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|  | ACCESS for ELLs  2019 Statewide Results |
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|  | December 2019  Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  [www.doe.mass.edu](http://www.doe.mass.edu) |
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# Executive Summary

The ACCESS for ELLs (ACCESS) is an assessment of English language proficiency administered through the WIDA consortium to students who have been reported to the Massachusetts Department of Elementary and Secondary Education (the “Department”) as English learners (ELs). The ACCESS assesses student achievement of the WIDA English Language Development Standards in reading, writing, listening, and speaking and is administered to all publicly funded English learners (ELs) in grades K−12. In addition, the Alternate ACCESS for ELLs (Alternate ACCESS) is administered to EL students in grades 1−12 who have significant cognitive disabilities and are unable to take the regular ACCESS tests. The ACCESS is available in paper-based and online versions for grades 1−12 (kindergarten tests are available on paper only, as is the Alternate ACCESS).

Massachusetts has transitioned from paper-based to online ACCESS testing over the past three years. In 2019, 97.2 percent of ELs in grades 1-12 took the ACCESS test online. Massachusetts joined the WIDA consortium in May 2012 and has administered the ACCESS tests since the 2012–2013 school year.

**Participation Rates**

In 2019, 95,300 EL students in Massachusetts who were enrolled in grades K–12 participated in the ACCESS tests, including 1,479 students who participated in the Alternate ACCESS, an overall participation rate of 98.1 percent, 0.3 percentage points higher than in 2018 (97.8 percent). Absent students totaled 1,853, fifteen percent fewer than in 2018. Overall participation rates are shown beginning on page 6.

**Overall Achievement**

Achievement results are shown in detail beginning on page 6. The combined percentage of students attaining the highest levels on the ACCESS tests (i.e., *Level 4.2* through *Level 6*) in 2019 (21.7 percent of students) was slightly lower than the percentage in 2018 (22 percent). 2019 was the second consecutive year showing a decrease. In 2017, the percent of students achieving *Level 4.2* through *Level 6* was 22.4 percent.

**New Reporting Requirements**

In 2019, this State Report was revised to include new reporting elements described in Title III of the federal *Every Student Succeeds Act* (ESSA) and in the *Language Opportunities for Our Kids* (LOOK) Act, a 2017 state law. The five required reporting elements described in ESSA are summarized below and described in detail beginning on page 12 of this report.

* Reporting Element #1: The number and percent of ELs making progress toward achieving English language proficiency in the aggregate and disaggregated for EL students with disabilities (EL SWD). A student who is making progress is on track to attain English proficiency (i.e., achieve a score of Level 4.2) within six years.
  + 50.3 percent of Massachusetts EL students made progress in 2019; among students with disabilities, 28.8 percent made progress in 2019.
* Reporting Element #2: The number and percent of ELs attaining English language proficiency as determined by the ACCESS test.
  + 19.6 percent of students attained English proficiency in 2019; 19.8 percent of students attained English proficiency in 2018.
* Reporting Element #3: The number and percent of ELs who exit English learner status based on their attainment of English language proficiency
  + 69.9 percent of students who attained English proficiency exited EL status in 2019, compared with 65.1 percent of students who attained English proficiency and exited EL status in 2018.
* Reporting Element #4: The number and percent of Former ELs (FELs) meeting challenging state academic standards on the next-generation Massachusetts Comprehensive Assessment System (MCAS) tests for English language arts (ELA), mathematics, and science and technology/engineering (STE) for each of the four years after such students no longer receive EL services. Results are reported in the aggregate and disaggregated by FEL students with disabilities (FEL SWD). For all FELs:
  + 51 percent of FELs in grades 3–8, and 37 percent in grade 10 scored *Meeting Expectations* or *Exceeding Expectations* on ELA MCAS tests in 2019.
  + 49 percent of FELs in grades 3–8, and 42 percent in grade 10 scored *Meeting Expectations or Exceeding Expectations* in mathematics in 2019.
  + 38 percent of FELs in grades 5 and 8 scored *Meeting Expectations or Exceeding Expectations* in science/technology and engineering in 2019.
  + 16 percent of FEL SWD in grades 3–8, and 12 percent in grade 10 scored *Meeting Expectations* or *Exceeding Expectations* in ELA in 2019. Sixteen percent of FEL SWD in grades 3-8, and 12 percent in grade 10 scored *Meeting Expectations* or *Exceeding Expectations* in mathematics. Thirteen percent of FEL SWD in grades 5 and 8 scored *Meeting Expectations* or *Exceeding Expectations* in STE in 2019.
* 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., within five years plus a baseline year, or six years)
* In 2019, 14.9 percent of ELs had not met proficiency after six years, up from 14 percent [[1]](#footnote-1) who had not met proficiency after six years in 2018.

