ACCESS for ELLs Reporting Workshop

May 2023

Student Assessment Services

Melanie Manares, English Proficiency Assessment Coordinator

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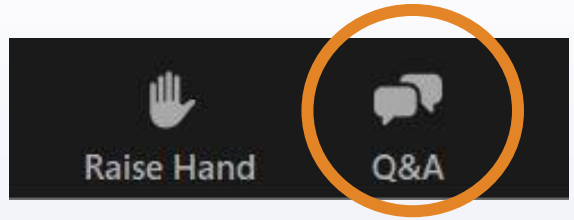
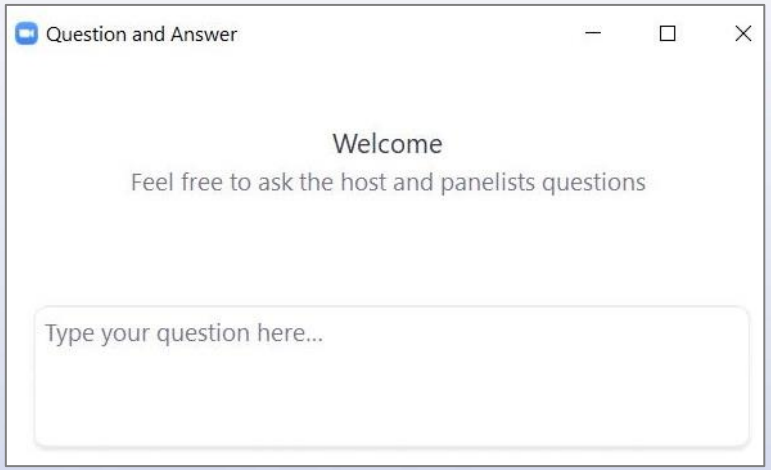
dese MASSACHUSETTS Department of Elementary and Secondary Education

Logistics for This Session

- Questions may be asked at any time using the **Q&A** feature on the Zoom Webinar screen.
  - Questions about a specific student should be sent by email to access@mass.gov.
  - Some questions may be covered during the course of the presentation.
  - Answers will be provided in the Q&A feature.





Directing Your Questions

MA Department of Elementary and Secondary Education (DESE)

access@mass.gov 781-338-3625

- Policies and program management
- Benchmarks, progress targets, and attainment indicators (Reporting Elements)

WIDA Consortium

help@wida.us 866-276-7735

- Standards, training, and test development

Data Recognition Corporation (DRC)

WIDA@DataRecognitionCorp.com 855-787-9615

- Technology, WIDA AMS, test materials (production, shipping, scoring, reporting)

Today's Agenda

1. Total Tested Over Time
2. WIDA AMS Reports
3. WIDA AMS Results and Where to Find Them
4. Post-Reporting Data Validation and Service Now Form: Test Discrepancy
5. Parent Notification and Educator Resources
6. Reporting Elements and Benchmarks

Total Tested Over Time

Total Tested 2019-2023

Total Stnts	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Online	Paper	Mixed Mode	Online	Paper	Mixed Mode	Online	Paper	Mixed Mode	Online	Paper	Mixed Mode	Online	Paper	Mixed Mode
K	1	11,123	0	1	11,374	0	8	8,691	0	3	11,690	0	1	11,927	0
Gr 1	11,317	260	31	11,809	84	5	9,886	25	2	11,890	43	9	12,881	44	5
Gr 2	10,848	203	34	11,503	91	8	9,585	29	2	11,536	16	1	12,342	53	0
Gr 3	9,971	126	11	10,362	72	7	8,316	47	2	10,756	33	3	11,278	45	2
Gr 4	8,824	86	1	8,800	91	1	7,082	37	0	9,352	52	1	10,127	26	7
Gr 5	6,892	53	1	6,483	71	1	5,043	24	1	7,456	28	0	7,198	30	4
Gr 6	5,460	49	1	5,524	33	0	4,072	16	0	5,733	19	0	6,138	22	1
Gr 7	5,421	22	1	5,631	31	0	4,391	9	0	5,484	19	2	6,353	12	0
Gr 8	5,270	32	0	5,407	15	0	4,320	10	0	5,767	10	0	5,935	12	0
Gr 9	6,562	35	0	7,400	43	1	4,065	5	0	7,626	31	0	8,046	8	1
Gr 10	5,046	20	0	5,471	26	0	4,027	7	0	5,249	10	0	6,968	7	0
Gr 11	4,350	32	1	4,307	31	0	2,941	6	0	4,867	9	0	5,133	6	0
Gr 12	3,403	34	0	3,445	18	0	2,313	4	0	3,835	17	0	4,342	15	0
Totals	**83,365**	**12,075**	**81**	**86,143**	**11,980**	**23**	**66,049**	**8,910**	**7**	**89,554**	**11,977**	**16**	**96,742**	**12,207**	**20**
ACCESS	95,521			98,146			74,966			101,547			108,969		
Alternate	1,549			1,656			1,155			1,651			1,804		
Lg Print	NA			48			111			76			83		
Braille	6			16			15			13			28		
ALL TESTS	**97,076**			**99,866**			**76,383**			**103,287**			**110,884**		
# districts	423			425			421			426			422		
# schools	1,765			1,774			1,758			1,796			1,786		

Early counts

WIDA AMS Reports

Available WIDA AMS Reports

ACCESS reports now available in WIDA AMS include:

- **District Frequency Distribution Reports** — Number of students and percentage of total tested at each proficiency level for each language domain, and four composite proficiency levels, for grades within the district.
- **School Frequency Distribution Reports** — Number of students and percentage of total tested at each proficiency level for each language domain, and four composite proficiency levels, within a school.
- **School Student Roster Reports** — Scale scores and language proficiency levels for each language domain, and four composite proficiency levels by grade, student, and grade-level cluster within a school.
- **Individual Student Reports** — Individual student scale scores and language proficiency levels for each language domain and four composite proficiency levels. A .pdf file is provided with multiple student reports, available in Spanish or English.
- **Student Response Files — District** — Individual student test data, including reported demographic information for the district.

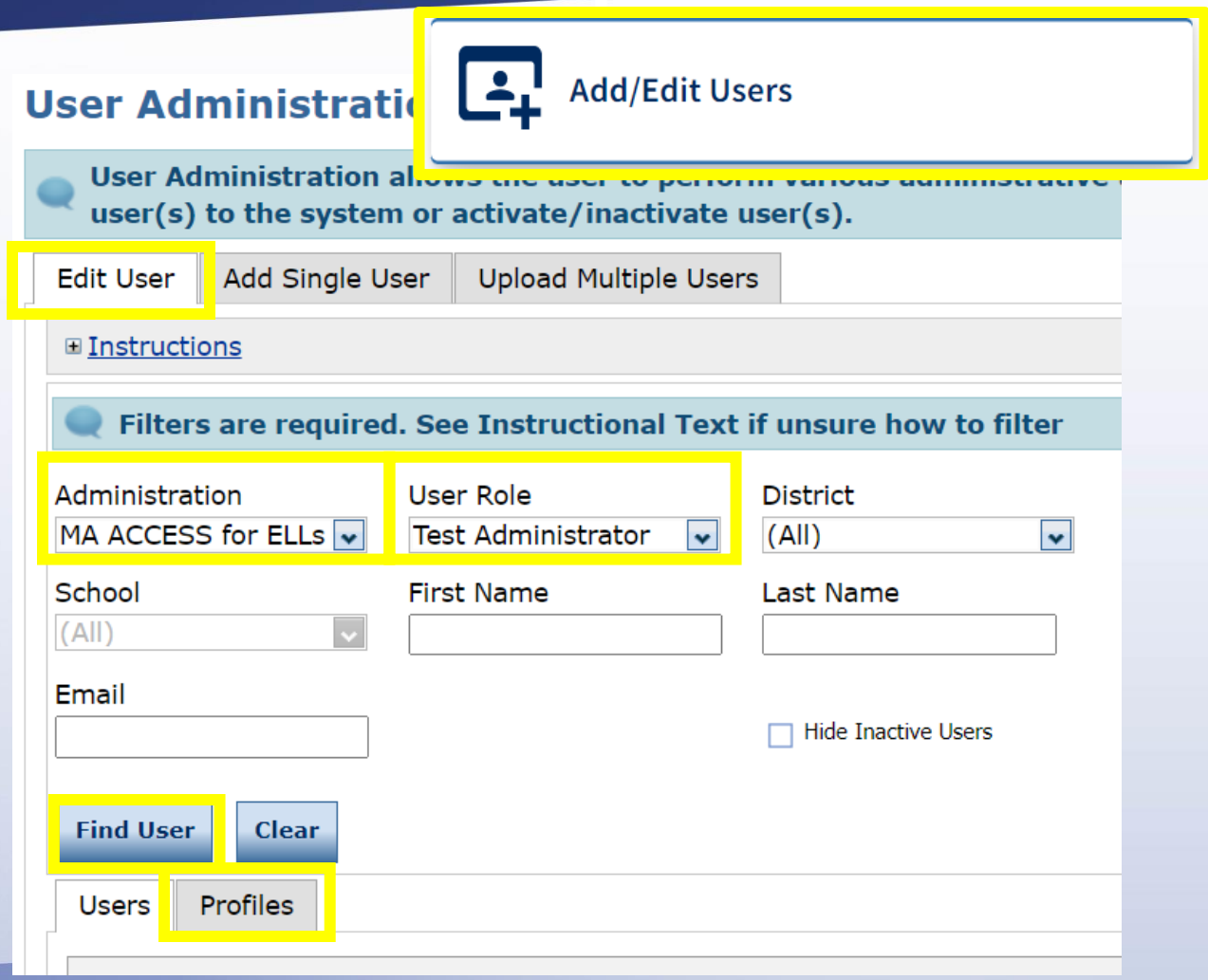
Who Can View Reports in WIDA AMS?

- **District** ACCESS Test Coordinators can view district- and school-level reports.
- **School** ACCESS Test Coordinators can view school-level reports.
- **Test Administrators** cannot view reports, unless they have been assigned permission.

