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| Massachusetts Department of Elementary and Secondary Education logo | | |
|  | **ACCESS for ELLs**  **2024 Statewide Results** |
|  |
|  | March 2025 |
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# Overview of 2024 Participation and Achievement

Federal and state laws require that English learners (ELs) 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, ELs 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 reclassified to former English learners (FELs) by the district. In addition to considering 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 instructional supports may be necessary during the four-year FEL monitoring period.

**Participation Rates**

In 2024, 121,843 ELs were enrolled in grades K–12. Of these, 119,427 participated in ACCESS or Alternate ACCESS— a 98% participation rate. A total of 117,436 EL students participated in ACCESS and 1,991 EL students participated in the Alternate ACCESS. Students in high school participated at a rate of 95% compared to students in grades K–8 (99%). This pattern is commensurate with 2023 participation rates; 99% for grades K–8, 94% for grades 9–12, and 98% 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 (levels 1–5) tests. ACCESS test results are presented by language domain and composite scores. In the four testing domains, average levels of achievement in 2024 were 2.9 for speaking, 2.9 for writing, 3.1 for reading, and 4.1 for listening. Average proficiency level in 2024 for oral language, comprehension, literacy, and overall English proficiency composites were 3.4, 3.4, 2.9, and 3.0, respectively. In 2024, 12.5% of students met the criterion to reclassify as a former English learners (FEL) by achieving the minimum overall proficiency level (4.2) and literacy level (3.9) on the ACCESS test. The 2024 testing year was the first year that students could meet exit criteria on the new WIDA Alternate ACCESS by scoring the equivalent of a level P2 on the 2023 Alternate ACCESS for ELLs. In 2024, 15.5% of students who took the WIDA Alternate ACCESS met exit criteria.

**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), a 2015 federal law, 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 119,427 ELs in Massachusetts who participated in the 2024 ACCESS and WIDA 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 test since the 2012–2013 school year and Alternate ACCESS tests since the 2013–2014 school year.

## Testing Formats

ACCESS tests measure how well ELs have met the English Language Development (ELD) Standardsdeveloped 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, 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 WIDA Alternate ACCESS K–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 Alternate ACCESS. Paper-based testing is also available 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 2024, 87.4% 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 grade-specific indicators of English proficiency using a lookup table that relates 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 relative progress a student has madewithin a particular 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 list below). Composite scale scores are then converted to composite proficiency levels using a lookup table that relates 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 state-determined 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.

## WIDA Alternate ACCESS

In 2024, an updated version of WIDA Alternate ACCESS, aligned to the 2020 WIDA English Language

Development Standards Framework, was administered for the first time. This updated version is aligned to the most recent standards framework for English learners and expands the testing grades from the previous Alternate ACCESS for ELLs to include a kindergarten administration. The WIDA Alternate ACCESS is administered to Massachusetts ELs with the most significant cognitive disabilities. These are students in grades K–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 in it. The Alt-ACCESS is administered individually by trained and certified educators in four grade-level clusters: Grades K–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 five proficiency levels (1, 2, 3, 4, 5; see Appendix B for descriptors for each proficiency level) and on a numerical scale from 900 to 980. In all, 1,991 Massachusetts students in grades K–12 participated in the Alt-ACCESS test in 2024.

Additionally, in 2024 Massachusetts adopted exit criteria for students who take the WIDA Alternate ACCESS. Students who achieved an overall proficiency level equal or greater to a P2 on the 2023 Alternate ACCESS for ELLs were eligible for reclassification as a former English learner, pending a score of 12 on the [English Language Observation Form](https://www.doe.mass.edu/ele/resources/access-alt-guidance-appendix2.docx) from both the student’s special education teacher and their English as a Second Language (ESL) teacher. WIDA provided states with a lookup table to convert scale scores on the 2024 assessment to the 2023 assessment, so that states could exit students taking the WIDA Alternate ACCESS. In this document, achievement on WIDA Alternate ACCESS is presented both as current levels and in 2023 equivalencies to allow for comparison with 2023 data.

# II. Summary of 2024 ACCESS for ELLs Participation and Achievement

## Student Participation

Participation in ACCESS is defined in two ways. A student completing all four sections of the ACCESS or Alternate ACCESS test—reading, writing, listening, and speaking—is considered to have met participation requirements. Additionally, students who were unable to complete the full ACCESS test due to the nature of their disabilities but complete at least two domains are considered to have met participation requirements. Students with disabilities who are unable to complete at least two domains due to the nature of their disabilities are exempt from participation requirements and are not included in any school, district, or state aggregations. Students who transfer to a different school between October and March of the current school year and have incomplete ACCESS data due to the time of their transfer are also exempt from participation requirements.

In 2024, 121,843 ELs were enrolled in grades K–12. Of these, 119,427 participated ACCESS or Alternate ACCESS—a 98% participation rate. A total of 117,436 EL students participated in ACCESS and 1,991 EL students participated in the Alternate ACCESS. Participation rates for each grade span are shown in table 1 for 2023and 2024. The column labelled “Change in Percentage Points” is simply the difference between participation rates from 2023 to 2024. Positive numbers indicate an increase in participation in 2024, and negative numbers indicate a decrease in participation in 2024.

**Table 1. ACCESS and Alternate ACCESS 2023 and 2024 Participation Rates and Change in Percentage Points by Grade Span**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Cluster** | **Participation Rate 2023** | **Participation Rate 2024** | **Change in Percentage Points** |
| Kindergarten | 99% | 99% | 0 |
| Grade 1 | 99% | 99% | 0 |
| Grades 2–3 | 99% | 99% | 0 |
| Grades 4–5 | 99% | 99% | 0 |
| Grades 6–8 | 99% | 99% | 0 |
| Grades 9–12 | 94% | 95% | 1 |
| **TOTAL** | 98% | 98% | 0 |

Table 2 represents ACCESS participation rates for 2023 and 2024 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 2023 and 2024 Participation Rates and Change in Percentage Points by Student Group**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Designation** | **Participation Rate 2023** | **Participation Rate 2024** | **Change in Percentage Points** |
| Low Income | 98% | 98% | 0 |
| Non-Low Income | 98% | 98% | 0 |
| Students with Disabilities | 97% | 97% | 0 |
| Students without Disabilities | 98% | 98% | 0 |
| Public School | 98% | 98% | 0 |
| Charter School | 98% | 99% | 1 |
| **Total** | 98% | 98% | 0 |

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

**Table 3. ACCESS and Alternate ACCESS 2023 and 2024 Participation Rates by Grade Span and Years of Enrollment in MA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Grade Span** | | | | | | | | | |  | |  | |
| **Year** | **Years in MA** | **K** | | **1** | | **2**–**3** | | **4**–**5** | | **6**–**8** | | **9**–**12** | | **Grand Total** | |
| **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** | **#** | **%** |
| 2023 | First Year | 11,597 | 99 | 1,903 | 99 | 2,838 | 99 | 2,413 | 99 | 3,395 | 99 | 5,160 | 98 | 27,306 | 99 |
| Second Year | 189 | 100 | 10,685 | 99 | 3,444 | 99 | 2,129 | 99 | 3,006 | 99 | 4,866 | 97 | 24,319 | 99 |
| Third Year | - | - | 333 | 99 | 9,034 | 99 | 612 | 99 | 784 | 99 | 1,080 | 95 | 11,843 | 99 |
| Fourth Year | - | - | - | - | 7,917 | 99 | 1,842 | 100 | 1,969 | 99 | 2,824 | 94 | 14,552 | 98 |
| Fifth Year | - | - | - | - | 494 | 98 | 6,401 | 99 | 1,240 | 98 | 1,544 | 94 | 9,679 | 98 |
| Sixth+ Year | - | - | - | - | 3 | 100 | 4,180 | 99 | 8,230 | 98 | 8,539 | 90 | 20,952 | 95 |
| **Total** | **11,786** | **99** | **12,921** | **99** | **23,730** | **99** | **17,577** | **99** | **18,624** | **99** | **24,013** | **94** | **108,651** | **98** |
| 2024 | First Year | 12,779 | 99 | 2,297 | 99 | 3,389 | 99 | 3,169 | 100 | 4,465 | 100 | 6,058 | 99 | 32,157 | 99 |
| Second Year | 194 | 100 | 10,746 | 99 | 2,992 | 99 | 2,148 | 99 | 2,993 | 99 | 4,757 | 96 | 23,830 | 99 |
| Third Year | - | - | 273 | 100 | 11,647 | 99 | 1,977 | 99 | 2,584 | 100 | 4,117 | 96 | 20,598 | 99 |
| Fourth Year | - | - | - | - | 7,528 | 99 | 819 | 98 | 620 | 98 | 881 | 94 | 9,848 | 98 |
| Fifth Year | - | - | - | - | 420 | 99 | 6,857 | 99 | 1,690 | 99 | 2,128 | 95 | 11,095 | 98 |
| Sixth+ Year | - | - | - | - | 1 | - | 4,329 | 98 | 8,742 | 97 | 8,827 | 91 | 21,899 | 95 |
| **Total** | **12,973** | **99** | **13,316** | **99** | **25,977** | **99** | **19,299** | **99** | **21,094** | **99** | **26,768** | **95** | **119,427** | **98** |

Table 4 shows the ACCESS participation rates in districts with the highest numbers of enrolled ELs (>1,000) in 2024. All 22 districts were classified as urban per the [2020 Massachusetts Census Data](https://malegislature.gov/Redistricting/MassachusettsCensusData/CityTown).