# I. Background

This report summarizes the results of 95,300 EL students in Massachusetts who participated in the 2019 ACCESS) and the Alternate ACCESS tests, which were developed by the WIDA consortium and are intended to measure the English language proficiency of EL students in 40 consortium member states, territories, and federal agencies.

ACCESS tests measure how well EL students have achieved the *English Language Development (ELD) Standards* developed bythe WIDA consortium. Massachusetts adopted the WIDA standards because they describe English language development in four areas, called domains (listening, reading, speaking, and writing); academic literacy in four subjects, plus social and instructional language; and because the WIDA standards are aligned with the *Massachusetts Curriculum Frameworks*. Only students who participate in all four domains receive overall scores. Students participate in tests designed for specific grade-level clusters as follows:

**ACCESS Tests**

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

In 2016, WIDA introduced a new, more rigorous computer-based test. Schools in Massachusetts were given a choice to administer either computer- or paper-based tests, with the expectation that the state would transition virtually all EL students to computer-based testing for the 2019 test administration. Paper-based tests remain available for use as an accommodation due to a disability, or for a first-year EL who lacks familiarity with or the ability to use a computer.

For paper-based testing, students in grades 1-12 take either Tier A or B/C of the designated grade-cluster test, depending on their level of English language proficiency. For online testing, the 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.

### Students taking the ACCESS test receive scaled scores between 100−600 overall, in each domain, and several composite scores. Proficiency level scores are reported as a whole number followed by a decimal (e.g., Level 3.4), indicating the student’s overall language proficiency level, and the relative positionwithin the proficiency level of the student’s scaled score, rounded to the nearest tenth. 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 (see Appendix A).

### Assessment subscores are also reported using the same scaled scores and proficiency levels in the four domains of listening, speaking, reading, and writing; and reported as a composite score in the following combined areas:

* Overall composite score combining all four domain scores
* Oral Language composite score, combining scores from listening and speaking;
* Literacy composite score, combining scaled scores from reading and writing;
* Comprehension composite score, combining scaled scores from listening and reading.

**Standard Setting on ACCESS 2.0 Tests**

In 2016, the WIDA consortium reset proficiency standards on its new ACCESS for ELLs 2.0 assessment. The standards on ACCESS 2.0 are more rigorous than the standards on ACCESS 1.0, meaning that a higher level of achievement on the new test is required to earn the same proficiency level as on the ACCESS 1.0 tests, which were phased out after 2015. The new standards were applied to ACCESS scores for the first time in 2017. Resetting the proficiency standards was intended by WIDA to ensure that EL students were well-prepared to meet the rigor of the new College and Career Ready Standards now in place in Massachusetts and in other WIDA states. However, the resetting of standards had the effect of greatly reducing the number of students who qualified under the previous ACCESS 1.0 criteria to exit EL status. Massachusetts subsequently elected to revise its criteria for eligibility to exit EL status to a level that was judged to be comparable to the exit criteria on the previous score scale, as described below.

**Reclassification of EL students**

Prior to 2017, the criteria used to exit students from EL status had been the attainment of an overall score of Level 5.0. Based on 2017 results using the ACCESS 2.0 revised score scale, the Department recommended instead that districts consider exiting students from EL status when they met the following criteria, based on the likelihood that they would be able to perform standards-based classroom work in English:

1. An overall score of **Level 4.2**;and
2. A composite literacy score of **Level 3.9**

As before, the Department also recommended the use of other relevant data before exiting a student from EL status, including:

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

**Validating the New Exit Criteria − A** **Comparability Study**

The Student Assessment office conducted a study to determine the comparability of ACCESS 1.0 and ACCESS 2.0 proficiency standards, specifically in terms of the **overall** ACCESS 2.0 test scores and the **composite literacy** scores. Three distinct methods were used to identify the equivalent proficiency level for a score of *Level 5.0* and overall literacy *Level 4.5* on the ACCESS 1.0 scale converted to the ACCESS 2.0 scale. The results of the three methods yielded similar results, described below.