Giving Test Administrators Access to Individual Student Reports

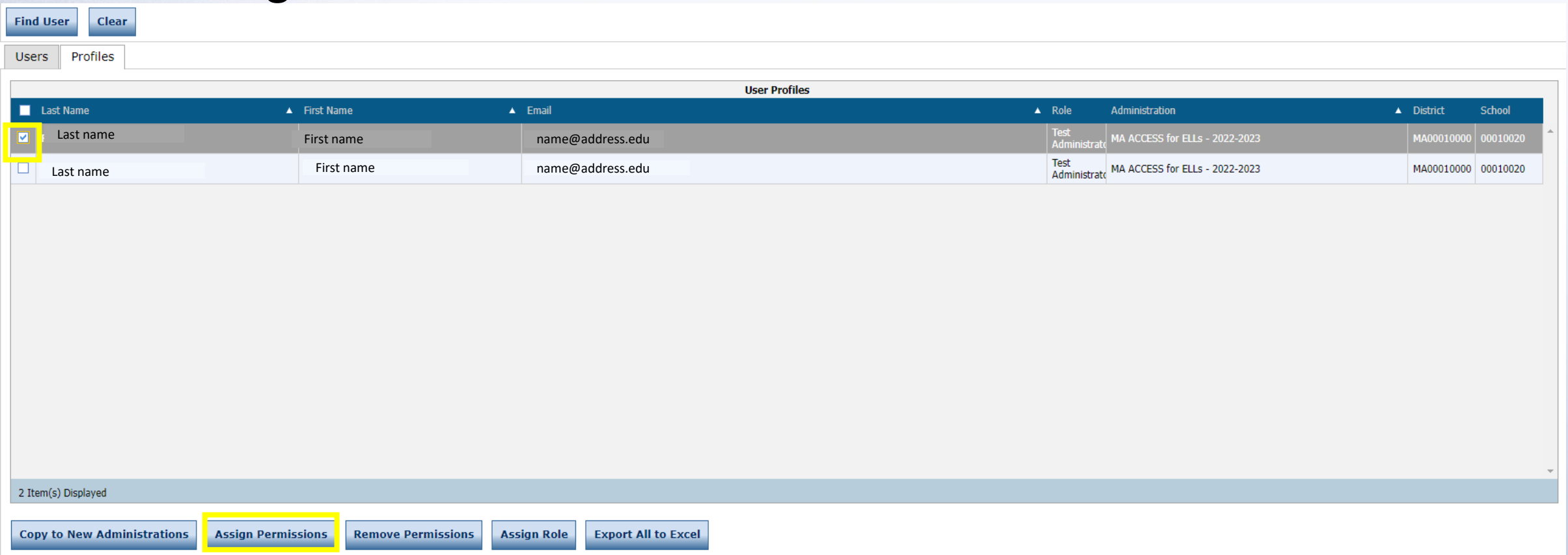
District Test Coordinator can give permission to Test Administrators to access ISRs:

- Log on to AMS and click the **Add/Edit Users** tile.
- In the Edit User tab, Select "**…2022-2023**" under Administration, and "**Test Administrator**" under User Role.
- Click **Find User.**
- Select the **Profiles** tab.



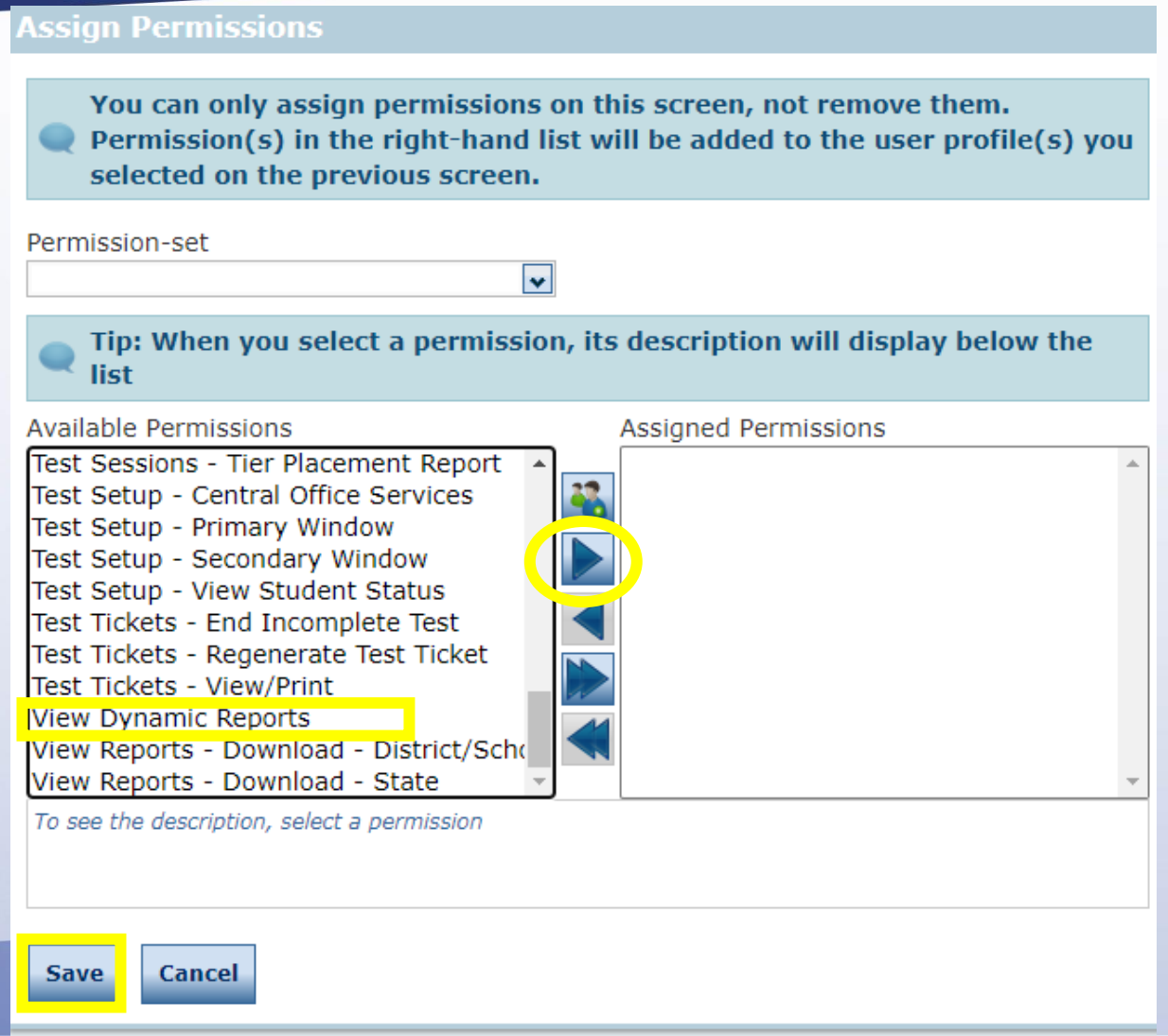
Giving Test Administrators Access to Individual Student Reports

- Check the users you want to give access to ISRs, and click "**Assign Permissions**".



Giving Test Administrators Access to Individual Student Reports

- Scroll through the list of available permissions in the left-hand box.
- Select **View Dynamic Reports**.
- Click the single, right-pointing arrow.
- Click **Save**.



WIDA AMS Results and Where to Find Them

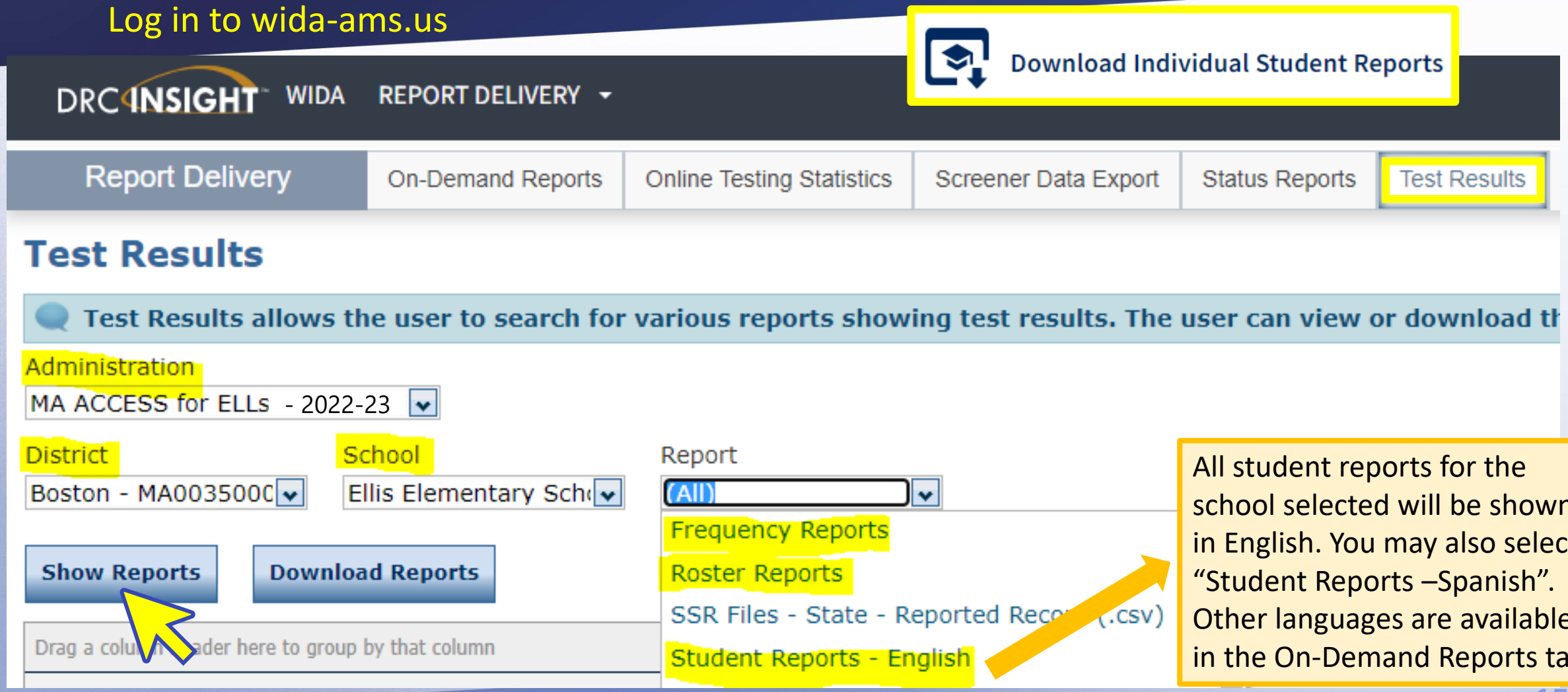
2023 ACCESS for ELLs Results

Information Delivered	Location	Scheduled Delivery Date
Electronic results available	WIDA AMS	May 12 (available May 5)
Printed reports delivered to schools • Individual Student Reports (ISRs) • School and District Frequency Reports • Student Roster Reports	Schools	May 17
Updated electronic results available	WIDA AMS	June 9

