

WIDA ACCESS Round 2 Reporting: Interpreting and Using Results

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Presenters

Jodi Bossio

- Coordinator of English Language Proficiency Assessment
- Office of Student Assessment Services

Melanie Manares

- Language Acquisition Support Lead
- Office of Instruction and Multilingual Education

Dr. Sarah Jo Torgrimson

- Coordinator of Research and Psychometrics
- Office of Student Assessment Services

Logistics for This Session

- Use the chat feature to ask a question.
 - We will answer some questions aloud at specified times during this training session.
 - Use the thumbs-up icon to “upvote” someone else’s question.
 - Email student-specific questions to access@mass.gov instead of asking here.
 - This webinar is not being recorded. Please be advised that DESE does not authorize attendees to record or to use AI transcription tools during the meeting and DESE does not endorse any unauthorized transcripts created by third parties of its meetings.



Today's Agenda



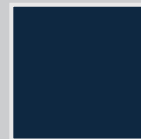
What is the why



Legal Requirements



Progress targets and indicators



Planning for student success

What is the why?

Round 2 WIDA ACCESS Reports

Round 1 reports in Dropbox, Edwin

What's different with round 2:

- Student Growth Percentile – ACCESS (SGPA)
- Progress indicators
- Progress targets

Why do we set progress targets?

1. To meet requirements (state and federal)
2. To measure progress towards English language proficiency, ensuring English learner students have the opportunity for meaningful engagement and mastery of academic content
3. To evaluate the efficacy of supports provided to English learner students

Legal Requirements

Benchmark Requirements for DESE

MGL C71A § 11

DESE shall develop:

- (i) benchmarks for attaining English proficiency for English learners;
- (ii) guidelines to assist school districts in the identification of English learners who do not meet benchmarks, and
- (iii) an English learning success template for use by districts to assist English learners who do not meet English proficiency benchmarks.

Benchmark Requirements for Districts

ELE 2: ELE Programs and Services

School districts shall adopt procedures to identify English learners who do not meet English proficiency benchmarks and shall establish a process for the district to:

- (i) identify areas in which identified English learners need improvement and establish personalized goals for the identified English learners to attain English proficiency;
- (ii) assess and track the progress of English learners in the identified areas of improvement;
- (iii) review resources and services available to identified English learners that may assist said learners in the identified areas of improvement; and
- (iv) incorporate input from the parents or legal guardian of the identified English learner.

District and Parent Partnership in Implementing Benchmark Requirements

- Provide a copy of DESE's guidelines to the parent or guardian of each English learner
- Provide the guidelines in languages other than English at the beginning of each school year or upon enrollment
- Provide opportunities for input into their child's English learner plan for success

Implementation

Evaluation and Review of the Plan and REPEAT

The team reviews assessment data, evaluates success and makes revisions to the plan as necessary.

Assess and Track the Progress

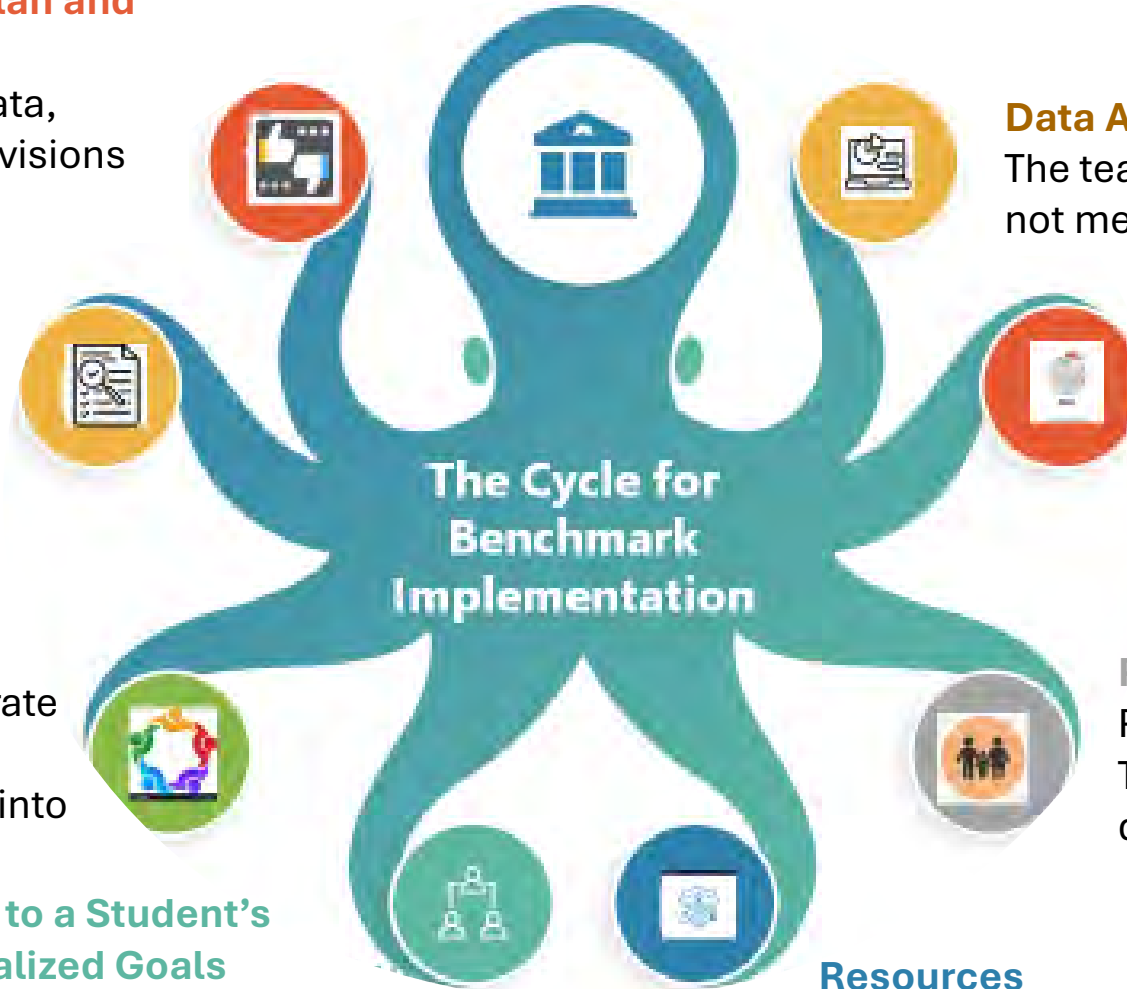
There is a system in place to assess and track the progress the student is making in the identified areas of improvement.