1. **Equipercentile linking**, which compared the scores of students on both tests at each percentile rank; e.g., the scores for an EL student in the 15th percentile were calculated on both the 2015 ACCESS 1.0 (old scale) and 2017 ACCESS 2.0 (new scale);
2. The **WIDA Score Lookup Calculator**, which converts a given score on the ACCESS 1.0 scale to a score on the ACCESS 2.0 scale. We used this method to determine comparable scores on the new scale for students who previously took ACCESS 1.0;
3. **Comparing the** **percentage of students attaining Level 5.0** on ACCESS 1.0 with the score attained by the same percentage of students on ACCESS 2.0.

All three methods yielded equivalent overall scores of Level 4.2, with a literacy composite score of 3.9, on the new ACCESS 2.0 scale.

**Alternate ACCESS**

The Alternate ACCESS was administered in Massachusetts to EL students with significant cognitive disabilities. The Alternate ACCESS is given in grades 1–12 to students whose disabilities prevent participation in the ACCESS general assessment, and is recommended for students who participate in the state’s academic alternate assessment, the MCAS-Alt. It is administered individually by trained and certified educators in four grade-level clusters: Grades 1–2, 3–5, 6–8, and 9–12. Students are assessed in the four domains of reading, writing, listening, and speaking. Results are reported at six proficiency levels (Levels A1, A2, A3, P1, P2, and P3; see Appendix B for descriptors for each proficiency level), and on a numerical scale from 900 to 960. In all, 1,479 Massachusetts students in grades 1-12 participated in the Alternate ACCESS test during the five-week January–February 2019 testing window.

# II. Summary of the Statewide ACCESS for ELLs Results

## Student Participation

In 2019, 95,300 EL students in Massachusetts who were enrolled in grades K–12 completed the ACCESS tests, including 1,479 students who participated in the Alternate ACCESS, an overall participation rate of 98.1 percent, 0.3 percentage points higher than in 2018. Absent students totaled 1,853. In 2019, 81,879 or 97 percent of students in grades 1–12 took online ACCESS tests (rather than paper-based tests) compared with 86 percent taking online ACCESS in 2018.

Participation and participation rates in the 2018 and 2019 ACCESS and Alternate ACCESS are summarized below in Table 1. “Participation” means that a student participated in all four sections of the ACCESS or Alternate ACCESS test―reading, writing, listening, and speaking. Table 1 summarizes participation by grade cluster and years of enrollment in Massachusetts. Participation rates were highest in lower grades and slowly declined as grade levels increased. Participation rates were lowest in grades 9−12.

**Table 1. Participation by Grade Cluster and Years of Enrollment in MA (2018 & 2019)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Years in MA** | **Grade Cluster** | | | | | | | | | | | |
| **K** | | **1-2** | | **3-5** | | **6-8** | | **9-12** | | **Grand Total** | |
| **Part.**  **#** | **Part. %** | **Part.**  **#** | **Part. %** | **Part.**  **#** | **Part. %** | **Part.**  **#** | **Part. %** | **Part.**  **#** | **Part. %** | **Part.**  **#** | **Part. %** |
| **2018** | **First Year** | 10,517 | 99 | 2,724 | 99 | 3,348 | 99 | 2,968 | 100 | 4,148 | 98 | 23,705 | 99 |
| **Second Year** | 408 | 99 | 10,339 | 99 | 2,825 | 99 | 2,451 | 99 | 4,335 | 97 | 20,358 | 98 |
| **Third Year** |  |  | 8,428 | 99 | 2,328 | 99 | 1,801 | 99 | 2,834 | 96 | 15,391 | 98 |
| **Fourth Year** |  |  | 772 | 97 | 7,157 | 98 | 1,212 | 98 | 1,863 | 95 | 11,004 | 98 |
| **Fifth Year** |  |  | 3 | - | 6,159 | 99 | 894 | 97 | 1,184 | 94 | 8,240 | 98 |
| **Sixth+ Year** |  |  |  |  | 3,929 | 98 | 6,772 | 98 | 4,750 | 88 | 15,451 | 95 |
| **Total** | **10,925** | **99** | **22,266** | **99** | **25,746** | **99** | **16,098** | **98** | **19,114** | **94** | **94,149** | **98** |
| **2019** | **First Year** | 10,648 | 99 | 2,601 | 99 | 2,933 | 100 | 2,598 | 99 | 3,747 | 99 | 22,527 | 99 |
| **Second Year** | 378 | 98 | 10,806 | 99 | 2,780 | 99 | 2,456 | 100 | 3,591 | 97 | 20,011 | 99 |
| **Third Year** | 1 | 100 | 8,596 | 99 | 2,679 | 99 | 2,026 | 99 | 3,318 | 96 | 16,620 | 99 |
| **Fourth Year** |  |  | 707 | 99 | 7,550 | 99 | 1,363 | 98 | 2,059 | 96 | 11,679 | 98 |
| **Fifth Year** |  |  | 1 | - | 5,876 | 99 | 941 | 99 | 1,220 | 94 | 8,038 | 98 |
| **Sixth+ Year** |  |  |  |  | 4,307 | 99 | 6,948 | 98 | 5,170 | 89 | 16,425 | 95 |
| **Total** | **11,027** | **99** | 22,711 | 99 | 26,125 | 99 | **16,332** | **98** | **19,105** | **95** | **95,300** | **98** |