Information Delivered	Location	Scheduled Delivery Date
Results **without** SGPA, progress, attainment, or targets	DropBox Central	Late June
	Edwin Analytics	Early July
Results **including** SGPA, progress, attainment, and targets	DropBox Central	Late July
	Edwin Analytics	Early August
Assigned overall scores will not be in WIDA AMS. They will be in DropBox/Edwin in early fall. These are calculated by DESE, not by WIDA or DRC.		

Where to Find WIDA AMS Reports

Log in to wida-ams.us



All student reports for the school selected will be shown in English. You may also select "Student Reports –Spanish". Other languages are available in the On-Demand Reports tab.

District or School Frequency Report

Frequency reports:

- show # and % of tested students (by grade) at each proficiency level for each domain and composite area.
- provide an overview of a group's performance.
- do not show the performance of individual students.

Available for ACCESS and Alternate ACCESS

WIDA | ACCESS for ELLs® English Language Proficiency Test

District: WIDA Use Only - Sample District
School: WIDA Use Only - Sample School
Grade: K
Cluster: K

School Frequency Report – 2023

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5 – Bridging Knows and uses social and academic language working with grade level material	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	139		169		171		191									
Lowest Score	139		147		100		100									
Total Tested	2															

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Student Roster Report

- School level roster report by grade. Shows individual students' **scale scores** and **proficiency levels** for each **domain and composite**.
- Alternate ACCESS Roster Report does not show test tier and is not available for kindergarten.

WIDA™ | ACCESS for ELLs® English Language Proficiency Test

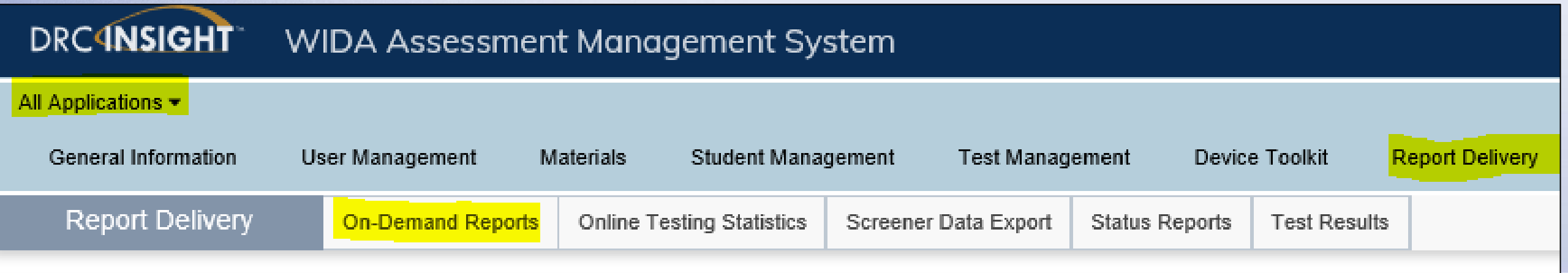
District: WIDA Use Only - Sample Distric
School: WIDA Use Only - Sample School
Grade: 06

Student Roster Report — 2023

STUDENT NAME STATE STUDENT ID	Tier	Cluster	Listening		Speaking		Reading		Writing		Oral Language[A]		Literacy[B]		Comprehension[C]		Overall Score[D]	
			Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
ACCESS, ELEVEN 2222233	BC	6-8	329	2.9	392	4.5	352	2.9	391	4.5	361	3.9	372	4.1	345	2.9	368	4.0
ACCESS, TEST TWELVE 2222333	A	6-8	298	2.1	438	5.6	278	1.6	398	4.7	368	4.1	338	3.2	284	1.7	347	3.5
Jimenez, Carlos 11124616		6-8	302	2.2														
Jimenez, Eduardo																		

On-Demand Reports (ISRs)

- Individual Student Reports (ISRs) can be downloaded for individual students or for a group of students.
- Go to **WIDA AMS>All Applications>Report Delivery>On-Demand Reports**
- To get ISRs for all students in English or Spanish, see slide 15.



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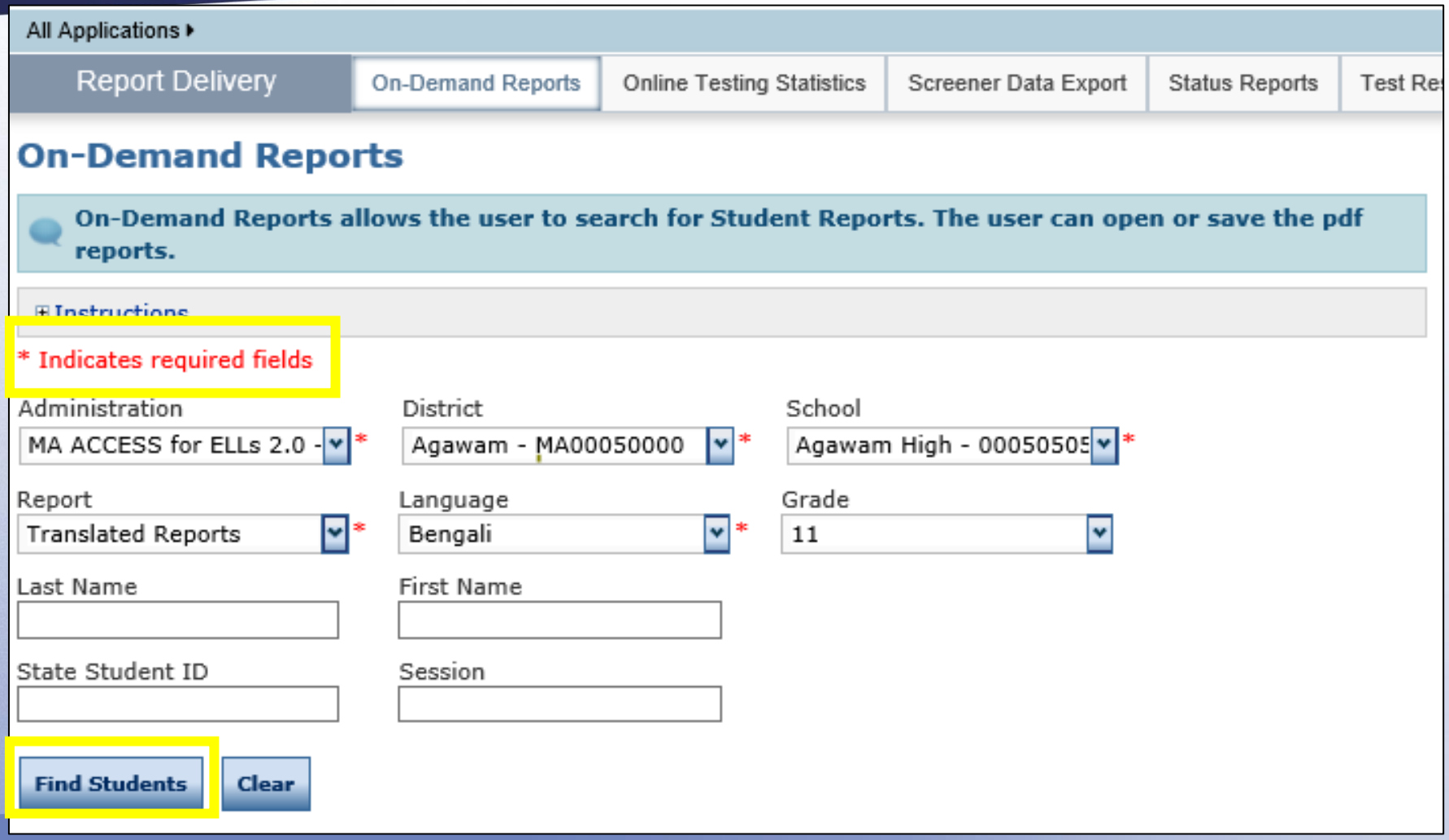

