 102 | 45 | 44 | 20 | 7 | 35 |
| **Total** | 2,660 | 1,144 | 43 | 2,635 | 907 | 34 | 648 | 209 | 32 |
| Students with Disabilities | 1 | 215 | 22 | 10 | 214 | 11 | 5 | 76 | 7 | 9 |
| 2 | 68 | 15 | 22 | 68 | 10 | 15 | 16 | 1 | 6 |
| 3 | 107 | 17 | 16 | 102 | 9 | 9 | 25 | 2 | 8 |
| 4 | 20 | 6 | 30 | 20 | 4 | 20 | 3 | - | 0 |
| **Total** | 410 | 60 | 15 | 404 | 34 | 8 | 120 | 10 | 8 |

## 

## Reporting Element #5: ELs Who Have Not Attained English Proficiency within Six Years (disaggregated for students with and without disabilities)

ELs in Massachusetts are anticipated to reach proficiency on ACCESS tests within a total of six years after being classified as an English learner (one baseline year, plus five years to demonstrate growth toward proficiency). ELs are considered to have attained English proficiency when they achieve the minimum state exit criteria of an ACCESS scores of at least a Level 4.2 on the overall proficiency composite and a Level 3.9 on the literacy composite.

Data that meet reporting element #5 are shown in table 19, disaggregated by years in Massachusetts and disability status for the 2023 and 2022 testing years. A student categorized as “met exit” successfully attained English proficiency before the end of year six in MA schools. A student categorized as “not yet met exit” did not attain English proficiency in the reporting year but have less than six years of classification as an EL in MA schools. A student categorized as “did not meet exit within six years” is a sixth year EL student who has yet to reach English proficiency and will be considered a long-term EL (LTEL) in future ACCESS assessments. A student categorized as an “LTEL exit” attained English proficiency after classification as an LTEL. A student categorized as “remains an LTEL” has yet to reach proficiency and will remain classified as an LTEL. Each cell indicates the number of students and the percentage within that particular group (e.g., students with disabilities, SwD) that have or have not yet attained English proficiency broken out by number of years in MA schools. For example, in 2023, 13.3% of students with disabilities in their 5th year as an EL met English proficiency exit criteria. In 2023 overall, 4.6% of all ELs did not reach proficiency within six years of entering a Massachusetts school and will be considered new LTELs in future ACCESS assessments.