**Table 4. 2024 ACCESS and Alternate ACCESS Participation Rates for Districts with More than 1,000 ELs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Districts** | **Total ELs** | **Number Participated** | **Participation Rate (%)** |
| Boston | 14,549 | 14,170 | 97 |
| Worcester | 7,700 | 7,530 | 98 |
| Lynn | 7,110 | 6,969 | 98 |
| Lawrence | 5,578 | 5,484 | 98 |
| Brockton | 4,790 | 4,606 | 96 |
| Lowell | 4,190 | 4,086 | 98 |
| Springfield | 3,910 | 3,845 | 98 |
| Framingham | 3,416 | 3,370 | 99 |
| New Bedford | 3,136 | 3,098 | 99 |
| Everett | 3,000 | 2,979 | 99 |
| Chelsea | 2,686 | 2,620 | 98 |
| Fall River | 2,607 | 2,549 | 98 |
| Revere | 2,582 | 2,561 | 99 |
| Malden | 1,764 | 1,737 | 98 |
| Quincy | 1,732 | 1,729 | 100 |
| Marlborough | 1,591 | 1,580 | 99 |
| Milford | 1,504 | 1,496 | 99 |
| Waltham | 1,462 | 1,450 | 99 |
| Methuen | 1,239 | 1,225 | 99 |
| Sommerville | 1,200 | 1,189 | 99 |
| Haverhill | 1,087 | 1,079 | 99 |
| Barnstable | 1,069 | 1,060 | 99 |
| **State** | 121,843 | 119,427 | 98 |

## Student Achievement

Achievement results for the 2024 ACCESS for ELLs and WIDA Alternate ACCESS tests are organized in four sections. The first two 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 third section reports results for the WIDA Alternate ACCESS test. The last section is titled Ready to Reclassify and presents results on students achieving the minimum proficiency level (4.2 for ACCESS and P2 for Alternate ACCESS), indicating they are ready to be reclassified as FELs.

*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. 2024 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 | 12,567 | 3.6 | 3.2 | 1.7 | 1.8 |
| Second Year | 191 | 3.8 | 3.4 | 1.8 | 1.8 |
| **Total** | **12,758** | **3.6** | **3.2** | **1.7** | **1.8** |
| 1 | First Year | 2,278 | 3.2 | 2.1 | 2.8 | 1.9 |
| Second Year | 10,501 | 4.6 | 2.9 | 3.2 | 2.4 |
| Third Year | 267 | 4.7 | 2.9 | 3.0 | 2.3 |
| **Total** | **13,046** | **4.4** | **2.7** | **3.2** | **2.3** |
| 2-3 | First Year | 3,369 | 2.7 | 2.1 | 2.9 | 2.3 |
| Second Year | 2,954 | 3.7 | 2.8 | 3.4 | 2.9 |
| Third Year | 11,336 | 4.2 | 3.1 | 3.7 | 3.2 |
| Fourth Year | 7,193 | 4.3 | 3.3 | 3.8 | 3.5 |
| Fifth Year | 369 | 4.2 | 3.3 | 3.4 | 3.4 |
| Sixth+ Year | 1 | - | - | - | - |
| **Total** | **25,222** | **4.0** | **3.0** | **3.6** | **3.1** |
| 4-5 | First Year | 3,148 | 3.6 | 2.2 | 2.7 | 2.4 |
| Second Year | 2,119 | 4.6 | 2.9 | 3.2 | 3.1 |
| Third Year | 1,936 | 5.1 | 3.2 | 3.4 | 3.4 |
| Fourth Year | 770 | 5.6 | 3.6 | 3.8 | 3.7 |
| Fifth Year | 6,442 | 5.6 | 3.7 | 3.9 | 3.7 |
| Sixth+ Year | 3,949 | 5.5 | 3.5 | 3.6 | 3.7 |
| **Total** | **18,364** | **5.1** | **3.2** | **3.5** | **3.4** |
| 6-8 | First Year | 4,449 | 3.2 | 2.1 | 2.4 | 2.3 |
| Second Year | 2,975 | 4.0 | 2.6 | 2.8 | 2.8 |
| Third Year | 2,538 | 4.2 | 2.8 | 2.8 | 2.9 |
| Fourth Year | 602 | 4.7 | 2.9 | 3.0 | 3.2 |
| Fifth Year | 1,590 | 4.8 | 3.0 | 2.9 | 3.2 |
| Sixth+ Year | 8,152 | 4.9 | 3.1 | 2.9 | 3.3 |
| **Total** | **20,306** | **4.3** | **2.8** | **2.8** | **2.9** |
| 9-12 | First Year | 6,048 | 3.0 | 2.0 | 2.8 | 2.5 |
| Second Year | 4,735 | 3.4 | 2.3 | 3.1 | 2.8 |
| Third Year | 4,083 | 3.5 | 2.4 | 3.1 | 2.9 |
| Fourth Year | 870 | 4.0 | 2.6 | 3.4 | 3.1 |
| Fifth Year | 2,096 | 4.0 | 2.6 | 3.4 | 3.2 |
| Sixth+ Year | 8,328 | 4.3 | 2.8 | 3.5 | 3.4 |
| **Total** | **26,160** | **3.7** | **2.4** | **3.2** | **3.0** |
| **Grand Total** | | **115,856** | **4.1** | **2.9** | **3.1** | **2.9** |

*Composite Scores*

Composite scores are derived from a combination of weighted scale 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, disaggregated by grade span and years as an EL in Massachusetts. Percentage of students at each overall proficiency level in 2024 is presented in table 7, disaggregated by grade span and years as an EL in Massachusetts.

**Table 6. 2024 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 | 12,567 | 3.3 | 2.0 | 1.7 | 2.0 |
| Second Year | 191 | 3.5 | 2.1 | 1.7 | 2.1 |
| **Total** | **12,758** | **3.3** | **2.0** | **1.7** | **2.0** |
| 1 | First Year | 2,278 | 2.6 | 2.9 | 2.1 | 2.2 |
| Second Year | 10,501 | 3.6 | 3.8 | 2.6 | 2.9 |
| Third Year | 267 | 3.6 | 3.7 | 2.4 | 2.8 |
| **Total** | **13,046** | **3.4** | **3.6** | **2.5** | **2.8** |
| 2–3 | First Year | 3,369 | 2.3 | 2.7 | 2.5 | 2.4 |
| Second Year | 2,954 | 3.1 | 3.4 | 3.0 | 3.0 |
| Third Year | 11,336 | 3.5 | 3.9 | 3.3 | 3.3 |
| Fourth Year | 7,193 | 3.6 | 4.0 | 3.5 | 3.5 |
| Fifth Year | 369 | 3.6 | 3.6 | 3.3 | 3.4 |
| Sixth+ Year | 1 | - | - | - | - |
| **Total** | **25,222** | **3.3** | **3.7** | **3.2** | **3.2** |
| 4–5 | First Year | 3,148 | 2.8 | 3.0 | 2.5 | 2.6 |
| Second Year | 2,119 | 3.7 | 3.8 | 3.1 | 3.3 |
| Third Year | 1,936 | 4.1 | 4.1 | 3.3 | 3.5 |
| Fourth Year | 770 | 4.5 | 4.7 | 3.7 | 3.9 |
| Fifth Year | 6,442 | 4.6 | 4.7 | 3.7 | 4.0 |
| Sixth+ Year | 3,949 | 4.4 | 4.5 | 3.6 | 3.9 |
| **Total** | **18,364** | **4.1** | **4.2** | **3.4** | **3.6** |
| 6–8 | First Year | 4,449 | 2.6 | 2.7 | 2.3 | 2.4 |
| Second Year | 2,975 | 3.1 | 3.1 | 2.7 | 2.8 |
| Third Year | 2,538 | 3.3 | 3.3 | 2.8 | 3.0 |
| Fourth Year | 602 | 3.6 | 3.6 | 3.0 | 3.2 |
| Fifth Year | 1,590 | 3.7 | 3.6 | 3.0 | 3.2 |
| Sixth+ Year | 8,152 | 3.8 | 3.6 | 3.1 | 3.3 |
| **Total** | **20,306** | **3.4** | **3.3** | **2.8** | **3.0** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade Span** | **Years in MA** | **# Tested** | **Average**  **Oral Level** | **Average Comprehension Level** | **Average**  **Literacy Level** | **Average**  **Overall Level** |
| 9–12 | First Year | 6,048 | 2.4 | 2.8 | 2.6 | 2.5 |
| Second Year | 4,735 | 2.7 | 3.2 | 2.9 | 2.8 |
| Third Year | 4,083 | 2.8 | 3.2 | 2.9 | 2.9 |
| Fourth Year | 870 | 3.1 | 3.6 | 3.2 | 3.1 |
| Fifth Year | 2,096 | 3.1 | 3.6 | 3.2 | 3.2 |
| Sixth+ Year | 8,328 | 3.3 | 3.8 | 3.4 | 3.3 |
|  | **Total** | **26,160** | **2.9** | **3.3** | **3.0** | **2.9** |
| **Grand Total** | | **115856** | **3.4** | **3.4** | **2.9** | **3.0** |

**Table 7. 2024 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 | 12,567 | 67 | 15 | 11 | 6 | 1 | 0 |
| Second Year | 191 | 61 | 20 | 12 | 6 | 1 | 0 |
| **Total** | **12,758** | **67** | **15** | **11** | **6** | **1** | **0** |
| 1 | First Year | 2,278 | 58 | 23 | 15 | 3 | 1 | 0 |
| Second Year | 10,501 | 17 | 38 | 36 | 7 | 2 | 0 |
| Third Year | 267 | 16 | 42 | 37 | 3 | 1 | 0 |
| **Total** | **13,046** | **24** | **35** | **33** | **6** | **2** | **0** |
| 2–3 | First Year | 3,369 | 53 | 22 | 17 | 7 | 1 | 0 |
| Second Year | 2,954 | 18 | 31 | 33 | 15 | 3 | 0 |
| Third Year | 11,336 | 7 | 25 | 46 | 20 | 2 | 0 |
| Fourth Year | 7,193 | 5 | 17 | 47 | 28 | 3 | 0 |
| Fifth Year | 369 | 5 | 21 | 51 | 22 | 1 | 0 |
| Sixth+ Year | 1 | - | - | - | - | - | - |
| **Total** | 25,222 | 14 | 23 | 41 | 20 | 2 | 0 |
| 4–5 | First Year | 3,148 | 47 | 22 | 16 | 10 | 4 | 1 |
| Second Year | 2,119 | 16 | 25 | 29 | 22 | 6 | 1 |
| Third Year | 1,936 | 7 | 22 | 35 | 28 | 7 | 1 |
| Fourth Year | 770 | 3 | 9 | 38 | 39 | 10 | 1 |
| Fifth Year | 6,442 | 2 | 8 | 35 | 43 | 11 | 1 |
| Sixth+ Year | 3,949 | 2 | 10 | 40 | 40 | 7 | 0 |
| **Total** | **18,364** | **12** | **14** | **32** | **33** | **8** | **1** |
| 6–8 | First Year | 4,449 | 54 | 22 | 15 | 7 | 2 | 0 |
| Second Year | 2,975 | 28 | 29 | 29 | 11 | 2 | 0 |
| Third Year | 2,538 | 18 | 32 | 36 | 13 | 1 | 0 |
| Fourth Year | 602 | 9 | 26 | 47 | 17 | 2 | 0 |
| Fifth Year | 1,590 | 9 | 27 | 45 | 17 | 1 | 0 |
| Sixth+ Year | 8,152 | 5 | 25 | 52 | 18 | 1 | 0 |
| **Total** | **20,306** | **21** | **26** | **38** | **14** | **1** | **0** |
| 9–12 | First Year | 6,048 | 45 | 29 | 17 | 6 | 2 | 0 |
| Second Year | 4,735 | 28 | 32 | 27 | 11 | 2 | 0 |
| Third Year | 4,083 | 22 | 32 | 34 | 10 | 2 | 0 |
| Fourth Year | 870 | 14 | 26 | 42 | 15 | 2 | 0 |
| Fifth Year | 2,096 | 11 | 26 | 45 | 16 | 1 | 0 |
| Sixth+ Year | 8,328 | 6 | 20 | 56 | 18 | 1 | 0 |
| **Total** | **26,160** | **22** | **27** | **37** | **12** | **2** | **0** |
| **Grand Total** | | **115,856** | **24** | **24** | **34** | **16** | **3** | **0** |

Figures 1 and 2 show the percentage of students in each ACCESS proficiency level in 2023 and 2024, by grade.