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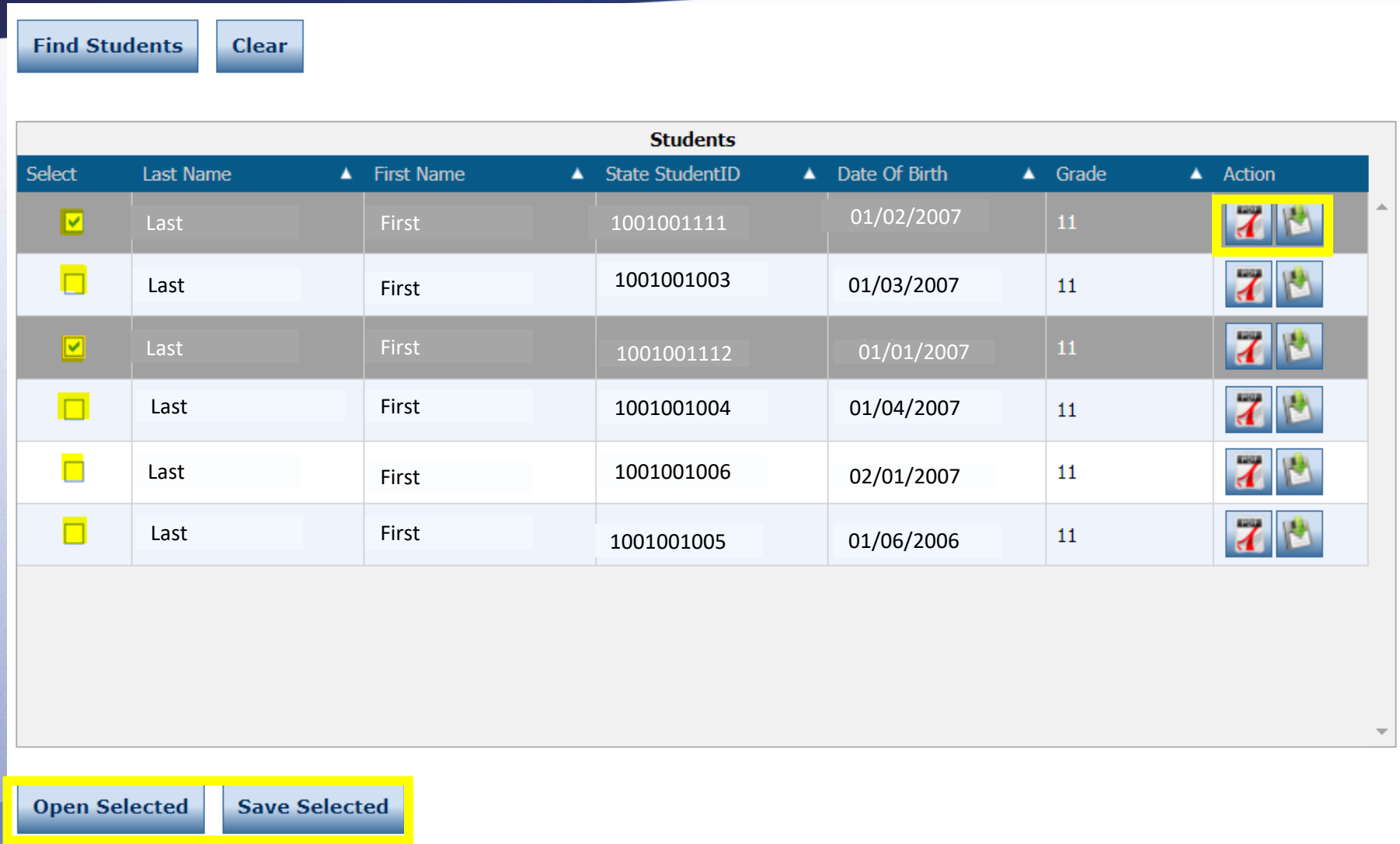
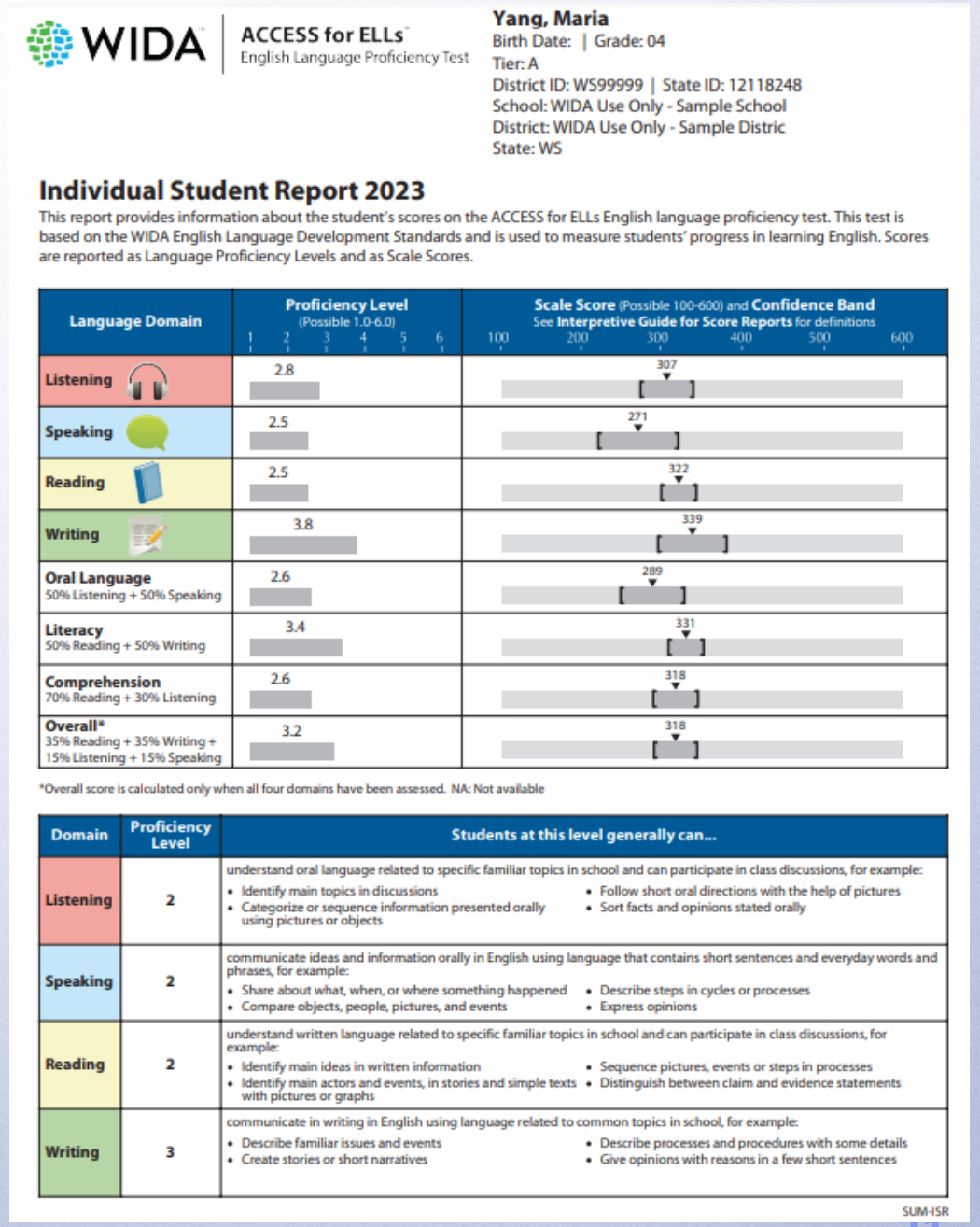


Sample Individual Student Report (ISR) – ACCESS for ELLs

- Proficiency Level and Scale Score for each domain and composite
- General description of what a student at that proficiency level can do
- Download by school and grade in Spanish or English
- Available in 49 languages
- Download a single PDF for selected individuals, by school or by grade



WIDA | ACCESS for ELLs English Language Proficiency Test

Yang, Maria
Birth Date: | Grade: 04
Tier: A
District ID: WS99999 | State ID: 12118248
School: WIDA Use Only - Sample School
District: WIDA Use Only - Sample Distric
State: WS

Individual Student Report 2023

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
Listening	2.8	307
Speaking	2.5	271
Reading	2.5	322
Writing	3.8	339
Oral Language 50% Listening + 50% Speaking	2.6	289
Literacy 50% Reading + 50% Writing	3.4	331
Comprehension 70% Reading + 30% Listening	2.6	318
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.2	318

*Overall score is calculated only when all four domains have been assessed. NA: Not available

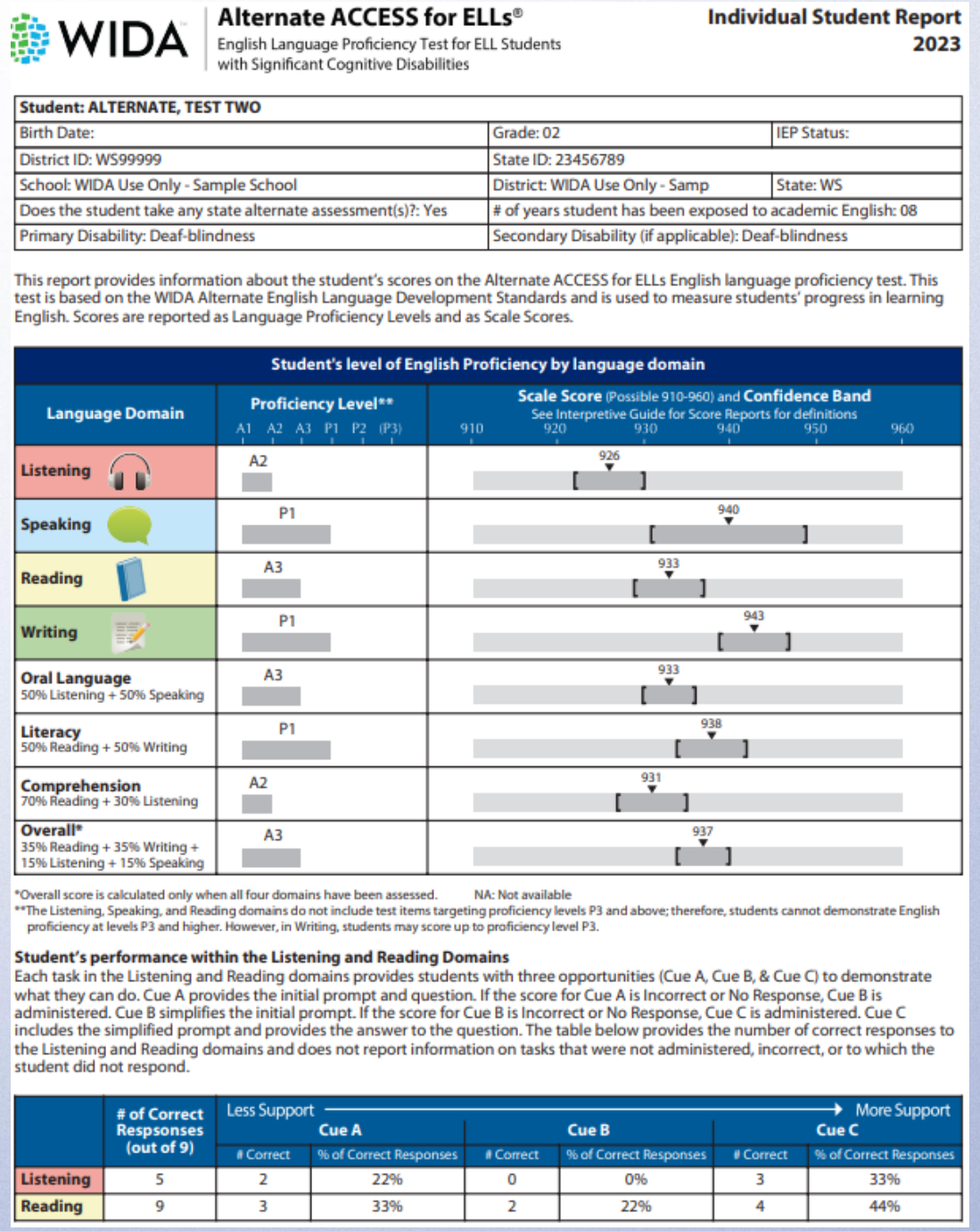
Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main topics in discussions • Categorize or sequence information presented orally using pictures or objects • Follow short oral directions with the help of pictures • Sort facts and opinions stated orally
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, and events • Describe steps in cycles or processes • Express opinions
Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main ideas in written information • Identify main actors and events, in stories and simple texts with pictures or graphs • Sequence pictures, events or steps in processes • Distinguish between claim and evidence statements
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