## Student Achievement

Table 2 summarizes overall ACCESS proficiency level results including the number of students tested, and percent of students scoring at each ACCESS proficiency level, disaggregated by grade cluster and years of enrollment in Massachusetts. Results for students who took the Alternate ACCESS are summarized in Table 5.

**Table 2. Proficiency Level**

**by Grade Cluster and Years of Enrollment in MA (2019)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Cluster** | **Years in MA** | **# Tested** | **% Level 1** | **% Level 2** | **% Level 3** | **% Level 4** | **% Level 5** | **% Level 6** |
| **K** | First Year | 10,648 | 55 | 20 | 15 | 9 | 1 | 0 |
| Second Year | 378 | 46 | 24 | 19 | 10 | 1 | 0 |
| Third Year | 1 | - | - | - | - | - | - |
| **Total** | **11,027** | **54** | **20** | **16** | **9** | **1** | **0** |
| **1-2** | First Year | 2,580 | 36 | 28 | 25 | 8 | 2 | 0 |
| Second Year | 10,675 | 7 | 29 | 48 | 13 | 3 | 0 |
| Third Year | 8,463 | 3 | 20 | 51 | 23 | 3 | 0 |
| Fourth Year | 692 | 5 | 26 | 52 | 17 | 1 | 0 |
| Fifth Year | 1 | - | - | - | - | - | - |
| **Total** | **22,411** | **9** | **25** | **47** | **16** | **3** | **0** |
| **3-5** | First Year | 2,916 | 38 | 21 | 20 | 14 | 5 | 2 |
| Second Year | 2,746 | 11 | 20 | 34 | 25 | 8 | 2 |
| Third Year | 2,650 | 3 | 13 | 37 | 33 | 11 | 2 |
| Fourth Year | 7,411 | 2 | 11 | 43 | 36 | 7 | 1 |
| Fifth Year | 5,747 | 1 | 6 | 31 | 46 | 15 | 2 |
| Sixth+ Year | 4,184 | 1 | 6 | 31 | 44 | 16 | 2 |
| **Total** | **25,654** | **7** | **11** | **34** | **36** | **10** | **2** |
| **6-8** | First Year | 2,582 | 44 | 21 | 17 | 13 | 4 | 1 |
| Second Year | 2,426 | 21 | 28 | 29 | 17 | 4 | 1 |
| Third Year | 1,997 | 10 | 26 | 36 | 23 | 4 | 1 |
| Fourth Year | 1,339 | 6 | 22 | 41 | 26 | 4 | 0 |
| Fifth Year | 917 | 4 | 19 | 44 | 29 | 3 | 0 |
| Sixth+ Year | 6,745 | 4 | 18 | 46 | 30 | 2 | 0 |
| **Total** | **16,006** | **14** | **21** | **37** | **24** | **3** | **0** |
| **9-12** | First Year | 3,726 | 39 | 25 | 19 | 13 | 4 | 0 |
| Second Year | 3,563 | 19 | 27 | 33 | 17 | 4 | 0 |
| Third Year | 3,297 | 13 | 25 | 40 | 19 | 3 | 0 |
| Fourth Year | 2,037 | 10 | 23 | 43 | 21 | 3 | 0 |
| Fifth Year | 1,203 | 6 | 21 | 48 | 21 | 3 | 0 |
| Sixth+ Year | 4,896 | 5 | 17 | 53 | 22 | 3 | 0 |
| **Total** | **18,722** | **16** | **23** | **39** | **19** | **3** | **0** |
| **Grand Total** | | **93,821** | **16** | **20** | **36** | **22** | **5** | **1** |

Title: Figure 1. Percent of students at each proficiency level in grades k-6 for 2018 and 2019. 
Description: The figure shows the percent of students that scored at each of the proficiency levels for each grade from kindergarten through grade 6, in 2018 and 2019.