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

Stacked bar graph that compares 2023 and 2024 percentage of students in each proficiency level (1-6) in grades K-6 by grade. In kindergarten, level one represented 66% of students in 2023 and 67% in 2024; 16% of students in 2023 and 15% of students in 2024 scored in level 2; 11% of students scored in level 3 for both 2023 and 2024; 7% of students in 2023 and 6% of students in 2024 scored in level 4; 1% of students in both 2023 and 2024 scored in level 5. In first grade, 22% of students in 2023 and 24% in 2024 scored in level 1; 36% of students in 2023 and 35% in 2024 scored in level 2; 34% of students in 2023 and 33% in 2024 scored in level 3; 6% of students in both 2023 and 2024 scored in level 4; 1% of students in 2023 and 2% in 2024 scored in level 5. In second grade, 14% of students in 2023 and 13% in 2024 scored in level 1; 27% of students in 2023 and 26% in 2024 scored in level 2; 44% of students in 2023 and 42% in 2024 scored in level 3; 14% of students in 2023 and 17% of students in 2024 scored in level 4; 2% of students in both 2023 and 2024 scored in level 5. In third grade, 14% of students in 2023 and 15% of students in 2024 scored in level 1; 21% of students in 2023 and 19% in 2024 scored in level 2; 42% of students in 2023 and 40% in 2024 scored in level 3; 20% of students in 2023 and 23% of students in 2024 scored in level 4; 2% of students in 2023 and 3% in 2024 scored in level 5. In fourth grade, 8% of students in 2023 and 10% of students in 2024 scored in level 1; 12% of students in 2023 and 13% in 2024 scored in level 2; 32% of students in both 2023 and 2024 scored in level 3; 36% of students in 2023 and 34% of students in 2024 scored in level 4; 10% of students in 2023 and 9% in 2024 scored in level 5; 1% of students in both 2023 and 2024 scored in level 6. In fifth grade, 14% of students in 2023 and 2024 scored in level 1; 14% of students in 2023 and 15% in 2024 scored in level 2; 33% of students in both 2023 and 2024 scored in level 3; 31% of students in 2023 and 30% of students in 2024 scored in level 4; 7% of students in both 2023 and 2024 scored in level 5; 1% of students in 2023 and 0% in 2024 scored in level 6. In sixth grade, 17% of students in 2023 and 19% of students in 2024 scored in level 1; 27% of students in 2023 and 29% in 2024 scored in level 2; 45% of students in 2023 and 40% in 2024 scored in level 3; 11% of students in both 2023 and 2024 scored in level 4; 1% of students in both 2023 and 2024 scored in level 5.

*Note:* Level 6 was only achieved by students in grades 4 and 5.

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

Stacked bar graph that compares 2023 and 2024 percentage of students in each proficiency level (1-6) in grades 7-12 by grade. In seventh grade, level one represented 20% of students in 2023 and 21% in 2024; 25% of students in 2023 and 26% of students in 2024 scored in level 2; 40% of students in 2023 and 38% in 2024 scored in level 3; 14% of students in both 2023 and 2024 scored in level 4; 1% of students in both 2023 and 2024 scored in level 5. In eighth grade, 23% of students in both 2023 and 2024 scored in level 1; 23% of students in both 2023 and 2024 scored in level 2; 39% of students in 2023 and 35% in 2024 scored in level 3; 14% of students in 2023 and 16% in 2024 scored in level 4; 1% of students in 2023 and 2% in 2024 scored in level 5. In ninth grade, 25% of students in 2023 and 22% in 2024 scored in level 1; 26% of students in 2023 and 27% in 2024 scored in level 2; 35% of students in both 2023 and 2024 scored in level 3; 12% of students in 2023 and 14% of students in 2024 scored in level 4; 2% of students in both 2023 and 2024 scored in level 5. In tenth grade, 24% of students in 2023 and 22% of students in 2024 scored in level 1; 26% of students in 2023 and 28% in 2024 scored in level 2; 37% of students in 2023 and 36% in 2024 scored in level 3; 12% of students in 2023 and 13% of students in 2024 scored in level 4; 1% of students in 2023 and 2% in 2024 scored in level 5. In eleventh grade, 22% of students in 2023 and 24% of students in 2024 scored in level 1; 26% of students in 2023 and 25% in 2024 scored in level 2; 39% of students in 2023 and 37% in 2024 scored in level 3; 11% of students in 2023 and 12% of students in 2024 scored in level 4; 1% of students in both 2023 and 2024 scored in level 5. In twelfth grade, 22% of students in 2023 and 24% in 2024 scored in level 1; 29% of students in 2023 and 28% in 2024 scored in level 2; 41% of students in 2023 and 40% in 2024 scored in level 3; 8% of students in 2023 and 10% of students in 2024 scored in level 4; 1% of students in both 2023 and 2024 scored in level 5.

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

*Alternate ACCESS*

The Alternate ACCESS for ELLs assessment was first administered in Massachusetts in 2014 to ELs with the most significant cognitive disabilities. The updated version, WIDA Alternate ACCESS, was first administered in 2024. The Alternate ACCESS results are reported at five proficiency levels that match ACCESS for ELLs:

1–Entering, 2–Emerging, 3–Developing, 4–Expanding, and 5–Bridging, and on a numerical scale from 900 to 980. Previously Alternate ACCESS for ELLs was reported as 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 910 to 960. See [Appendix B](#_Appendix_B._Alternate) for the performance definitions of the WIDA Alternate ACCESS proficiency levels.

In 2024, 1,991 students participated in Alternate ACCESS. Table 8 shows the percentage of students in each of the new 2024 Alternate ACCESS proficiency levels by grade. Table 9 compares the 2023 and 2024 proficiency levels on the ACCESS for ELLs (2013–2023) scale by grade.

**Table 8. 2024 Performance by Proficiency Level on the 2024 WIDA Alternate ACCESS by Grade**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Percent of Students at Each Overall Proficiency Level (%)** | | | | |
| **Grade Span** | **Years in MA** | **# Tested**  **# Tested** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| K–2 | 1 | 223 | 76 | 12 | 9 | 2 | 1 |
| 2 | 244 | 61 | 16 | 12 | 7 | 4 |
| 3 | 190 | 41 | 16 | 18 | 15 | 10 |
| 4 | 11 | 18 | 27 | 36 | 18 | 0 |
| **Total** | **668** | **60** | **15** | **13** | **7** | **5** |
| 3–5 | 1 | 19 | 74 | 0 | 16 | 11 | 0 |
| 2 | 17 | 59 | 35 | 6 | 0 | 0 |
| 3 | 34 | 56 | 24 | 9 | 9 | 3 |
| 4 | 180 | 52 | 28 | 13 | 4 | 3 |
| 5 | 155 | 45 | 17 | 22 | 10 | 6 |
| 6 | 138 | 36 | 14 | 16 | 15 | 20 |
| **Total** | **543** | **47** | **20** | **16** | **9** | **8** |
| 6–8 | 1 | 12 | 58 | 33 | 0 | 8 | 0 |
| 2 | 12 | 58 | 8 | 17 | 17 | 0 |
| 3 | 22 | 55 | 14 | 23 | 9 | 0 |
| 4 | 9 | 33 | 22 | 33 | 0 | 11 |
| 5 | 24 | 25 | 38 | 13 | 13 | 13 |
| 6 | 266 | 33 | 18 | 20 | 15 | 14 |
| **Total** | **345** | **36** | **19** | **19** | **14** | **12** |
| 9–12 | 1 | 7 | 71 | 14 | 0 | 14 | 0 |
| 2 | 18 | 44 | 28 | 11 | 6 | 11 |
| 3 | 27 | 44 | 22 | 30 | 4 | 0 |
| 4 | 7 | 29 | 14 | 14 | 14 | 29 |
| 5 | 24 | 38 | 17 | 25 | 13 | 8 |
| 6 | 311 | 33 | 17 | 15 | 14 | 21 |
| **Total** | **394** | **35** | **18** | **16** | **12** | **18** |
| **Grand Total** | | **1950** | **47** | **18** | **16** | **10** | **10** |