SUM-ISR

Sample Individual Student Report (ISR) – Alternate ACCESS for ELLs

- Proficiency Level and Scale Score for each domain and composite
- General description of what a student at that proficiency level can do in reading and listening
- Additional information at the top (IEP status, years EL, primary/secondary disability)
- Download in the same way as the ACCESS ISR

MASSACHUSETTS
Department of Elementary and Secondary Education



WIDA **Alternate ACCESS for ELLs®**
English Language Proficiency Test for ELL Students with Significant Cognitive Disabilities

Individual Student Report 2023

Student: ALTERNATE, TEST TWO		
Birth Date:	Grade: 02	IEP Status:
District ID: WS99999	State ID: 23456789	
School: WIDA Use Only - Sample School	District: WIDA Use Only - Samp	State: WS
Does the student take any state alternate assessment(s)?: Yes	# of years student has been exposed to academic English: 08	
Primary Disability: Deaf-blindness	Secondary Disability (if applicable): Deaf-blindness	

This report provides information about the student's scores on the Alternate ACCESS for ELLs English language proficiency test. This test is based on the WIDA Alternate English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Student's level of English Proficiency by language domain

Language Domain	Proficiency Level** (A1 A2 A3 P1 P2 (P3))	Scale Score (Possible 910-960) and Confidence Band (910 920 930 940 950 960)
Listening	A2	926
Speaking	P1	940
Reading	A3	933
Writing	P1	943
Oral Language 50% Listening + 50% Speaking	A3	933
Literacy 50% Reading + 50% Writing	P1	938
Comprehension 70% Reading + 30% Listening	A2	931
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	A3	937

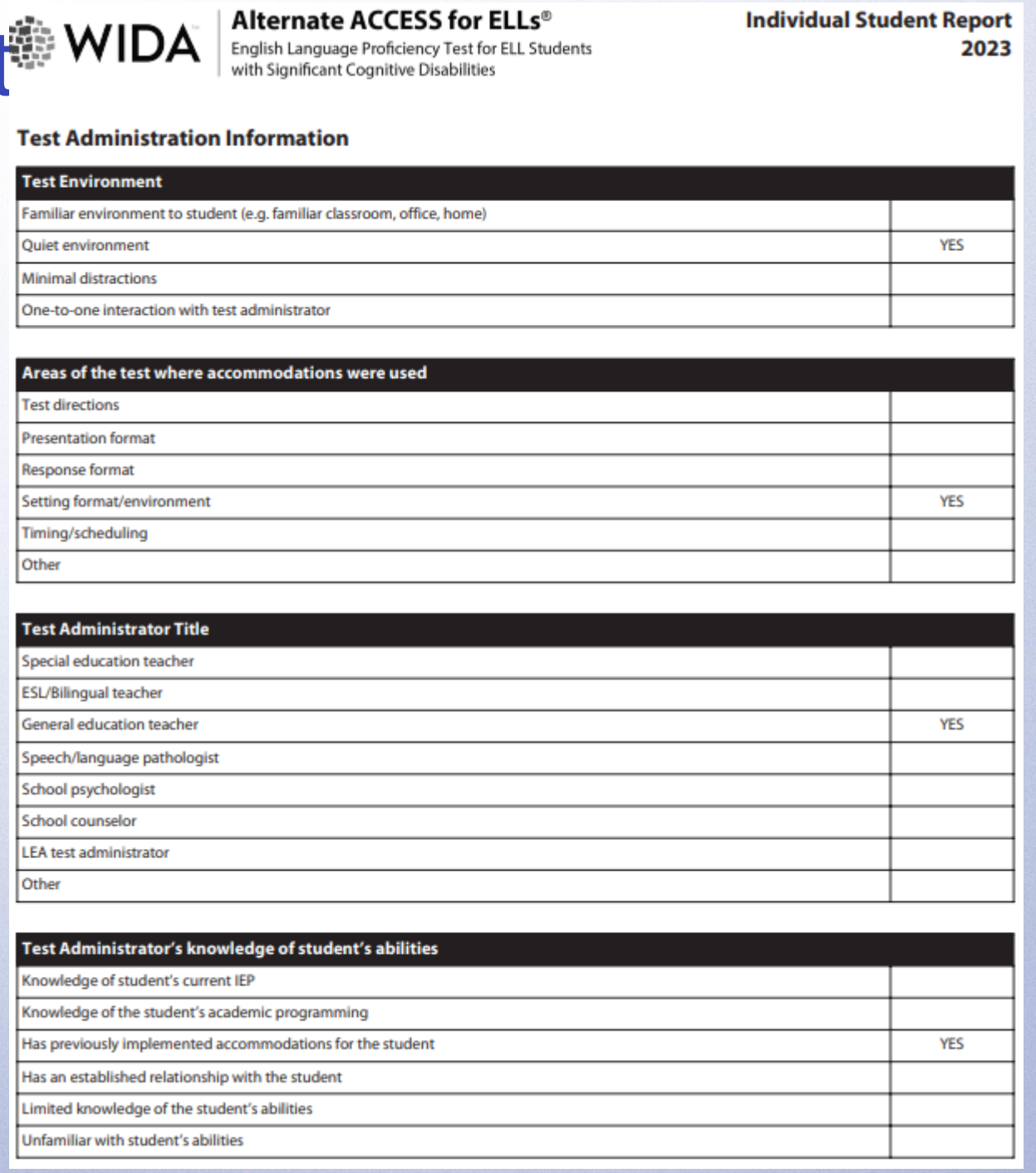
*Overall score is calculated only when all four domains have been assessed. NA: Not available
**The Listening, Speaking, and Reading domains do not include test items targeting proficiency levels P3 and above; therefore, students cannot demonstrate English proficiency at levels P3 and higher. However, in Writing, students may score up to proficiency level P3.

Student's performance within the Listening and Reading Domains
Each task in the Listening and Reading domains provides students with three opportunities (Cue A, Cue B, & Cue C) to demonstrate what they can do. Cue A provides the initial prompt and question. If the score for Cue A is Incorrect or No Response, Cue B is administered. Cue B simplifies the initial prompt. If the score for Cue B is Incorrect or No Response, Cue C is administered. Cue C includes the simplified prompt and provides the answer to the question. The table below provides the number of correct responses to the Listening and Reading domains and does not report information on tasks that were not administered, incorrect, or to which the student did not respond.

	# of Correct Respsonses (out of 9)	Less Support → More Support: Cue A		Cue B		Cue C	
		# Correct	% of Correct Responses	# Correct	% of Correct Responses	# Correct	% of Correct Responses
Listening	5	2	22%	0	0%	3	33%
Reading	9	3	33%	2	22%	4	44%

Sample Individual Student Report (ISR) – Alternate ACCESS for ELLs

- Page 2 has Test Administration Information:
  - Test Environment
  - Areas for the test where accommodations were used
  - Test Administrator Title
  - Test Administrator's knowledge of the student's abilities
- Page 3 (not shown) has descriptions of what a student at each proficiency level can generally do (productive and receptive language).



WIDA | Alternate ACCESS for ELLs®
English Language Proficiency Test for ELL Students with Significant Cognitive Disabilities

Individual Student Report 2023

Test Administration Information

Test Environment	
Familiar environment to student (e.g. familiar classroom, office, home)	
Quiet environment	YES
Minimal distractions	
One-to-one interaction with test administrator	

Areas of the test where accommodations were used	
Test directions	
Presentation format	
Response format	
Setting format/environment	YES
Timing/scheduling	
Other	

Test Administrator Title	
Special education teacher	
ESL/Bilingual teacher	
General education teacher	YES
Speech/language pathologist	
School psychologist	
School counselor	
LEA test administrator	
Other	

Test Administrator's knowledge of student's abilities	
Knowledge of student's current IEP	
Knowledge of the student's academic programming	
Has previously implemented accommodations for the student	YES
Has an established relationship with the student	
Limited knowledge of the student's abilities	
Unfamiliar with student's abilities	

Post-Reporting Data Validation and Service Now Form: Test Discrepancy

Post-Reporting Data Validation: May 17–25

- Your last chance to unite student records and correct errors
  - A complete record = 4 domain tests in a single record
  - Slight differences in demographic data may result in “split records”, preventing the reporting of composite scores
  - Correct these errors in AMS between **May 17–25, 2023** (last chance)

First name	Date of Birth	Accommodations used
Last name	SASID	Do Not Score codes
Grade		(do not remove or apply INV codes)

- Updated results will be available in AMS on June 9, 2023.
- Assigned overall scores for students with disabilities will not be in AMS. They will be in DropBox Central and Edwin in the early fall. These scores are calculated by DESE, not WIDA or DRC.