**Table 19. 2022 and 2023 Reporting Element 5 Category by Years in Massachusetts and Disability Status**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Years in MA** |  | **2022** | | | **2023** | | |
| **Reporting Element 5 Category** | **non-SwD**  N (%) | **SwD**  N (%) | **All**  N (%) | **non-SwD**  N (%) | **SwD**  N (%) | **All**  N (%) |
| 1 | Met Exit | 1,256 (4.8%) | 28 (1.5%) | 1,284 (4.6%) | 1,485 (5.8%) | 36 (1.6%) | 1,521 (5.5%) |
| Not Yet Met Exit | 24,884 (95.2%) | 1,812(98.5%) | 26,696 (95.4%) | 23,952 (94.2%) | 2,172 (98.4%) | 26,124 (94.5%) |
| 2 | Met Exit | 1,110 (9.6%) | 34 (1.8%) | 1,144 (8.5%) | 1,694 (7.8%) | 63 (2.2%) | 1,757 (7.1%) |
| Not Yet Met Exit | 10,503 (90.4%) | 1,889 (98.2%) | 12,392 (91.5%) | 20,113 (92.2%) | 2,761 (97.8%) | 22,874 (92.9%) |
| 3 | Met Exit | 2,179 (13.5%) | 101 (4.3%) | 2,280 (12.3%) | 1,379 (14.6%) | 82 (3.2%) | 1,461 (12.2%) |
| Not Yet Met Exit | 13,932 (86.5%) | 2,269 (95.7%) | 16,201 (87.7%) | 8,042 (85.4%) | 2,504 (96.8%) | 10,546 (87.8%) |
| 4 | Met Exit | 2,014 (19.2%) | 143 (5.5%) | 2,157 (16.5%) | 2,107 (18.0%) | 153 (4.9%) | 2,260 (15.2%) |
| Not Yet Met Exit | 8,488 (80.8%) | 2,460 (94.5%) | 10,948 (83.5%) | 9,587 (82.0%) | 2,988 (95.1%) | 12,575 (84.8%) |
| 5 | Met Exit | 2,530 (35.2%) | 395 (13.9%) | 2,925 (29.1%) | 2,463 (35.2%) | 382 (13.3%) | 2,845 (28.8%) |
| Not Yet Met Exit | 4,667 (64.8%) | 2,447 (86.1%) | 7,114 (70.9%) | 4,538 (64.8%) | 2,501 (86.7%) | 7,039 (71.2%) |
| 6 | Met Exit | 1,426 (32.3%) | 366 (15.3%) | 1,791 (26.3%) | 1,171 (29.0%) | 326 (12.7%) | 1,497 (22.7%) |
| Did Not Meet Exit within 6 Years | 2,990 (67.7%) | 2,019 (84.7%) | 5,009 (73.7%) | 2,862 (71.0%) | 2,231 (87.3%) | 5,093 (77.3%) |
| 7+ | LTEL Exit | 840 (12.7%) | 330 (4.4%) | 1,170 (8.2%) | 938 (12.5%) | 321 (4.0%) | 1,259 (8.1%) |
| Remains an LTEL | 5,781 (87.3%) | 7,250 (95.6%) | 13,031 (91.8%) | 6,570 (87.5%) | 7,692 (96.0%) | 14,262 (91.9%) |
| **Total** | Met Exit | 10,515 (12.7%) | 1,066 (4.9%) | 11,581 (11.1%) | 10,299 (11.9%) | 1,042 (4.3%) | 11,341 (10.2%) |
| Not Yet Met Exit | 62,474 (75.6%) | 10,877 (50.5%) | 73,351 (70.4%) | 66,232 (76.2%) | 12,926 (53.4%) | 79,158 (71.2%) |
| Did Not Meet Exit within 6 Years | 2,990 (3.6%) | 2,019 (9.4%) | 5,009 (4.8%) | 2,862 (3.3%) | 2,231 (9.2%) | 5,093 (4.6%) |
| LTEL Exit | 840 (1.0%) | 330 (1.5%) | 1,170 (1.1%) | 938 (1.1%) | 321 (1.3%) | 1,259 (1.1%) |
| Remains an LTEL | 5,781 (7.0%) | 7,250 (33.7%) | 13,031 (12.5%) | 6,570 (7.6%) | 7,692 (31.8%) | 14,262 (12.8%) |

# IV. ACCESS Results for ELs from the State’s Highest Incidence Non-English Language Groups

In this section, ACCESS performance is disaggregated by native language.

Table 20 shows the number and percent of ELs in the highest incidence non-English language groups enrolled in Massachusetts schools in 2022 and 2023. In 2023, Spanish was the largest native language group representing 52% of ELs, followed by Portuguese, the native language of 19% of ELs.