**Table 9. Comparison of ACCESS for ELLs Proficiency Levels by Grade between 2023 and 2024\***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **# Tested** | | **% at A1** | | **% at A2** | | **% at A3** | | **% at P1** | | **% at P2** | |
| **Grade Span** | **Years in MA** | **2023** | **2024** | **2023** | **2024** | **2023** | **2024** | **2023** | **2024** | **2023** | **2024** | **2023** | **2024** |
| K–2 | 1 | 27 | 223 | 33 | 33 | 11 | 17 | 30 | 35 | 15 | 13 | 11 | 3 |
| 2 | 231 | 244 | 25 | 18 | 15 | 20 | 22 | 34 | 23 | 20 | 15 | 8 |
| 3 | 186 | 190 | 28 | 8 | 11 | 13 | 22 | 30 | 19 | 31 | 20 | 17 |
| 4 | 11 | 11 | 0 | 0 | 18 | 0 | 36 | 45 | 36 | 36 | 9 | 18 |
| **Total** | **455** | **668** | **26** | **20** | **13** | **16** | **22** | **34** | **21** | **21** | **17** | **9** |
| 3–5 | 1 | 10 | 19 | 30 | 21 | 10 | 21 | 40 | 32 | 10 | 16 | 10 | 11 |
| 2 | 14 | 17 | 14 | 12 | 29 | 29 | 36 | 41 | 14 | 18 | 7 | 0 |
| 3 | 21 | 34 | 24 | 24 | 10 | 9 | 29 | 38 | 29 | 18 | 10 | 12 |
| 4 | 180 | 180 | 20 | 21 | 9 | 23 | 24 | 26 | 23 | 23 | 23 | 7 |
| 5 | 168 | 155 | 12 | 15 | 9 | 17 | 20 | 23 | 32 | 29 | 27 | 16 |
| 6 | 91 | 138 | 9 | 9 | 5 | 11 | 18 | 23 | 23 | 22 | 45 | 35 |
| **Total** | **484** | **543** | **15** | **16** | **9** | **17** | **22** | **26** | **26** | **24** | **27** | **17** |
| 6–8 | 1 | 5 | 12 | 20 | 42 | 0 | 17 | 20 | 33 | 40 | 8 | 20 | 0 |
| 2 | 19 | 12 | 5 | 17 | 5 | 17 | 26 | 33 | 53 | 25 | 11 | 8 |
| 3 | 4 | 22 | 0 | 23 | 25 | 23 | 25 | 23 | 25 | 27 | 25 | 5 |
| 4 | 22 | 9 | 18 | 11 | 9 | 0 | 14 | 33 | 50 | 44 | 9 | 11 |
| 5 | 18 | 24 | 0 | 13 | 22 | 8 | 17 | 38 | 28 | 17 | 33 | 25 |
| 6 | 284 | 266 | 10 | 11 | 10 | 10 | 20 | 27 | 32 | 29 | 28 | 23 |
| **Total** | **352** | **345** | **9** | **13** | **10** | **11** | **20** | **28** | **34** | **28** | **26** | **20** |
| 9–12 | 1 | 9 | 7 | 11 | 29 | 22 | 14 | 33 | 43 | 33 | 0 | 0 | 14 |
| 2 | 21 | 18 | 10 | 6 | 29 | 11 | 19 | 56 | 29 | 11 | 14 | 17 |
| 3 | 11 | 27 | 0 | 11 | 27 | 26 | 18 | 30 | 36 | 33 | 18 | 0 |
| 4 | 28 | 7 | 11 | 0 | 18 | 14 | 32 | 29 | 29 | 29 | 11 | 29 |
| 5 | 24 | 24 | 4 | 8 | 13 | 8 | 29 | 38 | 42 | 33 | 13 | 13 |
| 6 | 300 | 311 | 11 | 13 | 7 | 11 | 18 | 30 | 30 | 22 | 34 | 25 |
| **Total** | **393** | **394** | **10** | **12** | **10** | **12** | **20** | **32** | **31** | **23** | **29** | **22** |
| **Grand Total** | | **1684** | **1950** | **16** | **16** | **11** | **15** | **21** | **30** | **27** | **23** | **25** | **16** |

\*Note: Alternate ACCESS for ELLs was not offered for kindergarten in 2023.

*Ready to Reclassify*

Students with an overall ACCESS proficiency level of 4.2 or higher and a literacy proficiency level of 3.9 or higher are ready to be reclassified as former English learners (FELs). Similarly, students taking WIDA Alternate ACCESS were eligible for the first time in 2024 to be considered to reclassify as FELs if they met the 2023 test equivalent of an overall level of P2 or greater. Those students must also have received a score of 12 on the [English Language Observation Form](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fele%2Fresources%2Faccess-alt-guidance-appendix2.docx&wdOrigin=BROWSELINK) from both their special education teacher and their ESL teacher. Table 10 shows the percentage of students whose ACCESS and Alternate ACCESS scores indicated their attainment of English proficiency. In 2024, 12.6% of students taking ACCESS and Alternate ACCESS received scores indicating they were ready to exit EL status and reclassify as FELs. Note that in 2023, there was not an exit criterion for Alternate ACCESS.

**Table 10. 2023 and 2024 Percentage of Students Meeting ACCESS Criteria for English Proficiency**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **2023 % Ready to Reclassify** | **2024 % Ready to Reclassify** | | | **Percent Change 2024–2023** |
|  | **ACCESS** | **ACCESS** | **Alternate** | **ACCESS and Alternate** | **ACCESS** |
| K | 2.8 | 2.5 | 2.8 | 2.5 | -0.3 |
| 1 | 5.3 | 5.8 | 6.3 | 5.8 | 0.5 |
| 2 | 10.2 | 12.7 | 16.6 | 12.8 | 2.5 |
| 3 | 14.6 | 17.4 | 8.3 | 17.2 | 2.8 |
| 4 | 33.3 | 31.7 | 14.5 | 31.4 | -1.6 |
| 5 | 27.6 | 26.3 | 26.4 | 26.3 | -1.3 |
| 6 | 5.7 | 6.5 | 16.4 | 6.6 | 0.8 |
| 7 | 8.0 | 9.6 | 16.3 | 9.7 | 1.6 |
| 8 | 9.0 | 11.2 | 23.1 | 11.5 | 2.2 |
| 9 | 8.8 | 10.6 | 19.3 | 10.7 | 1.8 |
| 10 | 8.1 | 9.3 | 23 | 9.6 | 1.2 |
| 11 | 7.4 | 8.6 | 16.1 | 8.7 | 1.2 |
| 12 | 5.0 | 6.9 | 19.5 | 7.1 | 1.9 |
| **Total** | **11.5** | **12.5** | **14.7** | **12.6** | **1.0** |

# III. Reporting Elements

Requirements for reporting the proficiency and progress of ELs are outlined in Title III of the *Every Student Succeeds Act* (ESSA) and in the *Language Opportunities for Our Kids* *Act* (LOOK). 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.
* 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 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 in this report.

Based on the five reporting elements described above, this report includes the overall state results of EL students taking the ACCESS test and the WIDA 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 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 DESE.

## 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 (the highest level of proficiency). In 2018, DESE 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 the measures used by DESE 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.
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). Generally, difficulty indices below 40 are considered easier, indices between 40 and 60 moderate, and indices above 60 harder. 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), indicating that 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 or hours per week in a language program to accelerate their progress toward 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 whose progress targets would therefore be difficult to achieve.
  2. Progress targets and difficulty indices were estimated for students who were eligible to take the ACCESS tests but were absent for the test. The estimates were based on students’ prior scores, if available, or on the ACCESS test results of other students 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 received future targets that were lower than the prior year’s targets, such as when students performed lower-than-expected overall in the current year.
  5. Students in their fifth year or more in MA all had 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 2024 were calculated using a historical peer comparison group from which current progress was measured. This baseline method allows for comparison between SGPAs in 2024 and those from 2017 to 2023 (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 11 shows the average and standard deviation (SD) of SGPA by grade. In 2024, the average SGPA for all students was 51, indicating average growth.

**Table 11. 2024 Average SGPA by Grade**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Average SGPA** | **SGPA SD** |
| 1 | 46.7 | 30.0 |
| 2 | 54.0 | 28.0 |
| 3 | 49.2 | 29.7 |
| 4 | 49.0 | 30.2 |
| 5 | 48.5 | 29.5 |
| 6 | 49.9 | 29.8 |
| 7 | 49.7 | 30.4 |
| 8 | 48.7 | 30.1 |
| 9 | 54.0 | 28.8 |
| 10 | 53.3 | 28.8 |
| 11 | 53.1 | 29.8 |
| 12 | 53.9 | 29.9 |
| **Total** | **50.5** | **29.6** |

1. **Progress Indicator** (“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 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.”

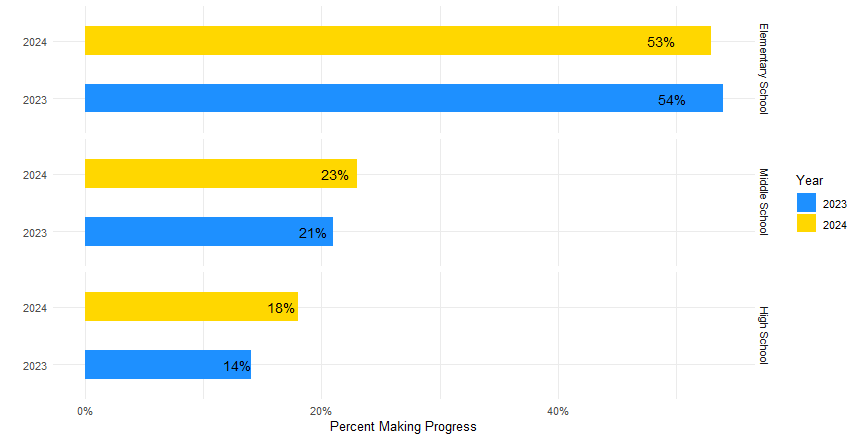
For EL students taking the WIDA Alternate ACCESS, DESE determines progress based on a comparison of the prior year’s results and the current year’s results to see whether the scores have increased by at least one proficiency level in one or more subdomains of the test (listening, speaking, reading, or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

Data that meet reporting element #1 of Title III are provided in tables 12–14 and in figure 3, highlighting student progress in 2023 and 2024. Overall, 38% of students made progress in 2024. Table 12 provides progress indicator data by grade. Figure 3 depicts the percentage of students who made progress by school groups: elementary school (grades 1–5), middle school (grades 6–8), and high school (grades 9–12). Table 13 highlights a different perspective, showing progress indicator data by grade span and years in Massachusetts. Table 14 disaggregates the data by student disability status, wherein students with disabilities are defined as students with IEPs as reported by districts in SIMS.