Title: Figure 2. Percent of students at each proficiency level in grades 7-12 for 2018 and 2019. 
Description: The figure shows the percent of students that scored at each of the proficiency levels for each grade from grade 7 through grade 12, in 2018 and 2019.


Table 3 shows the comparative percentage of ELs who attained English proficiency as indicated by an ACCESS score of Level 4.2. The percentage of students attaining scores indicating their attainment of English proficiency (i.e., between *Level 4.2* and *Level 6*) in 2019 was comparable to the percentage in 2018 (21.7 percent in 2019 and 22 percent in 2018).

**T**

**Table 3.** **Students Who Attained Above or Below Level 4.2 by Grade (2018 & 2019)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grades** | **2018** | | **2019** | |
| **Below 4.2** | **4.2 or Above** | **Below 4.2** | **4.2 or Above** |
| **K** | 93.5% | 6.5% | 92.8% | 7.2% |
| **1** | 87.7% | 12.3% | 89.8% | 10.2% |
| **2** | 80.6% | 19.4% | 81.1% | 18.9% |
| **3** | 74.7% | 25.3% | 74.1% | 25.9% |
| **4** | 52.0% | 48.0% | 51.9% | 48.1% |
| **5** | 55.2% | 44.8% | 54.7% | 45.3% |
| **6** | 79.9% | 20.1% | 80.1% | 19.9% |
| **7** | 79.8% | 20.2% | 78.8% | 21.2% |
| **8** | 77.6% | 22.4% | 79.0% | 21.0% |
| **9** | 82.1% | 17.9% | 81.9% | 18.1% |
| **10** | 81.8% | 18.2% | 82.6% | 17.4% |
| **11** | 83.3% | 16.7% | 84.7% | 15.3% |
| **12** | 85.6% | 14.4% | 86.5% | 13.5% |
| **Total** | **78.0%** | **22.0%** | **78.3%** | **21.7%** |

## Composite Proficiency Levels

In addition to receiving an overall ACCESS proficiency level score, students receive three composite scores: oral language, comprehension, and literacy. Composite scores are derived from a combination of weighted scaled scores in the four language domains as follows:

* Overall―combining the four domain scores, as follows: listening (15 percent), speaking (15 percent), reading (35 percent), and writing (35 percent)
* Oral Language―combining equally weighted scaled scores for listening and speaking (50 percent each)
* Comprehension―combining scaled scores for listening (30 percent) and reading (70 percent)
* Literacy―combining equally weighted scaled scores for reading (50 percent) and writing (50 percent)

Average proficiency levels for the three remaining composite scales are presented below, by grade cluster and years in Massachusetts, in Table 4.

**Table 4. Average Composite Proficiency Level**

**by Grade Cluster and Years of Enrollment in MA (2019)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Cluster** | **Years in MA** | **# Tested** | **Average**  **Oral Level** | **Average Comprehension Level** | **Average Literacy Level** |
| **K** | First Year | 10,648 | 4.0 | 2.3 | 1.8 |
| Second Year | 378 | 4.4 | 2.5 | 1.9 |
| Third Year | 1 | - | - | - |
| **Total** | **11,027** | **4.0** | **2.4** | **1.8** |
| **1-2** | First Year | 2,580 | 2.9 | 3.3 | 2.6 |
| Second Year | 10,675 | 3.9 | 4.2 | 2.9 |
| Third Year | 8,463 | 3.7 | 4.3 | 3.4 |
| Fourth Year | 692 | 3.5 | 3.9 | 3.2 |
| Fifth Year | 1 | - | - | - |
| **Total** | **22,411** | **3.7** | **4.1** | **3.1** |
| **3-5** | First Year | 2,917 | 2.9 | 3.2 | 2.8 |
| Second Year | 2,746 | 3.8 | 4.1 | 3.4 |
| Third Year | 2,650 | 4.2 | 4.5 | 3.7 |
| Fourth Year | 7,411 | 3.9 | 4.5 | 3.8 |
| Fifth Year | 5,747 | 4.6 | 5.0 | 4.0 |
| Sixth+ Year | 4,184 | 4.6 | 4.9 | 4.0 |
| **Total** | **25,655** | **4.1** | **4.5** | **3.7** |
| **6-8** | First Year | 2,582 | 3.0 | 3.0 | 2.6 |
| Second Year | 2,426 | 3.5 | 3.3 | 2.9 |
| Third Year | 1,997 | 3.8 | 3.7 | 3.1 |
| Fourth Year | 1,339 | 3.9 | 3.8 | 3.3 |
| Fifth Year | 917 | 4.0 | 3.9 | 3.3 |
| Sixth+ Year | 6,745 | 4.0 | 4.0 | 3.4 |
| **Total** | **16,006** | **3.7** | **3.7** | **3.1** |
| **9-12** | First Year | 3,726 | 2.6 | 3.0 | 2.8 |
| Second Year | 3,563 | 2.9 | 3.3 | 3.2 |
| Third Year | 3,297 | 3.0 | 3.4 | 3.4 |
| Fourth Year | 2,037 | 3.1 | 3.6 | 3.4 |
| Fifth Year | 1,203 | 3.3 | 3.7 | 3.5 |
| Sixth+ Year | 4,896 | 3.3 | 3.9 | 3.6 |
| **Total** | **18,722** | **3.0** | **3.5** | **3.3** |
| **Grand Total** | | **93,821** | **3.7** | **3.8** | **3.2** |