**Table 20. 2022 and 2023 Enrollment by Native Language**

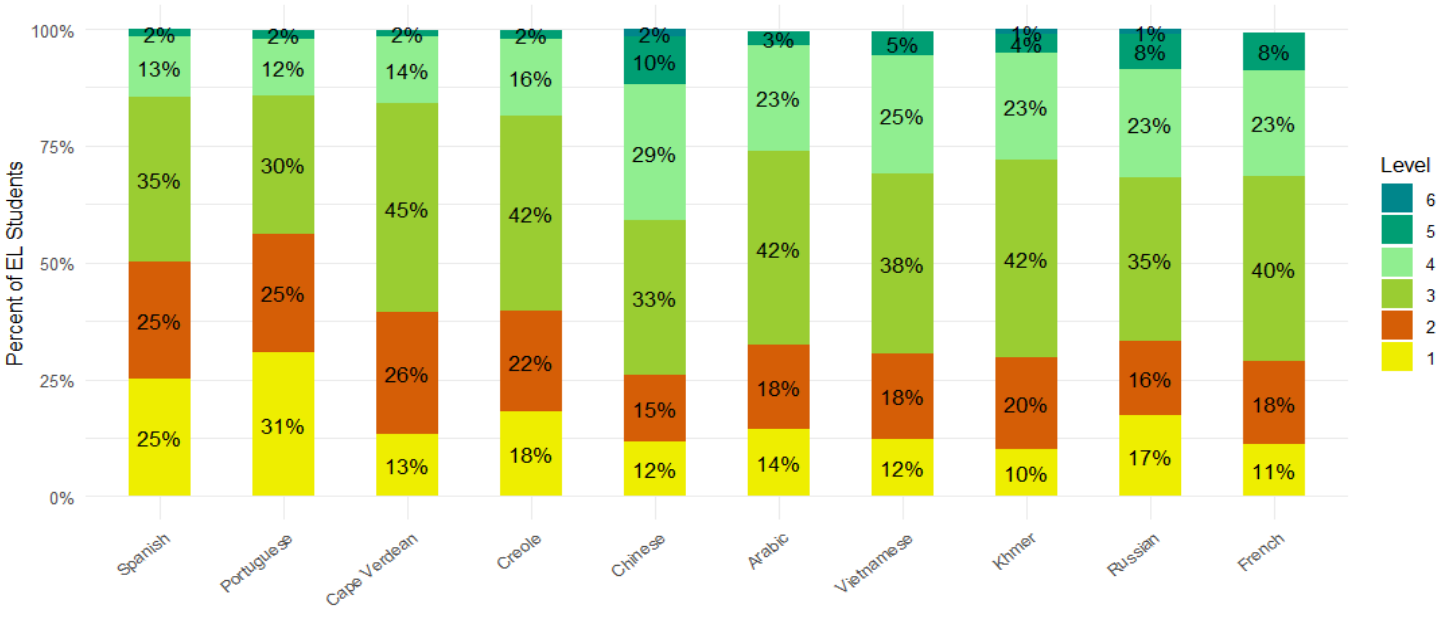
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **2022** | | | **2023** | | |
| **Native Language** | **Prevalence Rank** | **# of ELs** | | **% of ELs** | **# of ELs** | | **% of ELs** |
| Spanish | 1st | 55,797 | | 53% | 58,618 | | 52% |
| Portuguese | 2nd | 18,462 | | 18% | 21,144 | | 19% |
| Creole | 3rd | 3,880 | | 4% | 4,203 | | 4% |
| Cape Verdean | 4th | 3,849 | | 4% | 3,763 | | 3% |
| Chinese | 5th | 3,043 | | 3% | 3,057 | | 3% |
| Arabic | 6th | 2,827 | | 3% | 2,921 | | 3% |
| Vietnamese | 7th | 1,809 | | 2% | 1,684 | | 2% |
| Khmer | 8th | 1,549 | | 1% | 1,485 | | 1% |
| Russian | 9th | 1,130 | | 1% | 1,350 | | 1% |
| French | 10th | 691 | | 1% | 713 | | 1% |

The ACCESS achievement, by proficiency level, of students speaking the ten highest-incidence non-English languages is summarized in tables 21, 22, and 23 and in figure 5. Table 21 and figure 5 show the percentage of students scoring at each ACCESS level, by native language. The language group with the highest percentages of students in the highest proficiency levels (Levels 4–6) is Chinese, followed closely by Russian. Tables 22 and 23 illustrate average proficiency levels by native language disaggregated by grade span and years in Massachusetts, respectively.

**Table 21. 2023 Percent of Students at Each Proficiency Level by Native Language**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Percent (%) of Students within Language at Each Proficiency Level** | | | | | |
| **Native Language** | **N** | **Level 6** | **Level 5** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| Spanish | 55,783 | 0 | 2 | 13 | 35 | 25 | 25 |
| Portuguese | 20,512 | 0 | 2 | 12 | 30 | 25 | 31 |
| Cape Verdean | 4,008 | 0 | 2 | 16 | 42 | 22 | 18 |
| Creole | 3,590 | 0 | 2 | 14 | 45 | 26 | 13 |
| Chinese | 2,973 | 2 | 10 | 29 | 33 | 15 | 12 |
| Arabic | 2,784 | 0 | 3 | 23 | 42 | 18 | 14 |
| Vietnamese | 1,564 | 0 | 5 | 25 | 38 | 18 | 12 |
| Khmer | 1,429 | 1 | 4 | 23 | 42 | 20 | 10 |
| Russian | 1,317 | 1 | 8 | 23 | 35 | 16 | 17 |
| French | 687 | 1 | 8 | 23 | 40 | 18 | 11 |