**Table 12. 2023 and 2024 Progress Attainment by Grade**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2023** | | | **2024** | | |
|  | **All Students** | **Students Who Made Progress** | | **All Students** | **Students Who Made Progress** | |
| **Grade** | **N** | **N** | **% of All Students** | **N** | **N** | **% of All Students** |
| **1** | 10,879 | 5,655 | 52 | 10,586 | 5,539 | 52 |
| **2** | 10,793 | 7,011 | 65 | 11,681 | 7,483 | 64 |
| **3** | 9,851 | 5,181 | 53 | 10,659 | 5,801 | 54 |
| **4** | 8,911 | 4,898 | 55 | 9,439 | 4,343 | 46 |
| **5** | 6,037 | 2,352 | 39 | 6,848 | 2,700 | 39 |
| **6** | 4,924 | 939 | 19 | 5,184 | 1,082 | 21 |
| **7** | 5,073 | 1,071 | 21 | 5,542 | 1,307 | 24 |
| **8** | 4,842 | 1,036 | 21 | 5,714 | 1,350 | 24 |
| **9** | 5,489 | 1,009 | 18 | 5,910 | 1,298 | 22 |
| **10** | 5,662 | 837 | 15 | 5,858 | 1,027 | 18 |
| **11** | 4,229 | 511 | 12 | 5,391 | 867 | 16 |
| **12** | 4,186 | 399 | 10 | 4,160 | 547 | 13 |
| **Total** | **80,876** | **30,899** | **38** | **86,972** | **33,344** | **38** |

**Figure 3. 2023 and 2024 Progress Attainment by School Group**



**Table 13. 2023 and 2024 Progress Attainment by Grade Span and Years of Enrollment in MA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Span** | **Years in MA** | **2023** | | **2024** | |
| **Total Students (N)** | **Made Progress (%)** | **Total Students (N)** | **Made Progress (%)** |
| **1** | First Year | 185 | 31 | 59 | 100 |
| Second Year | 10,368 | 52 | 10,262 | 52 |
| Third Year | 326 | 49 | 265 | 35 |
| **Total** | 10,879 | 52 | 10,586 | 52 |
| **2–3** | First Year | 169 | 43 | 221 | 100 |
| Second Year | 3,241 | 57 | 2,759 | 61 |
| Third Year | 8,885 | 66 | 11,502 | 63 |
| Fourth Year | 7,847 | 54 | 7,444 | 54 |
| Fifth Year | 499 | 31 | 413 | 15 |
| Sixth+ Year | 3 | - | 1 | 0 |
| **Total** | 20,644 | 59 | 22,340 | 59 |
| **3–5** | First Year | 102 | 28 | 370 | 100 |
| Second Year | 2,005 | 43 | 2,001 | 42 |
| Third Year | 566 | 49 | 1,939 | 41 |
| Fourth Year | 1,787 | 48 | 787 | 50 |
| Fifth Year | 6,356 | 57 | 6,840 | 44 |
| Sixth+ Year | 4,132 | 38 | 4,350 | 37 |
| **Total** | 14,948 | 49 | 16,287 | 43 |
| **6–8** | First Year | 118 | 30 | 290 | 100 |
| Second Year | 2,842 | 39 | 2,744 | 40 |
| Third Year | 730 | 37 | 2,537 | 34 |
| Fourth Year | 1,946 | 33 | 580 | 26 |
| Fifth Year | 1,216 | 24 | 1,658 | 13 |
| Sixth+ Year | 7,987 | 9 | 8,631 | 13 |
| **Total** | 14,839 | 21 | 16,440 | 23 |
| **9–12** | First Year | 221 | 4 | 367 | 100 |
| Second Year | 4,657 | 16 | 4,499 | 23 |
| Third Year | 1,057 | 22 | 4,198 | 18 |
| Fourth Year | 2,926 | 19 | 871 | 21 |
| Fifth Year | 1,581 | 20 | 2,144 | 11 |
| Sixth+ Year | 9,124 | 10 | 9,240 | 12 |
| **Total** | 19,566 | 14 | 21,319 | 18 |
| **Grand Total** | | **80,876** | **38** | **86,972** | **38** |

**Table 14. 2024 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** | First Year | 56 | 100 | 1 | - | 59 | 100 |
| Second Year | 8,657 | 56 | 1,605 | 33 | 10,262 | 52 |
| Third Year | 167 | 40 | 98 | 27 | 265 | 35 |
| **Total** | 8,880 | 56 | 1,704 | 32 | 10,586 | 52 |
| **2-3** | First Year | 215 | 100 | 4 | - | 221 | 100 |
| Second Year | 2,576 | 63 | 183 | 36 | 2,759 | 61 |
| Third Year | 9,209 | 67 | 2,293 | 46 | 11,502 | 63 |
| Fourth Year | 5,336 | 62 | 2,108 | 34 | 7,444 | 54 |
| Fifth Year | 186 | 18 | 227 | 11 | 413 | 15 |
| Sixth+ Year | - | - | 1 | - | 1 | 0 |
| **Total** | 17,522 | 65 | 4,816 | 39 | 22,340 | 59 |
| **4-5** | First Year | 362 | 100 | 6 | - | 370 | 100 |
| Second Year | 1,874 | 43 | 127 | 30 | 2,001 | 42 |
| Third Year | 1,742 | 42 | 197 | 35 | 1,939 | 41 |
| Fourth Year | 572 | 58 | 215 | 30 | 787 | 50 |
| Fifth Year | 4,654 | 53 | 2,186 | 25 | 6,840 | 44 |
| Sixth+ Year | 2,253 | 49 | 2,097 | 25 | 4,350 | 37 |
| **Total** | 11,457 | 51 | 4,828 | 26 | 16287 | 43 |
| **6-8** | First Year | 286 | 100 | 4 | - | 290 | 100 |
| Second Year | 2,641 | 41 | 103 | 21 | 2,744 | 40 |
| Third Year | 2,333 | 35 | 204 | 19 | 2,537 | 34 |
| Fourth Year | 470 | 29 | 110 | 15 | 580 | 26 |
| Fifth Year | 1,276 | 15 | 382 | 6 | 1,658 | 13 |
| Sixth+ Year | 4,136 | 18 | 4,495 | 8 | 8,631 | 13 |
| **Total** | 11,142 | 29 | 5,298 | 9 | 16,440 | 23 |
| **9-12** | First Year | 362 | 100 | 3 | - | 367 | 100 |
| Second Year | 4,400 | 24 | 99 | 11 | 4,499 | 23 |
| Third Year | 4,044 | 18 | 154 | 14 | 4,198 | 18 |
| Fourth Year | 778 | 22 | 93 | 11 | 871 | 21 |
| Fifth Year | 1,952 | 12 | 192 | 7 | 2,144 | 11 |
| Sixth+ Year | 4,988 | 14 | 4,252 | 10 | 9,240 | 12 |
| **Total** | 16,524 | 20 | 4,793 | 10 | 21,319 | 18 |
| **Grand Total** | | **65,525** | **44** | **21,439** | **22** | **86,972** | **38** |

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

Data that meet reporting element #2 of Title III are presented in table 15, figure 4, and table 16, highlighting English proficiency attainment for students who tested in 2023 and 2024. In 2024, 13% of EL students met the criteria for English language proficiency. Table 15 provides English proficiency attainment by grade. Figure 4 depicts the percent of students who attained English proficiency by school group: elementary school (grades 1–5), middle school (grades 6–8), and high school (grades 9–12). Table 16 highlights a different perspective of the data, showing English proficiency attainment by grade span and years in Massachusetts.

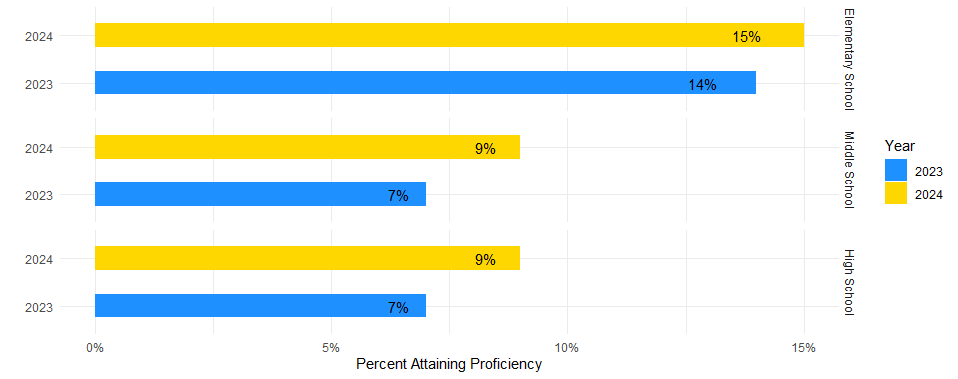
Students who attained an overall score of at least Level4.2 and a literacy composite score of at least Level 3.9 on the ACCESS for ELLs were designated as having attained English language proficiency. Students who scored below these proficiency levels or who did not participate as required by state and federal regulations were designated not yet to have attained English proficiency.

Students who took WIDA Alternate ACCESS are not included in the calculation of reporting element #2, due to [Massachusetts policies around eligibility for Alternate students to exit EL status](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fele%2Fresources%2Faccess-alt-guidance-appendix1.docx&wdOrigin=BROWSELINK). For information on students taking WIDA Alternate ACCESS who met the testing criteria for English proficiency, see Table 10.

**Table 15. 2023 and 2024 English Proficiency Attainment by Grade**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **2023** | | **2024** | | **Percentage Change 2023–2024** |
| **# Tested** | **% Proficient** | **# Tested** | **% Proficient** |
| **K** | 11,956 | 3 | 13,062 | 3 | 0 |
| **1** | 13,044 | 5 | 13,419 | 6 | 1 |
| **2** | 12,504 | 10 | 13,699 | 13 | 3 |
| **3** | 11,447 | 14 | 12,506 | 17 | 3 |
| **4** | 10,373 | 33 | 11,077 | 31 | -2 |
| **5** | 7,378 | 27 | 8,453 | 26 | -1 |
| **6** | 6,290 | 6 | 6,921 | 7 | 1 |
| **7** | 6,509 | 8 | 7,243 | 10 | 2 |
| **8** | 6,090 | 9 | 7,225 | 11 | 2 |
| **9** | 8,240 | 9 | 8,752 | 11 | 2 |
| **10** | 7,183 | 8 | 7,662 | 10 | 2 |
| **11** | 5,346 | 7 | 6,869 | 9 | 2 |
| **12** | 4,752 | 5 | 4,955 | 7 | 2 |
| **Total** | **111,112** | **11** | **121,843** | **13** | **2** |