## Results of the 2019 Alternate ACCESS

The Alternate ACCESS assessment was first administered in 2014 to EL students with significant cognitive disabilities. The Alternate ACCESS results are reported at six proficiency levels: A1-Initiating, A2-Exploring, A3-Engaging, P1-Entering, P2-Emerging, and P3-Developing, and on a numerical scale from 900 to 960. See Appendix B for the performance definitions of the Alternate ACCESS proficiency levels.

Statewide participation rates for students who took the Alternate ACCESS was 98 percent for 2019, which was eight percentage points higher than the Alternate ACCESS participation rate of 90 percent in 2018.

Alternate ACCESS proficiency levels are shown by grade level in Table 5. There were no students scoring at proficiency level P3 in 2019.

**Table 5. Alternate ACCESS Proficiency Level by Grade (2019)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **# Tested** | **A1** | **A2** | **A3** | **P1** | **P2** |
| **01** | 141 | 18% | 10% | 16% | 38% | 17% |
| **02** | 159 | 15% | 9% | 19% | 32% | 25% |
| **03** | 162 | 17% | 11% | 19% | 29% | 25% |
| **04** | 148 | 13% | 7% | 23% | 27% | 30% |
| **05** | 160 | 16% | 6% | 13% | 18% | 48% |
| **06** | 115 | 17% | 5% | 19% | 26% | 33% |
| **07** | 109 | 12% | 9% | 15% | 26% | 39% |
| **08** | 102 | 5% | 6% | 14% | 28% | 47% |
| **09** | 91 | 9% | 10% | 16% | 24% | 41% |
| **10** | 98 | 8% | 11% | 16% | 31% | 34% |
| **11** | 86 | 10% | 5% | 22% | 27% | 36% |
| **12** | 108 | 18% | 14% | 21% | 20% | 27% |
| **Total** | **1,479** | **14%** | **9%** | **18%** | **27%** | **33%** |

**III. Reporting Elements**

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

* Reporting Element #1: The number and percent of ELs making progress toward achieving English language proficiency, disaggregated for ELs with disabilities (EL SWD). A student who is making progress is on track to achieve English proficiency (i.e., a score of Level 4.2 on the ACCESS) within six years.
* 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 next-generation MCAS tests for English language arts (ELA), mathematics, and science and technology/engineering (STE) for each of the four years after such students are no longer receiving EL services, disaggregated for FELs with disabilities (FEL SWD)
* 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., within five years after the first baseline year, or within six years), disaggregated for ELs with disabilities

This report has been updated to include results on the five reporting elements described above. Results for the five reporting elements are based on the overall state results on the ACCESS tests combined with results for students taking the Alternate ACCESS, and results of FEL students on the MCAS tests. Reporting on the five elements is intended to provide districts with important instructional feedback to promote and accelerate the achievement of EL and FEL students, and to provide a basis for additional oversight of EL programming by districts and the Department.