Shared Responsibility and Collaboration

Teachers collaborate and incorporate instruction and activities that can help the student reach their goals into their lesson plans.

Access to a Student's Personalized Goals

All of the teachers working with the student know where to locate the student's personalized goals and they are familiar with them.



Data Analysis

The team identifies ELs who have not met their benchmarks

Developing ELP goals

The team works together to develop personalized goals.

Parental Input

Parents know their children best. Their input is valuable for decision-making.

Resources

The team determines what kind of additional resources and services the student needs to be successful.

Determining Benchmarks

- Based on the student's current year ACCESS score and years in MA

Understanding the Title III Reporting Elements for English Learners in Massachusetts for 2026 and Beyond

- Students taking the WIDA Alternate ACCESS will have a scale score target that is the minimum scale score needed in 2027 for the student to remain on track to attaining English proficiency (overall composite proficiency Level 4) within six years.
 - Students taking the WIDA Alternate ACCESS must also earn a score of 12 on the English Language Proficiency Observation Form to be able to exit EL status.
- See also [WIDA ACCESS Transition web page](#) for timelines and information

Student Progress Targets and Indicators

WIDA ACCESS is New this Year

- Spring of 2026 was the first operational year of the new WIDA ACCESS Online, Paper, and Kindergarten. The new test is set on a new scale aligned to the 2020 English Language Development (ELD) Standards.
- Scale scores were reported on the new scale and cannot directly be compared to prior years.
- WIDA converted new scale scores to old proficiency levels for accountability purposes. Proficiency levels in 2026 can be compared to prior years.
- In July of 2026, WIDA hosted a standard setting even to establish new proficiency levels aligned to the 2020 ELD Standards.
- States will not get new proficiency levels until October 2026.

2026 WIDA ACCES Transition

Year	Scale Scores	Proficiency Levels	What to Use to Evaluate Progress
2026	New scale, don't compare to previous years	Old proficiency levels, can compare to prior years	Proficiency levels reported on WIDA AMS

DESE website for details and updates on WIDA ACCESS transition:

[WIDA ACCESS Transition - Massachusetts Comprehensive Assessment System](#)

Measures of Student Progress

Retrospective (“Looking back”) Measures - Progress Made Indicator and SGPA

- Student growth percentile on ACCESS (SGPA) and progress from 2025
- No changes in reporting for 2026

Prospective (“Looking ahead”) Measures - Progress Target and Difficulty Index

- Establish a standard to evaluate progress in 2027

New for 2026-2027 school year:

- Progress targets will be reported as proficiency levels and scale scores for WIDA ACCESS Online, Paper, and Kindergarten
- Setting progress targets for students that take WIDA Alternate ACCESS

2026 Progress Indicator WIDA ACCESS

WIDA ACCESS Online, Paper, and Kindergarten

- Progress target set for 2026 was a proficiency level.
- If a student's overall English proficiency level met or exceeded their progress target, they were considered to have made progress. This student is considered on track to meet exit criteria within first 6 years of EL status (or they exited EL status as a long-term EL).
- If a student scored below their progress target, they may need additional supports to exit EL status within 6 years. A student success plan is needed for the 2026-2027 school year.