**Figure 4. 2023–2024 English Proficiency Attainment by School Group**



**Table 16. 2023 and 2024 English Proficiency Attainment by Grade Span and Years of Enrollment in MA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Years in MA** | **2023** | | **2024** | | **2023–2024** |
| **# Tested** | **%**  **Proficient** | **# Tested** | **% Proficient** | **Percentage Change** |
| **K** | First Year | 11,767 | 3 | 12,868 | 3 | 0 |
| Second Year | 189 | 2 | 194 | 3 | 1 |
| **Total** | 11,956 | 3 | 13,062 | 3 | 0 |
| **1** | First Year | 1,926 | 3 | 2,311 | 3 | 0 |
| Second Year | 10,781 | 6 | 10,835 | 7 | 1 |
| Third Year | 337 | 2 | 273 | 3 | 1 |
| **Total** | 13,044 | 5 | 13,419 | 6 | 1 |
| **2–3** | First Year | 2,860 | 7 | 3,410 | 6 | -1 |
| Second Year | 3,464 | 8 | 3,019 | 13 | 5 |
| Third Year | 9,123 | 12 | 11,737 | 15 | 3 |
| Fourth Year | 7,999 | 16 | 7,614 | 20 | 4 |
| Fifth Year | 502 | 10 | 424 | 13 | 3 |
| Sixth+ Year | 3 | - | 1 | - | - |
| **Total** | 23,951 | 12 | 26,205 | 15 | 3 |
| **4–5** | First Year | 2,430 | 14 | 3,179 | 12 | -2 |
| Second Year | 2,145 | 19 | 2,164 | 21 | 2 |
| Third Year | 618 | 32 | 1,990 | 25 | -7 |
| Fourth Year | 1,851 | 30 | 832 | 33 | 3 |
| Fifth Year | 6,480 | 39 | 6,941 | 38 | -1 |
| Sixth+ Year | 4,227 | 33 | 4,424 | 32 | -1 |
| **Total** | 17,751 | 30 | 19,530 | 29 | -1 |
| **6–8** | First Year | 3,414 | 7 | 4,475 | 6 | -1 |
| Second Year | 3,023 | 6 | 3,013 | 9 | 3 |
| Third Year | 790 | 9 | 2,596 | 9 | 0 |
| Fourth Year | 1,992 | 8 | 630 | 12 | 4 |
| Fifth Year | 1,261 | 10 | 1,705 | 11 | 1 |
| Sixth+ Year | 8,409 | 7 | 8,970 | 10 | 3 |
| **Total** | 18,889 | 7 | 21,389 | 9 | 2 |
| **9–12** | First Year | 5,247 | 6 | 6,130 | 6 | 0 |
| Second Year | 5,029 | 6 | 4,942 | 10 | 4 |
| Third Year | 1,139 | 10 | 4,288 | 8 | -2 |
| Fourth Year | 2,993 | 8 | 936 | 12 | 4 |
| Fifth Year | 1,641 | 10 | 2,229 | 10 | 0 |
| Sixth+ Year | 9,472 | 8 | 9,713 | 11 | 3 |
| **Total** | 25,521 | 7 | 28,238 | 9 | 2 |
| **Grand Total** | | **111,112** | **11** | **121,843** | **13** | **2** |

## 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 17. Table 17 shows the number of students by grade span that reached English proficiency as well as the number and percent of students that exited EL status and were reclassified as FELs in 2023 and 2024. The overall percentage of proficient students who exited EL status after reaching proficiency was 87% in 2023 and 98% in 2024. 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 2024 Student Information Management System (SIMS).

**Table 17. 2023 and 2024 English Proficiency and Reclassification to FEL by Grade Span**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Span** | **Indicator** | **2023** | **2024** |
| **K** | Attained English Proficiency on ACCESS (**N**) | 337 | 329 |
| Exited EL Status and were Reclassified as FELs (**N**) | 270 | 322 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 80 | 98 |
| **1** | Attained English Proficiency on ACCESS (**N**) | 673 | 777 |
| Exited EL Status and were Reclassified as FELs (**N**) | 561 | 763 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 83 | 98 |
| **2–3** | Attained English Proficiency on ACCESS (**N**) | 2,898 | 3,903 |
| Exited EL Status and were Reclassified as FELs (**N**) | 2,496 | 3,851 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 86 | 99 |
| **4–5** | Attained English Proficiency on ACCESS (**N**) | 5,389 | 5,708 |
| Exited EL Status and were Reclassified as FELs (**N**) | 4,785 | 5,661 |
| Percent of English Proficient Students that Exited EL Status (%) | 89 | 99 |
| **6–8** | Attained English Proficiency on ACCESS (**N**) | 1,395 | 1,988 |
| Exited EL Status and were Reclassified as FELs (**N**) | 1,207 | 1,929 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 87 | 97 |
| **9–12** | Attained English Proficiency on ACCESS (**N**) | 1,908 | 2,617 |
| Exited EL Status and were Reclassified as FELs (**N**) | 1,691 | 2,557 |
| Percent of English Proficient Students that Exited EL Status (**%**) | 89 | 98 |
| **Total** | Attained English Proficiency on ACCESS (**N**) | **12,600** | **15,322** |
| Exited EL Status and were Reclassified as FELs (**N**) | **11,010** | **15,083** |
| Percent of English Proficient Students that Exited EL Status (**%**) | **87** | **98** |

## 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 18 and 19 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 18. Results for grade 10 ELA, grade 10 mathematics, and high school science are presented in table 19. 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 MCAS tests are considered at or above grade-level standards in Massachusetts, noted as “proficient” in tables 18 and 19. 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 2024 SIMS. Students with disabilities are defined as students with IEPs as reported by districts in SIMS.

**Table 18. 2024 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 | 15,382 | 4,904 | 32% | 15,383 | 5,683 | 37% | 4,993 | 1,601 | 32% |
| 2 | 5,480 | 2,388 | 44% | 5,490 | 2,616 | 48% | 1,867 | 824 | 44% |
| 3 | 6,828 | 2,886 | 42% | 6,818 | 2,911 | 43% | 2,932 | 969 | 33% |
| 4 | 701 | 340 | 49% | 702 | 340 | 48% | 225 | 73 | 32% |
| **Total** | **28,391** | **10,518** | **37%** | **28,393** | **11,550** | **41%** | **10,017** | **3,467** | **35%** |
| Students with Disabilities | 1 | 2,555 | 223 | 9% | 2,556 | 340 | 13% | 793 | 106 | 13% |
| 2 | 870 | 98 | 11% | 871 | 129 | 15% | 299 | 38 | 13% |
| 3 | 850 | 112 | 13% | 847 | 123 | 15% | 428 | 49 | 11% |
| 4 | 138 | 14 | 10% | 138 | 17 | 12% | 42 | 2 | **-** |
| **Total** | **4,413** | **447** | **10%** | **4,412** | **609** | **14%** | **1,562** | **195** | **12%** |

**Table 19. 2024 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 | 1,163 | 454 | 39% | 1,163 | 420 | 36% | 304 | 111 | 37% |
| 2 | 368 | 203 | 55% | 370 | 164 | 44% | 84 | 32 | 38% |
| 3 | 434 | 224 | 52% | 437 | 208 | 48% | 85 | 38 | 45% |
| 4 | 165 | 74 | 45% | 168 | 60 | 36% | 20 | 14 | 70% |
| **Total** | 2,130 | 955 | 45% | 2,138 | 852 | 40% | 493 | 195 | 40% |
| Students with Disabilities | 1 | 257 | 30 | 12% | 251 | 14 | 6% | 70 | 8 | 11% |
| 2 | 91 | 15 | 16% | 92 | 12 | 13% | 24 | 2 | 8% |
| 3 | 85 | 15 | 18% | 85 | 11 | 13% | 20 | 3 | 15% |
| 4 | 39 | 7 | **-** | 39 | 5 | **-** | 5 | **-** | **-** |
| **Total** | 472 | 67 | 14% | 467 | 42 | 9% | 119 | 13 | 11% |

## 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 state exit criteria of 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 20, disaggregated by years in Massachusetts and disability status for 2023 and 2024. 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 are still within the 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 2024, 15.2% of students with disabilities in their fifth year as an EL met English proficiency exit criteria. In 2024 overall, 4.0% 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 20. 2023 and 2024 ELs Meeting Exit Criteria by Years in Massachusetts and Disability Status**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Years in MA** | **Exit Status** | **2023** | | | **2024** | | |
| **non-SwD**  N (%) | **SwD**  N (%) | **All**  N (%) | **non-SwD**  N (%) | **SwD**  N (%) | **All**  N (%) |
| 1 | Met Exit | 1,480 (5.8%) | 36 (1.6%) | 1,521 (5.5%) | 1,574 (5.3%) | 47 (2.1%) | 1,631 (5.0%) |
| Not Yet Met Exit | 23,861 (94.2%) | 2,179 (98.4%) | 26,123 (94.5%) | 28,353 (94.7%) | 2,223 (97.9%) | 30,742 (95%) |
| 2 | Met Exit | 1,694 (7.8%) | 63 (2.2%) | 1,757 (7.1%) | 2,234 (10.3%) | 93 (3.6%) | 2,327 (9.6%) |
| Not Yet Met Exit | 20,113 (92.2%) | 2,761 (97.8%) | 22,874 (92.9%) | 19,356 (89.7%) | 2,484 (96.4%) | 21,840 (90.4%) |
| 3 | Met Exit | 1,379 (14.6%) | 82 (3.2%) | 1,461 (12.2%) | 2,612 (14.7%) | 200 (6.4%) | 2,812 (13.5%) |
| Not Yet Met Exit | 8,042 (85.4%) | 2,504 (96.8%) | 10,546 (87.8%) | 15,139 (85.3%) | 2,933 (93.6%) | 18,072 (86.5%) |
| 4 | Met Exit | 2,107 (18.0%) | 153 (4.9%) | 2,260 (15.2%) | 1,768 (21.4%) | 222 (8.3%) | 1,990 (19.9%) |
| Not Yet Met Exit | 9,587 (82.0%) | 2,988 (95.1%) | 12,575 (84.8%) | 5,567 (75.9%) | 2,455 (91.7%) | 8,022 (80.1%) |
| 5 | Met Exit | 2,463 (35.2%) | 382 (13.3%) | 2,845 (28.8%) | 2,662 (32.5%) | 474 (15.2%) | 3,136 (27.8%) |
| Not Yet Met Exit | 4,538 (64.8%) | 2,501 (86.7%) | 7,039 (71.2%) | 5,522 (67.5%) | 2,641 (84.8%) | 8,163 (72.2%) |
| 6 | Met Exit | 1,171 (29.0%) | 326 (12.7%) | 1,497 (22.7%) | 1,178 (30.1%) | 409 (16.0%) | 1,587 (24.6%) |
| Did Not Meet Exit within 6 Years | 2,862 (71.0%) | 2,231 (87.3%) | 5,093 (77.3%) | 2,730 (69.9%) | 2,143 (84.0%) | 4,873 (75.4%) |
| 7+ | LTEL Exit | 938 (12.5%) | 321 (4.0%) | 1,259 (8.1%) | 1,191 (15.2%) | 648 (7.4%) | 1,839 (11.0%) |
| Remains an LTEL | 6,569 (87.5%) | 7,693 (96.0%) | 14,262 (91.9%) | 6,656 (84.8%) | 8,153 (92.6%) | 14,809 (89.0%) |
| **Total** | Met Exit | 10,294 (11.9%) | 1,042 (4.3%) | 11,341 (10.2%) | 12,028 (12.5%) | 1,445 (5.8%) | 13,483 (11.1%) |
| Not Yet Met Exit | 66,141 (76.2%) | 12,933 (53.4%) | 79,157 (71.2%) | 73,937 (76.6%) | 12,736 (50.7%) | 86,839 (71.3%) |
| Did Not Meet Exit within 6 Years | 2,862 (3.3%) | 2,231 (9.2%) | 5,093 (4.6%) | 2,730 (2.8%) | 2,143 (8.5%) | 4,873 (4.0%) |
| LTEL Exit | 938 (1.1%) | 321 (1.3%) | 1,259 (1.1%) | 1,191 (1.2%) | 648 (2.6%) | 1,839 (1.5%) |
| Remains an LTEL | 6,569 (7.6%) | 7,693 (31.8%) | 14,262 (12.8%) | 6,656 (6.9%) | 8,153 (32.4%) | 14,809 (12.2%) |