Service Now Form: Test Discrepancies – Request a Scoring Appeal or Test Booklet Search

- Service Now Form closes on **June 15, 2023.**
- Scoring Appeal
  - Example - student took the Speaking or Writing test online but there are no results in AMS
- Booklet Search
  - Example - student's test booklet was returned to DRC using a District label with incorrect information and test results are not in AMS
- You will be notified by the Department if your request can be processed; there is a limited number of requests that can be submitted to the testing vendor.

Complete the Service Now Form: Test Discrepancies — Request a Scoring Appeal or Test Booklet Search found on the DESE ACCESS web page.

Parent Notification and Educator Resources

Options for Parent Notification

- Schools can **either** provide results to parents electronically by:
  - Secure email (password-protected)
  - Parent portal (if available)
  - Other secure method used by the district
  - Text or app to notify parents that results are available to discuss
- **OR**, schools may print ISRs in languages other than English and mail to parents
- Schools will receive ISRs in English on May 17, which can be mailed to parents along with other language ISRs downloaded from the On-Demand tab in WIDA AMS.

Additional Parent Resources

The following may be printed and mailed or sent electronically with the ISR, at the district's discretion:

- ACCESS for ELLs Parent Letters – copy to district letterhead and send with child's results. Available in the same 49 languages as the ISRs.
- What Is ACCESS for ELLS? – two-page flyer explaining the basics of the ACCESS tests. Available in 17 languages.
- ACCESS for ELLs: Understanding Your Child's Scores and Alternate ACCESS for ELLs: Understanding Your Child's Scores – two-page document that explains the ISR. Available in 17 languages.

Note: The ISRs are confidential; these resources are not.

Resources for Educators and Administrators

On the DESE ACCESS web page under “ACCESS for ELLs Tests – Test Administration and Reporting Resources”:

- The ACCESS for ELLs Interpretive Guide for Score Reports and the Alternate ACCESS for ELLs Interpretive Guide for Score Reports explain ACCESS scale scores, proficiency level scores and how scores are calculated. They also provide an overview of the Individual Student Report, School Student Roster Report, and Frequency reports.

Webinars available in the WIDA Secure Portal:

- Post-Testing: Interpreting Score Reports
- ACCESS for ELLs Online: The Speaking Test and How it is Scored

Reporting Elements and Benchmarks

Reporting Elements

- **Reporting Element 1** - # and % making progress, disaggregated for EL SWD
- **Reporting Element 2** - # and % attaining proficiency (i.e., meeting exit criteria – Level 4.2 overall and 3.9 literacy)
- **Reporting Element 3** - # and % exited based on attaining proficiency
- **Reporting Element 4** - # and % FELs meeting or exceeding expectations on MCAS ELA, Math, and STE, disaggregated for FEL SWD
- **Reporting Element 5** - # and % not-yet-proficient after six years

Guide to Understanding the Title III Reporting Elements for English Learners in Massachusetts for 2017 and Beyond available on the DESE ACCESS web page

2022 ACCESS for ELLs Results

2022 DESE ACCESS for ELLs Results page on DESE ACCESS website

- 2022 ACCESS for ELLs Results by District/School
  - Progress (Reporting Element 1)
  - Proficiency (Attainment – Reporting Element 2)
  - For all districts (not just Title III) and for schools
- State, Title III Districts, and Consortia
  - 2022 Reporting Element 4
  - 2022 Reporting Elements 1, 2, 3, and 5

2023 ACCESS Results anticipated this fall

2022 ACCESS for ELLs Results by District/School

- Participation rate (# and % taking ACCESS and Alternate ACCESS)
- # and % at each proficiency level (by grade span, all grades, years in MA)
- Reporting Element #1 – Progress (those meeting benchmarks or scoring one proficiency level higher in any domain on Alt ACCESS)
- Reporting Element #2 – Attainment (those scoring 4.2 overall and 3.9 literacy on ACCESS)

District Code	District Name	Grade	Years in MA Schools	# Enrolled	# Tested (Standard & Alt)	Participa-tion Rate	# Taking Standard Test	# Level 1	% Level 1	# Level 2	% Level 2	# Level 3	% Level 3	# Level 4	% Level 4	# Level 5	% Level 5	# Level 6	% Level 6	# Included in Progress	# Making Progress	% Making Progress	# Included in Making Exit Criteria	# Making Exit Criteria	% Making Exit Criteria
00000000	State	K	1	10751	10648	99%	10648	5804	55%	2111	20%	1644	15%	986	9%	103	1%	0	0%				10751	352	3%
00000000	State	K	2	386	378	98%	378	175	46%	89	24%	71	19%	39	10%	4	1%	0	0%				386	13	3%
00000000	State	K	3	1																					
00000000	State	K	All	11138	11027	99%	11027	5979	54%	2201	20%	1715	16%	1025	9%	107	1%	0	0%				11138	365	3%
00000000	State	1-2	1	2620	2601	99%	2580	941	36%	721	28%	653	25%	198	8%	64	2%	3	0%	197	110	56%	2620	192	7%
00000000	State	1-2	2	10884	10806	99%	10675	779	7%	3074	29%	5159	48%	1354	13%	277	3%	32	0%	10236	6413	63%	10884	1119	10%
00000000	State	1-2	3	8650	8596	99%	8463	292	3%	1681	20%	4280	51%	1928	23%	262	3%	20	0%	8342	5325	64%	8650	1598	18%
00000000	State	1-2	4	714	707	99%	692	34	5%	180	26%	357	52%	116	17%	5	1%	0	0%	696	351	50%	714	71	10%
00000000	State	1-2	5	2																					

Reporting Element 4 – District by FEL/FEL SWD and Year FEL

- Reporting Element 4: # and % FELs meeting or exceeding expectations on MCAS ELA, Math, and STE, disaggregated for FEL SWD (by year FEL)
- State, Title III Districts, and Consortia

Reporting Element 4: Achievement of Former EL Students on 2022 MCAS by Year of Exiting EL Status
State, Title III Districts, and Consortia

Year	Org Code	Org Name	Grade	group	Former EL year	ELA Tested #	ELA E+M #	ELA E+M %	ELA Part. Rate	Math Tested #	Math E+M #	Math E+M %	Math Part. Rate	STE Tested #	STE E+M #	STE E+M %	STE Part. Rate
2022	00000000	State	g3-8	FormerEL	1	13214	4059	31%	100%	13193	4347	33%	99%	4116	1072	26%	99%
2022	00000000	State	g3-8	FormerEL	2	10084	3515	35%	99%	10061	3337	33%	99%	3318	1054	32%	99%
2022	00000000	State	g3-8	FormerEL	3	8254	3525	43%	99%	8253	3212	39%	99%	3647	1238	34%	98%
2022	00000000	State	g3-8	FormerEL	4	2756	1319	48%	99%	2753	1198	44%	99%	971	398	41%	99%
2022	00000000	State	g3-8	FormerEL	All	34308	12418	36%	99%	34260	12094	35%	99%	12052	3762	31%	99%
2022	00000000	State	g3-8	FormerEL_IEP	1	1832	187	10%	99%	1830	236	13%	99%	564	74	13%	99%
2022	00000000	State	g3-8	FormerEL_IEP	2	1240	139	11%	99%	1231	155	13%	98%	419	48	11%	98%
2022	00000000	State	g3-8	FormerEL_IEP	3	861	99	11%	97%	860	108	13%	98%	404	46	11%	96%
2022	00000000	State	g3-8	FormerEL_IEP	4	332	54	16%	98%	334	52	16%	98%	105	19	18%	97%
2022	00000000	State	g3-8	FormerEL_IEP	All	4265	479	11%	99%	4255	551	13%	99%	1492	187	13%	98%
2022	00000000	State	10	FormerEL	1	1032	324	31%	98%	1031	230	22%	98%	988	193	20%	98%
2022	00000000	State	10	FormerEL	2	834	386	46%	98%	832	286	34%	98%	813	230	28%	99%
2022	00000000	State	10	FormerEL	3	669	350	52%	99%	667	265	40%	99%	646	213	33%	99%
2022	00000000	State	10	FormerEL	4	380	192	51%	98%	382	150	39%	98%	366	108	30%	98%

2022 Reporting Elements #1, 2, 3, and 5: State, Title III Districts, and Consortia

- Reporting Element 1 – Progress (by district only, not grade span)
  - Participation (# and %)
  - Mean SGPA
  - Progress (# and % for K-8 and High School)
  - Difficulty Index (for K-8 and High School)
  - EL SWD making progress (# and % for K-12)
- Reporting Element 2 – Proficiency
  - # and % attaining proficiency (by district or consortium total)
- Reporting Element 3 - # and % met proficiency and exited
- Reporting Element 5 - # and % not yet proficient after six years