**Figure 5. 2023 Percent of Students at Each Proficiency Level by Native Language**



**Table 22. 2023 Average Proficiency Level of Students by Native Language Disaggregated by Grade Span**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Average ACCESS Overall Proficiency Level by Native Language** | | | | | | | | | |
| **Grade Span** | **Arabic** | **Cape Verdean** | **Chinese** | **Creole** | **French** | **Khmer** | **Portuguese** | **Russian** | **Spanish** | **Vietnamese** |
| K | 2.3 | 2.1 | 2.8 | 1.9 | 2.5 | 2.1 | 1.7 | 2.3 | 1.9 | 2.3 |
| 1–2 | 3.2 | 2.9 | 3.7 | 2.9 | 3.5 | 3.1 | 2.7 | 3.4 | 2.8 | 3.3 |
| 3–5 | 3.8 | 3.5 | 4.1 | 3.4 | 3.9 | 4.0 | 3.2 | 3.8 | 3.4 | 4.0 |
| 6–8 | 3.4 | 3.1 | 3.5 | 3.2 | 3.4 | 3.4 | 2.8 | 3.4 | 2.9 | 3.4 |
| 9–12 | 3.3 | 3.1 | 3.6 | 3.2 | 3.4 | 3.4 | 2.9 | 3.5 | 2.8 | 3.4 |

**Table 23. 2023 Average Proficiency Level of Students by Native Language Disaggregated by Years in Ma**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Average ACCESS Overall Proficiency Level by Native Language** | | | | | | | | | |
| **Years in MA** | **Arabic** | **Cape Verdean** | **Chinese** | **Creole** | **French** | **Khmer** | **Portuguese** | **Russian** | **Spanish** | **Vietnamese** |
| First Year | 2.6 | 2.2 | 3.1 | 2.3 | 3.0 | 2.4 | 2.1 | 2.7 | 2.1 | 2.6 |
| Second Year | 3.2 | 2.9 | 3.7 | 3.1 | 3.6 | 3.0 | 2.7 | 3.6 | 2.6 | 3.2 |
| Third Year | 3.6 | 3.2 | 3.9 | 3.3 | 3.8 | 3.3 | 3.3 | 3.8 | 3.1 | 3.6 |
| Fourth Year | 3.7 | 3.3 | 3.9 | 3.4 | 3.8 | 3.7 | 3.4 | 4.0 | 3.2 | 3.6 |
| Fifth Year | 4.1 | 3.7 | 4.3 | 3.7 | 3.9 | 4.1 | 3.8 | 4.2 | 3.6 | 4.2 |
| Sixth+ Year | 3.5 | 3.4 | 3.8 | 3.5 | 3.5 | 3.6 | 3.5 | 3.9 | 3.3 | 3.7 |

# Appendix A. Performance Definitions for the ACCESS Levels of English Language Proficiency

WIDA Performance Definitions for the ACCESS Levels of English Language Proficiency - Listening and Reading Grades K-12.

The Performance Definitions are the interpretations of the six ACCESS proficiency levels (Entering, Emerging, Developing, Expanding, Bridging and Reaching) and are articulated under the headings of linguistic complexity, language forms and conventions, and vocabulary usage.

WIDA Performance Definitions for the ACCESS Levels of English Language Proficiency - Speaking and Writing Grades K-12.

The Performance Definitions are the interpretations of the six ACCESS proficiency levels (Entering, Emerging, Developing, Expanding, Bridging, and Reaching) and are articulated under the headings of linguistic complexity, language forms and conventions, and vocabulary usage.

# Appendix B. Alternate ACCESS Performance Definitions

WIDA Alternate ACESS - Performance Definitions

The Performance Definitions are the interpretations of the six Alternate ACCESS proficiency levels (Initiating, Exploring, Engaging, Entering, Emerging, and Developing) and articulate the language that English language learner students with  significant cognitive disabilities will produce and process.