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

This section considers ACCESS performance 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 2023 and 2024. In 2024, Spanish was the largest native language group, representing 52% of ELs, followed by Portuguese, representing 19% of ELs.

**Table 21. 2023 and 2024 Enrollment by Native Language**

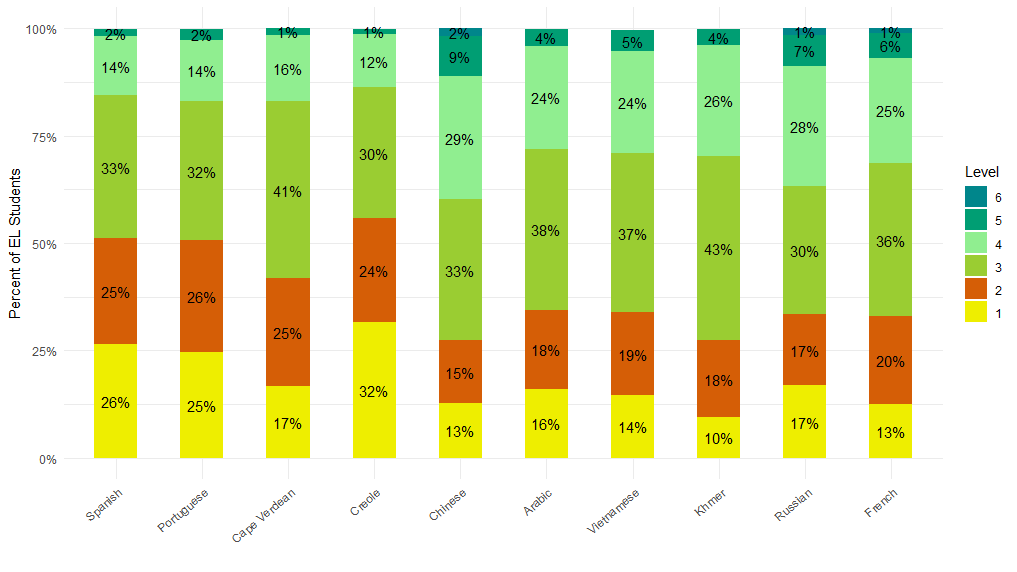
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **2023** | | **2024** | |
| **Native Language** | **Prevalence Rank** | **# of ELs** | **% of ELs** | **# of ELs** | **% of ELs** |
| Spanish | 1st | 58,253 | 52 | 63,049 | 52 |
| Portuguese | 2nd | 20,996 | 19 | 22,581 | 19 |
| Creole | 3rd | 4,164 | 4 | 7,130 | 6 |
| Cape Verdean | 4th | 3,737 | 3 | 3,768 | 3 |
| Chinese | 5th | 3,045 | 3 | 3,140 | 3 |
| Arabic | 6th | 2,903 | 3 | 2,933 | 2 |
| Vietnamese | 7th | 1,671 | 2 | 1,698 | 1 |
| Khmer | 8th | 1,474 | 1 | 1,313 | 1 |
| Russian | 9th | 1,350 | 1 | 1,474 | 1 |
| French | 10th | 711 | 1 | 833 | 1 |

The ACCESS achievement, by proficiency level, of students speaking the ten highest-incidence non-English languages is summarized in tables 22, 23, and 24 and in figure 5. Table 22 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 by Khmer. Tables 23 and 24 illustrate average proficiency levels by native language disaggregated by grade span and years in Massachusetts, respectively.

**Table 22. 2024 Percentage of Students at Each Proficiency Level by Native Language**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Percent (%) of Students within Language at Each Proficiency Level** | | | | | |
| **Native Language** | **N** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Level 6** |
| Spanish | 59,423 | 26 | 25 | 33 | 14 | 2 | 0 |
| Portuguese | 21,891 | 25 | 26 | 32 | 14 | 2 | 0 |
| Cape Verdean | 6,883 | 32 | 24 | 30 | 12 | 1 | 0 |
| Creole | 3,496 | 17 | 25 | 41 | 16 | 1 | 0 |
| Chinese | 3,037 | 13 | 15 | 33 | 29 | 9 | 2 |
| Arabic | 2,801 | 16 | 18 | 38 | 24 | 4 | 0 |
| Vietnamese | 1,582 | 14 | 19 | 37 | 24 | 5 | 0 |
| Khmer | 1,436 | 17 | 17 | 30 | 28 | 7 | 1 |
| Russian | 1,253 | 9 | 18 | 43 | 26 | 4 | 0 |
| French | 789 | 13 | 20 | 36 | 25 | 6 | 1 |

**Figure 5. 2024 Percentage of Students at Each Proficiency Level by Native Language**

****

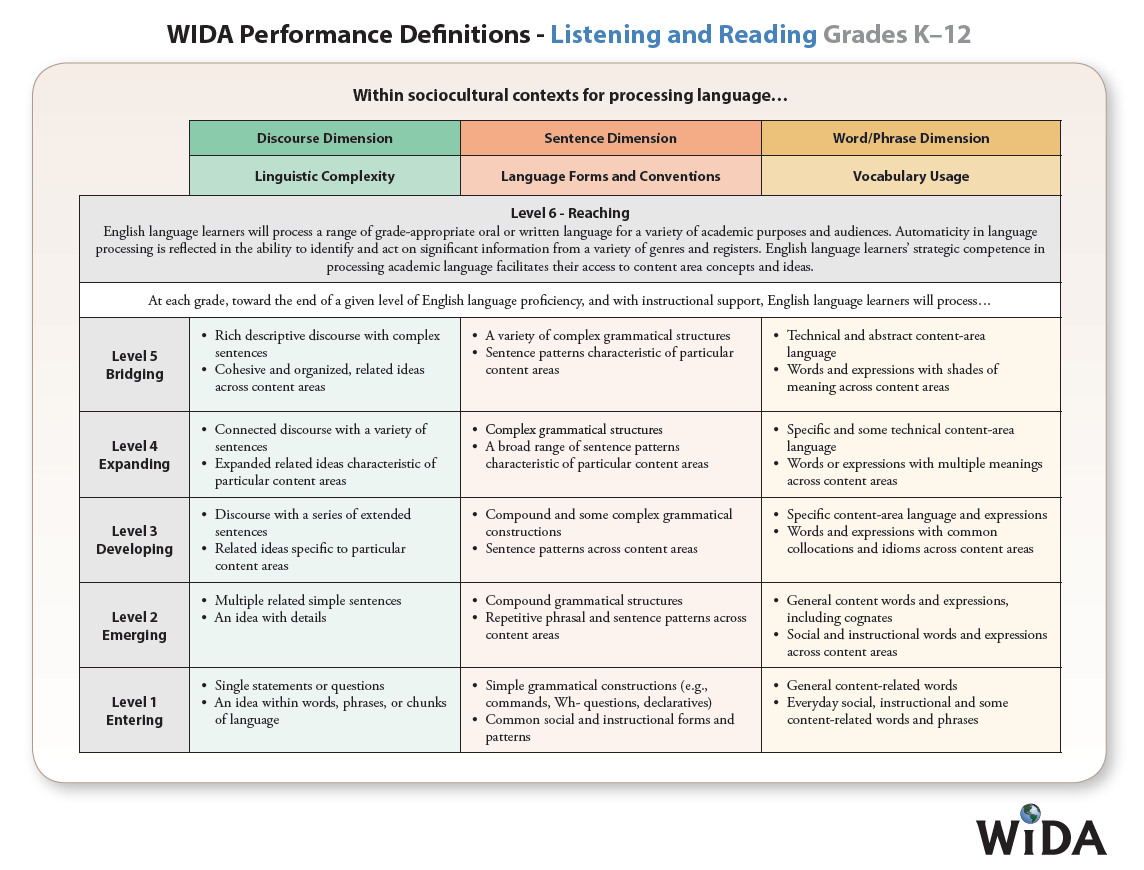
**Table 23. 2024 Average Proficiency Level of Students by Native Language Disaggregated by Grade Span**