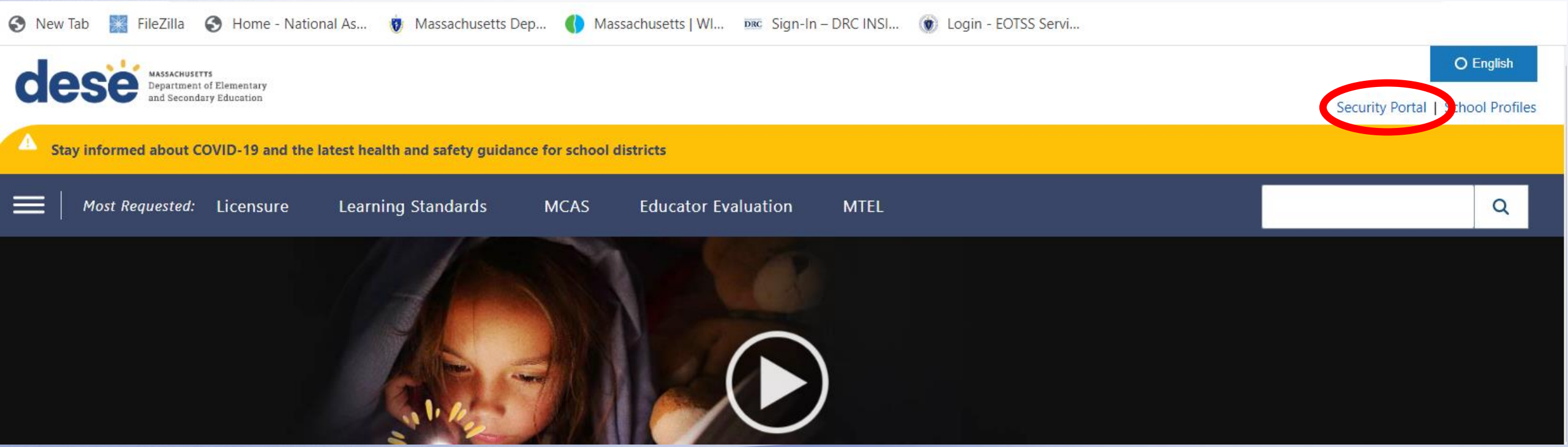
2023 ACCESS for ELLs Results

Information Delivered	Location	Scheduled Delivery Date
"**ACCESS2023_R1_...**" (without SGPA, yes/no progress indicators, attainment, student-level targets)	DropBox Central	Late June
"**ACCESS2023_R2_...**" (with SGPA, yes/no progress indicators, attainment, student-level targets)	DropBox Central	Late July
Assigned overall scores for students with Do Not Score code SPD available in DropBox/Edwin in the fall.		

Information Delivered	Location	Scheduled Delivery Date
Results **without** SGPA, progress, attainment, or targets	Edwin Analytics	Early July
Results **with** SGPA, progress, attainment, and targets	Edwin Analytics	Early August
"ACCESS for ELLs Student Roster" (EL627) has individual student results. **"ACCESS for ELLs District and School Summary" (EL327)** has aggregate results.		

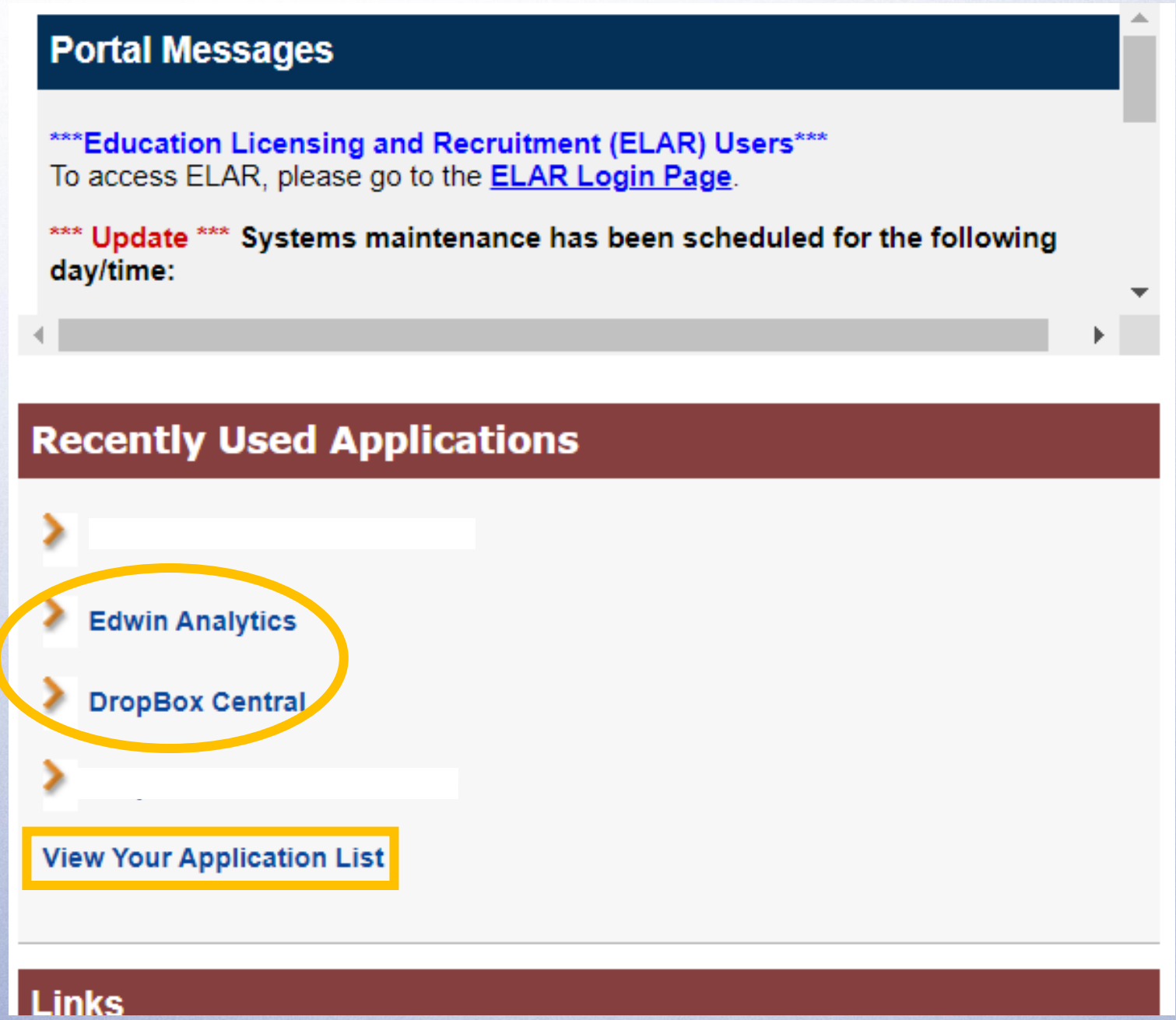
DropBox and Edwin in the Security Portal

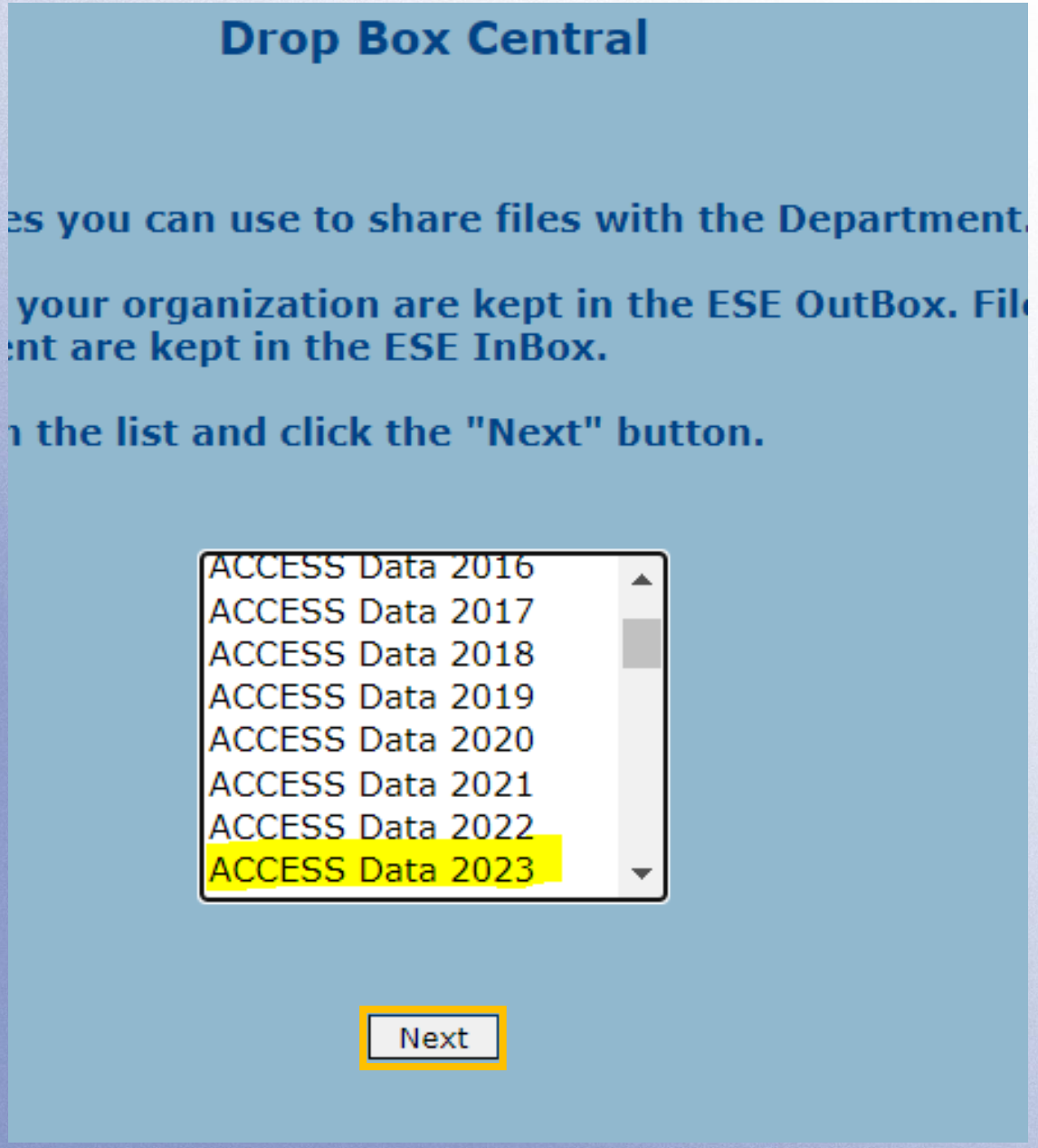
www.doe.mass.edu



Available Applications

- If you do not see "DropBox Central" or "Edwin Analytics", click "**View Your Application List**."
- Ask your Directory Administrator for access if you still do not see them.