**Reporting Element #1: EL Students Making Progress toward English Language Proficiency (disaggregated for students with and without disabilities)**

In 2018, a method was established to indicate progress in learning English that provided the following information for each EL student:

1. **Future Progress Target** representing the minimum ACCESS proficiency level score needed on the following year’s ACCESS test to remain on track to reach English proficiency (i.e., attain a score of Level 4.2) within a total of six years in a Massachusetts school. Future progress targets are reported as an ACCESS proficiency level, ranging from Levels 1.0 to 4.2. Individual student targets are provided in the summer of each year. Further clarification of Future Progress Targets is provided in Appendix C.
2. **Difficulty Index** showing an estimate of how difficult it will be to reach next year’s target, relative to the student’s current proficiency level. The difficulty index ranges from 1–99, with one being the lowest difficulty (i.e., least difficult to achieve the target) and 99 the highest (i.e., most difficult to achieve the target). Students with difficulty indices greater than 60 are considered to have a high difficulty index. Educators are directed to use the difficulty index as an indicator of which students may need additional instructional assistance in order to succeed. Further clarification of Difficulty Indices is provided in Appendix C.
3. **Student Growth Percentile for ACCESS** **(SGPA)** indicating the amount of progress made by a student on the ACCESS test from one year to the next, relative to other EL students in the same grade who earned similar ACCESS scores the prior year. 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 compared with other ELs in the same grade level who took the ACCESS test in two consecutive years. Like the difficulty index, the SGPA is a number from 1−99, with 40−59 representing *average* growth. Higher SGPA numbers (i.e., above 60) indicate more growth, and lower SGPA numbers (i.e., below 40) show less growth.
4. **Progress Indicator**, either “Yes” or “No,” showing whether the student has met last year’s future progress target in the current year. Students who meet or exceed their future target for that year will be designated as having “made progress.” Students who do not meet their targets will not make progress for that year. Students taking the Alternate ACCESS will make progress if they increase the Alternate ACCESS achievement level in any subdomain by one level.

**Table 6. Students Making Progress by Grade (2018 & 2019)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **2018** | | | **2019** | | |
| **% Making Progress** | **# Making Progress** | **# Included in Progress** | **% Making Progress** | **# Making Progress** | **# Included in Progress** |
| **1** | 61.2% | 5,765 | 9,419 | 61.9% | 6,128 | 9,896 |
| **2** | 68.7% | 6,548 | 9,528 | 63.4% | 6,071 | 9,577 |
| **3** | 65.4% | 5,645 | 8,638 | 63.7% | 5,630 | 8,842 |
| **4** | 64.4% | 4,984 | 7,736 | 65.3% | 5,076 | 7,770 |
| **5** | 57.1% | 2,896 | 5,068 | 55.9% | 3,266 | 5,838 |
| **6** | 33.6% | 1,408 | 4,185 | 33.2% | 1,442 | 4,339 |
| **7** | 35.0% | 1,463 | 4,182 | 37.0% | 1,621 | 4,380 |
| **8** | 37.6% | 1,509 | 4,015 | 36.0% | 1,574 | 4,369 |
| **9** | 33.9% | 1,500 | 4,423 | 36.0% | 1,624 | 4,515 |
| **10** | 31.4% | 1,331 | 4,241 | 30.8% | 1,266 | 4,115 |
| **11** | 27.2% | 911 | 3,349 | 27.5% | 1,004 | 3,649 |
| **12** | 25.4% | 760 | 2,993 | 24.7% | 799 | 3,239 |
| **Total** | **51.20%** | **34,720** | **67,777** | **50.3%** | **35,501** | **70,529** |

Across Massachusetts, 50.3 percent of EL students made progress in 2019 (as shown in Table 6). Approximately two-thirds of students in grades 1–4 made progress, while a third or fewer students made progress in grades 6–12. Among the students who have been enrolled in the state for six or more years (as shown in Table 7), only 22.1 percent made progress in middle school, and only 16.2 percent made progress in high school.