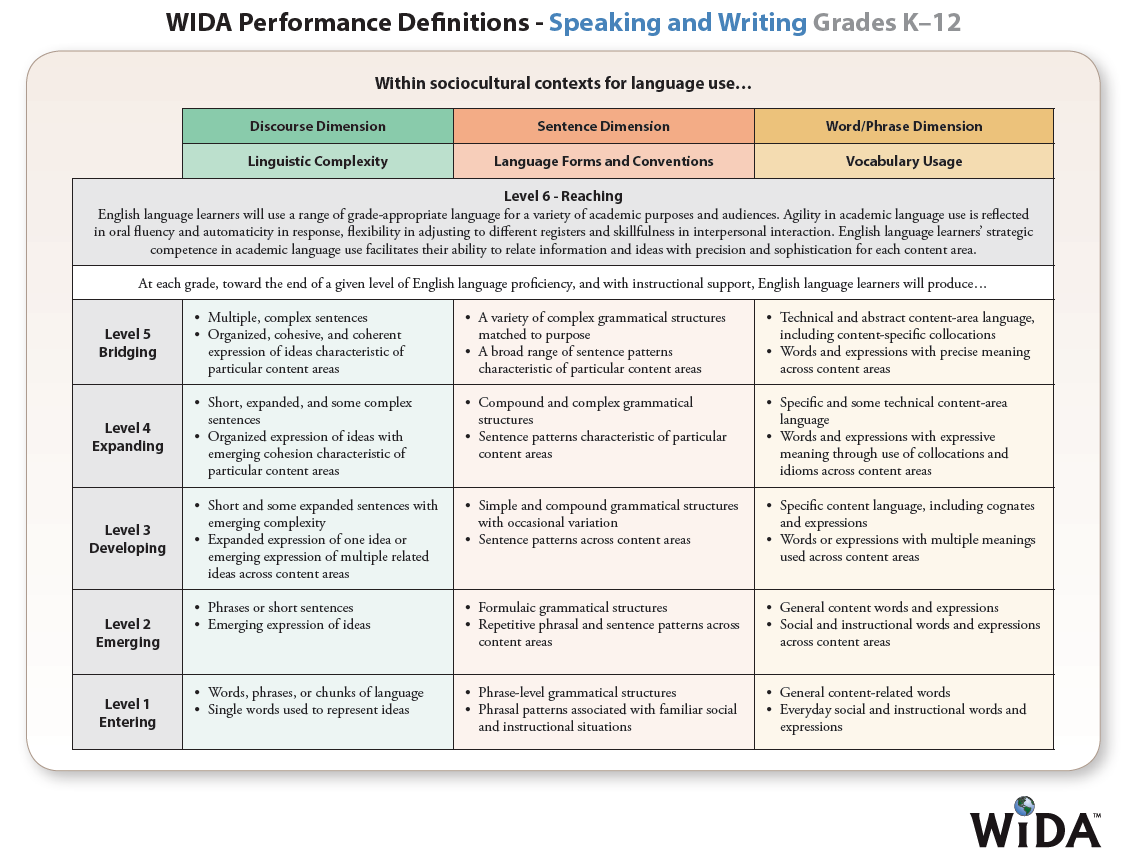
|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Average ACCESS Overall Proficiency Level by Native Language** | | | | | | | | | |
| **Grade Span** | **Arabic** | **Cape Verdean** | **Chinese** | **Creole** | **French** | **Khmer** | **Portuguese** | **Russian** | **Spanish** | **Vietnamese** |
| K | 2.4 | 2.1 | 2.9 | 1.8 | 2.6 | 2.4 | 1.7 | 2.2 | 1.8 | 2.3 |
| 1 | 3.1 | 2.7 | 3.7 | 2.5 | 3.0 | 2.9 | 2.6 | 3.3 | 2.6 | 3.0 |
| 2–3 | 3.6 | 3.2 | 3.8 | 2.9 | 3.6 | 3.5 | 3.1 | 3.8 | 3.1 | 3.6 |
| 4–5 | 3.9 | 3.6 | 4.0 | 3.2 | 4.0 | 4.0 | 3.5 | 4.0 | 3.5 | 3.9 |
| 6–8 | 3.2 | 3.0 | 3.5 | 2.8 | 3.4 | 3.4 | 3.0 | 3.2 | 2.9 | 3.2 |
| 9–12 | 3.2 | 3.1 | 3.7 | 2.9 | 3.3 | 3.5 | 3.0 | 3.7 | 2.8 | 3.5 |

**Table 24. 2024 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 | 2.5 | 2.2 | 3.1 | 2.2 | 3.0 | 2.5 | 2.1 | 2.5 | 2.0 | 2.6 |
| Second Year | 3.3 | 2.8 | 3.8 | 3.0 | 3.6 | 3.1 | 2.8 | 3.7 | 2.7 | 3.2 |
| Third Year | 3.6 | 3.2 | 3.9 | 3.4 | 3.8 | 3.5 | 3.1 | 4.0 | 3.1 | 3.6 |
| Fourth Year | 3.8 | 3.4 | 4.0 | 3.5 | 3.7 | 3.6 | 3.6 | 4.0 | 3.4 | 3.8 |
| Fifth Year | 4.1 | 3.6 | 4.0 | 3.8 | 4.0 | 4.2 | 3.6 | 4.5 | 3.6 | 4.0 |
| Sixth+ Year | 3.6 | 3.4 | 3.7 | 3.5 | 3.5 | 3.6 | 3.6 | 3.7 | 3.4 | 3.6 |

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

[](https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf)

[](https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf)

# Appendix B. Alternate ACCESS Performance Definitions

Retrieved from <https://wida.wisc.edu/sites/default/files/resource/AlternateProficiencyLevelDescriptors.pdf>

Click on retrieved link above to access material with read aloud capabilities.

Table detailing WIDA Alternate Proficiency Level Descriptors for Listening. Three columns are proficiency level, discourse dimension/linguistic complexity, and word/phrase dimension and vocabulary usage.
Level 5 Bridging - Discourse Dimension/Linguistic Complexity: A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas. Word/Phrase Dimension and Vocabulary Usage: Specific content area language. A variety of academic contexts (e.g., across content areas). 
Level 4 Expanding - Discourse Dimension/Linguistic Complexity: Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas. Word/Phrase Dimension and Vocabulary Usage: General and increasingly specific content area language. Increasingly expanding familiar and novel contexts.
Level 3 Developing - Discourse Dimension/Linguistic Complexity: Simple connected statements or questions. A familiar idea with an example. Word/Phrase Dimension and Vocabulary Usage: General content words and expressions. Expanding familiar contexts. 
Level 2 Emerging - Discourse Dimension/Linguistic Complexity: Simple conveyed expression(s). A single idea in expanding familiar contexts. Word/Phrase Dimension and Vocabulary Usage: General high frequency and content-related words.  Routine, shared contexts. 
Level 1 Entering - Discourse Dimension/Linguistic Complexity: Routine and familiar conveyed expressions. An idea conveyed within familiar contexts. Word/Phrase Dimension and Vocabulary Usage: Single representations of a conveyed expression. Intentional communication in concrete, immediate contexts.


Table detailing WIDA Alternate Proficiency Level Descriptors for Reading. Three columns are proficiency level, discourse dimension/linguistic complexity, and word/phrase dimension and vocabulary usage.
Level 5 Bridging - Discourse Dimension/Linguistic Complexity: Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized related ideas across academic content areas. Word/Phrase Dimension and Vocabulary Usage: Specific content area language. A variety of academic contexts (e.g., across content areas).
Level 4 Expanding - Discourse Dimension/Linguistic Complexity: Simple connected text. Related familiar ideas across content areas. Word/Phrase Dimension and Vocabulary Usage: General and specific content area language. Increasingly expanding familiar and novel contexts.
Level 3 Developing - Discourse Dimension/Linguistic Complexity: Simple sentence or sentences. A familiar idea an example. Word/Phrase Dimension and Vocabulary Usage: General content words and expressions. Expanding familiar contexts. 
Level 2 Emerging - Discourse Dimension/Linguistic Complexity: Multiple representations or short phrases. A single idea in expanding familiar contexts. Word/Phrase Dimension and Vocabulary Usage: General high frequency and content-related words. Routine, shared contexts.
Level 1 Entering - Discourse Dimension/Linguistic Complexity: A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print. Word/Phrase Dimension and Vocabulary Usage: Single representations of letters or words. Familiar contexts or in environmental print.


Table detailing WIDA Alternate Proficiency Level Descriptors for Speaking. Three columns are proficiency level, discourse dimension/linguistic complexity, and word/phrase dimension and vocabulary usage.
Level 5 Bridging - Discourse Dimension/Linguistic Complexity: A combination of short and expanded statements (at least two) across social and academic contexts with emerging complexity. New ideas in the context of familiar and novel content. Word/Phrase Dimension and Vocabulary Usage: General and specific content area language. Increasingly expanding familiar and novel contexts.
Level 4 Expanding - Discourse Dimension/Linguistic Complexity: Two or more simple connected statements or questions. Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas. Word/Phrase Dimension and Vocabulary Usage: General content words and expressions. Expanding familiar contexts. 
Level 3 Developing - Discourse Dimension/Linguistic Complexity: One or more simple statements or questions. Expression of one idea in particular content area. Word/Phrase Dimension and Vocabulary Usage: General content-related words. Routine, shared contexts. 
Level 2 Emerging - Discourse Dimension/Linguistic Complexity: Chunks of language or phrases (at least two). Emerging expression of a familiar idea. Word/Phrase Dimension and Vocabulary Usage: General high-frequency and content-related words. Concrete, immediate contexts. 
Level 1 Entering - Discourse Dimension/Linguistic Complexity: At least one intentional sound or word. Intentional communication of an idea. Word/Phrase Dimension and Vocabulary Usage: Single representations of a spoken expression. Intentional communication in immediate contexts.


Table detailing WIDA Alternate Proficiency Level Descriptors for Writing. Three columns are proficiency level, discourse dimension/linguistic complexity, and word/phrase dimension and vocabulary usage.
Level 5 Bridging - Discourse Dimension/Linguistic Complexity: Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience. New ideas in the context of familiar and novel content. Word/Phrase Dimension and Vocabulary Usage: General and specific content area language. Increasingly expanding familiar and novel contexts. 
Level 4 Expanding - Discourse Dimension/Linguistic Complexity: The student writes one simple sentence related to an increasingly complex idea. Expanded expression of an idea in a particular content area. Word/Phrase Dimension and Vocabulary Usage: General content words and expressions. Expanding familiar contexts.
Level 3 Developing - Discourse Dimension/Linguistic Complexity: The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area. Word/Phrase Dimension and Vocabulary Usage: General content-related words. Routine, shared contexts. 
Level 2 Emerging - Discourse Dimension/Linguistic Complexity: The student writes a single word. Emerging expression of a familiar idea. Word/Phrase Dimension and Vocabulary Usage: General high-frequency words. Concrete, immediate contexts. 
Level 1 Entering - Discourse Dimension/Linguistic Complexity: The student writes one single representation of something (e.g., number, letter, symbol). Intentional written expression to convey meaning. Word/Phrase Dimension and Vocabulary Usage: Single representations of words. Intentional communication in immediate contexts.