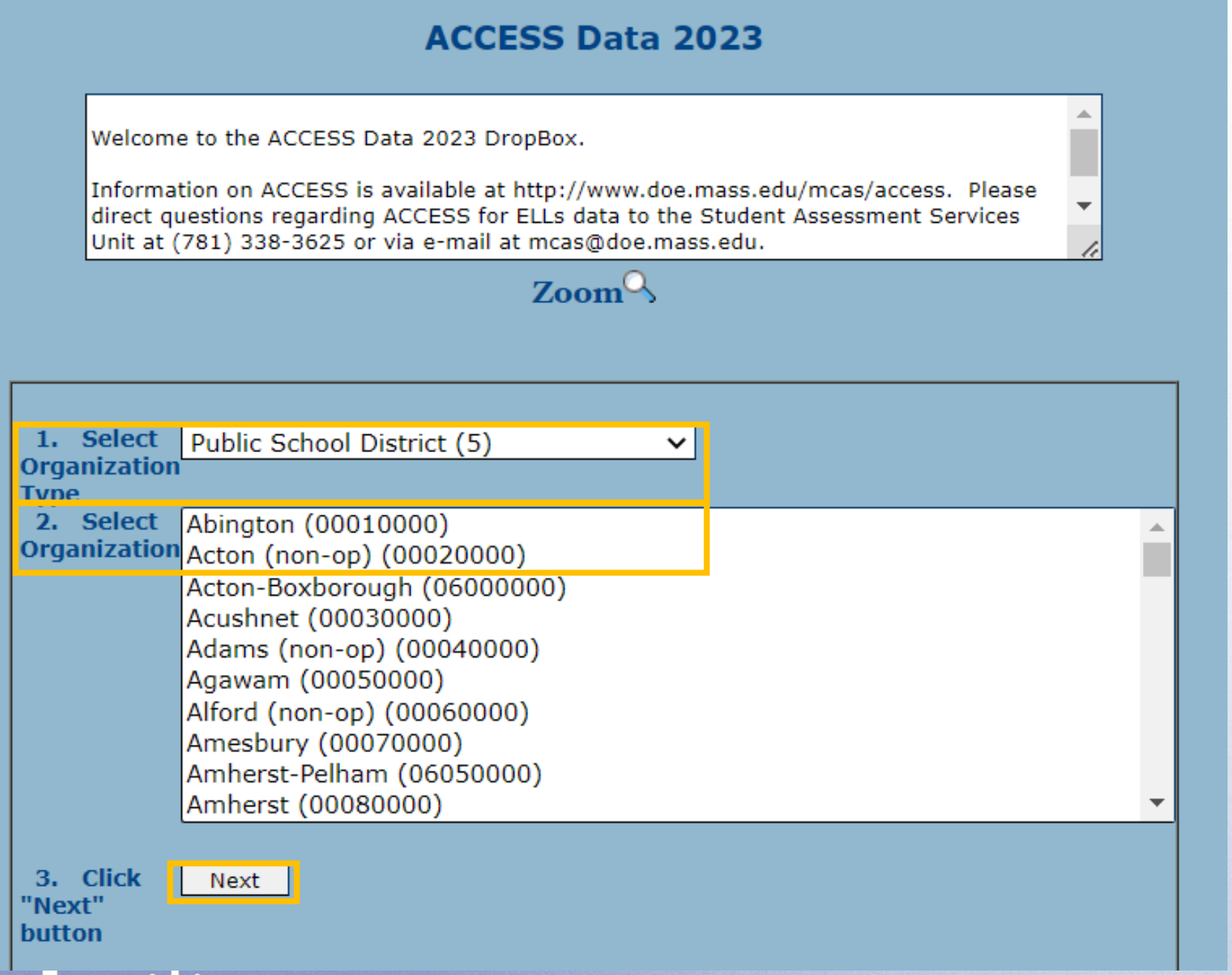




DropBox Files

Available starting late June

- Select **ACCESS Data 2023**
  - You will need permissions to view these files
- Files are available in District and School boxes
- Click **Next.**



DropBox Files

Available starting late June

- Select your Organization Type.
- Select your Organization.
- Click **Next**.

ACCESS 2023 Results in DropBox

	A	H	I	M	N	AN	AO	AP	AX	AZ	BB	BC	BD
1	adminyea	sasid	lastname	yrsinmass	grade	literacylev	overalllev	ALT	overalllev	last_grade	last_overa	last_overa	access_pa
2	2023	1.01E+09	Last name	1	K	3.1	2.6	0					1
3	2023	1E+09	Last name	1	K	1.6	1.7	0					1
4	2023	1.04E+09	Last name	1	K	1.9	1.7	0					1
5	2023	1.06E+09	Last name	1	K	1.8	2.4	0					1
6	2023	1.1E+09	Last name	1	K	1.3	1.4	0					1
7	2023	1.08E+09	Last name	0	K	4.6	5.3	0					1
8	2023	1.05E+09	Last name	0	K	4.3	5	0					1
9	2023	1E+09	Last name	1	K	1	2023	0			2022		ACCESS
10	2023	1.06E+09	Last name	2	1	3.3	ACCESS	0			ACCESS		particip.
11	2023	1.09E+09	Last name	2	1	3.4	Level	0		K	Level		2023
12	2023	1.05E+09	Last name	2	1	4.1	4.2	0		K	4.1		1
13	2023	1.03E+09	Last name	1	1	3.2	3.9						
14	2023	1.01E+09	Last name	2	1	2.8	3.4						

BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO
madeprog	ProgressT	DifficultyI	SGPA	madeExit	ExitedELIr	NotMeeti	FEL_YEAR	FEL_SIMS	ProgressT	DifficultyI
				0		-1			3.1	41
				0		-1			2.8	41
				0		-1			2.8	41
				0		-1			3	41
				0		-1			2.5	41
				1	1	0	2022	OCT	4.2	41
				1	1	0	2022	OCT	4.2	41
made	2023	2023	SGPA	Met Exit		-1			Progress	Difficulty
progress	progress	Difficulty	2022-23	Criteria		-1			Target	Index
2022-23	target	Index	58	2023		-1			2024	2024
RE1	4.1	24	68	RE2	RE3	RE5			4.2	38
0	4	25	60	0		-1			3.9	50
				0		-1			3.6	38

Assigned Scores for Missing Test Domains

- DESE assigns an overall composite proficiency level for students with missing domain scores for whom there were unavailable accommodations (Do Not Score code SPD).
- Overall proficiency levels can be used for reclassification determinations and growth-to-proficiency (benchmark) calculations.
- Will be reported this fall in Security Portal DropBox "ACCESS2023_Student_Level_R3…" and updated Edwin files in the fall
- Will not be included in ISRs or any other reports found in WIDA AMS
- See Guide to Assigning Scores for Missing Domains on ACCESS for ELLs Tests for English Learners with Disabilities on the DESE ACCESS web page

ACCESS for ELLs District and School Summary (EL327) in Edwin

- Shows # and % at each level for each domain and composite
- Shows participation rate, and % making progress (available in August)
- Displays for district or school by grade or all grades

Total Tested:	187
Participation Rate:	97%
Included in Made Progress:	136
% Made Progress:	42%

Only students who complete all 4 sections of the Standard test are included.

Students who are absent or who take the Standard test or ALT are included.

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language		Literacy		Comprehension		Overall Score	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1 - Entering	30	16%	56	30%	53	28%	61	33%	39	21%	55	29%	34	18%	44	24%
2 - Emerging	21	11%	59	32%	46	25%	34	18%	32	17%	41	22%	45	24%	49	26%
3 - Developing	32	17%	53	28%	38	20%	79	42%	60	32%	72	39%	41	22%	63	34%
4 - Expanding	13	7%	12	6%	17	9%	12	6%	35	19%	17	9%	17	9%	29	16%
5 - Bridging	29	16%	0	0%	22	12%	1	1%	13	7%	1	1%	29	16%	1	1%
6 - Reaching	62	33%	7	4%	11	6%	0	0%	8	4%	1	1%	21	11%	1	1%

ACCESS for ELLs Student Roster (EL627) in Edwin

- Report shows student-level domain and composite scores, SGPA, current target and difficulty index, progress indictor, proficiency indicator, exit based on attainment, not proficient after 6 years, future target and difficulty index.

edwin analytics

ACCESS for ELLs English Language Proficiency Test
2022 Student Roster

District:
School:
Cluster: Grades 1-2

Grade: 01

Name	SASID	Test Status[1]	Yrs in MA	Tier	Current Year Proficiency Levels: Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Overall (Composite)
AB	104	T	2	B	6.0	2.8	1.9	1.8	3.9	1.9	3.2	2.4
AC	104	T	2	A	5.6	4.1	2.5	3.1	4.5	2.9	3.4	3.3
AC	103	T	2	B	6.0	3.3	4.3	3.1				
AD	101	T	2	A	1.9	1.7	2.6	1.6				
AD	100	T	2	B	6.0	4.6	6.0	3.8				
AF	104	T	2	B	4.8	3.5	4.6	1.9				
AM	104	T	2	B	6.0	4.8	2.0	2.4				

Current Year Reporting Elements (RE)								Next year Targets	
				RE1	RE2	RE3	RE5		
SGPA[2]	Prior Year Prof. Level	Progress Target[3]	Difficulty Index[4]	Made Progress	Met Exit Criteria[5]	Exited EL Instruction[6]	Not Proficient After 6 Years	Progress Target	Difficulty Index
31	1.5	2.6	45	0	0			2.9	38
76	1.8	2.9	37	1	0			3.5	38
68	2.7	3.1	30	1	0			3.7	38
22	1.1	2.2	53	0	0			2.4	38
71	5.2	4.2	28	1	1	0	0	4.2	38
44	1.9	3.0	35	1	0			3.4	38
30	3.1	3.2	28	1	0			3.5	38

Click the SASID to go to PR600 (history of grades, courses, MCAS and ACCESS results, previous EL status)

Questions?

DESE: access@doe.mass.edu
781-338-3625

WIDA: help@wida.us
1-866-276-7735

DRC: WIDA@datarecognitioncorp.com
1-855-787-9615