**Table 7. Students Making Progress**

**by Grade Cluster and Years of Enrollment in MA (2018 & 2019)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Cluster** | **Years in MA** | **2018** | | **2019** | |
| **# included in Progress** | **% Making Progress** | **# included**  **in Progress** | **% Making Progress** |
| **1-2** | First Year | 185 | 59.5% | 197 | 55.8% |
| Second Year | 9,780 | 63.1% | 10,236 | 62.7% |
| Third Year | 8,219 | 68.2% | 8,342 | 63.8% |
| Fourth Year | 760 | 56.3% | 696 | 50.4% |
| Fifth Year | 3 | - | 2 | - |
| **Total** | **18,947** | **65.0%** | **19,473** | **62.6%** |
| **3-5** | First Year | 94 | 50.0% | 75 | 61.3% |
| Second Year | 2,450 | 68.4% | 2,456 | 61.3% |
| Third Year | 2,217 | 66.9% | 2,581 | 64.4% |
| Fourth Year | 6,981 | 65.7% | 7,404 | 65.4% |
| Fifth Year | 6,025 | 64.1% | 5,775 | 65.3% |
| Sixth+ Year | 3,675 | 50.8% | 4,159 | 51.6% |
| **Total** | **21,442** | **63.1%** | **22,450** | **62.2%** |
| **6-8** | First Year | 82 | 45.1% | 54 | 42.6% |
| Second Year | 2,128 | 54.9% | 2,199 | 53.8% |
| Third Year | 1,726 | 50.0% | 1,975 | 51.5% |
| Fourth Year | 1,177 | 43.0% | 1,336 | 44.8% |
| Fifth Year | 871 | 38.5% | 901 | 38.5% |
| Sixth+ Year | 6,398 | 23.0% | 6,623 | 22.1% |
| **Total** | **12,382** | **35.4%** | **13,088** | **35.4%** |
| **9-12** | First Year | 148 | 25.7% | 110 | 22.7% |
| Second Year | 3,894 | 41.5% | 3,290 | 39.0% |
| Third Year | 2,874 | 35.9% | 3,357 | 39.5% |
| Fourth Year | 1,888 | 32.0% | 2,079 | 37.8% |
| Fifth Year | 1,203 | 27.9% | 1,239 | 31.6% |
| Sixth+ Year | 4,999 | 17.5% | 5,443 | 16.2% |
| **Total** | **15,006** | **30.0%** | **15,518** | **30.2%** |
| **Grand Total** | | **67,777** | **51.2%** | **70,529** | **50.3%** |

ESSA, Title III also requires reporting of progress results by disability status. Table 8 disaggregates the results by students with disabilities versus without disabilities. Overall, 57 percent of students without a disability made progress while only about 29 percent of students with a disability made progress. In middle and high school, the rate of students with disabilities making progress was less than 15 percent.

**Table 8. Students Making Progress**

**by Grade Cluster, Years of Enrollment in MA, and Disability Status (2019)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **non-SWD** | | **SWD** | | **Total** | |
| **Grade Cluster** | **Years in MA** | **# included in Progress** | **% Making Progress** | **# included in Progress** | **% Making Progress** | **# included in Progress** | **% Making Progress** |
| **1-2** | First Year | 175 | 60.0% | 22 | 22.7% | 197 | 55.8% |
| Second Year | 8,776 | 65.9% | 1,460 | 43.0% | 10,236 | 62.7% |
| Third Year | 6,664 | 69.0% | 1,678 | 43.3% | 8,342 | 63.8% |
| Fourth Year | 407 | 62.4% | 289 | 33.6% | 696 | 50.4% |
| Fifth Year | - | - | 2 | - | 2 | - |
| **Total** | **16,022** | **67.0%** | **3,451** | **42.2%** | **19,473** | **62.6%** |
| **3-5** | First Year | 70 | 62.9% | 5 | 40.0% | 75 | 61.3% |
| Second Year | 2,162 | 64.8% | 294 | 35.4% | 2,456 | 61.3% |
| Third Year | 2,197 | 69.0% | 384 | 37.8% | 2,581 | 64.4% |
| Fourth Year | 5,697 | 72.6% | 1,707 | 41.5% | 7,404 | 65.4% |
| Fifth Year | 3,966 | 74.9% | 1,809 | 44.1% | 5,775 | 65.3% |
| Sixth+ Year | 2,382 | 66.8% | 1,777 | 31.2% | 4,159 | 51.6% |
| **Total** | **16,474** | **70.8%** | **5,976** | **38.7%** | **22,450** | **62.2%** |
| **6-8** | First Year | 48 | 47.9% | 6 | - | 54 | 42.6% |
| Second Year | 1,963 | 56.9% | 236 | 28.4% | 2,199 | 53.8% |
| Third Year | 1,759 | 54.0% | 216 | 31.5% | 1,975 | 51.5% |
| Fourth Year | 1,086 | 49.5% | 250 | 24.4% | 1,336 | 44.8% |
| Fifth Year | 644 | 45.7% | 257 | 20.6% | 901 | 38.5% |
| Sixth+ Year | 3,567 | 31.3% | 3,056 | 11.5% | 6,623 | 22.1% |
| **Total** | **9,067** | **44.5%** | **4,021** | **14.9%** | **13,088** | **35.4%** |
| **9-12** | First Year | 107 | 23.4% | 3 | - | 110 | 22.7% |
| Second Year | 3,118 | 40.0% | 172 | 20.9% | 3,290 | 39.0% |
| Third Year | 3,172 | 40.5% | 185 | 22.7% | 3,357 | 39.5% |
| Fourth Year | 1,857 | 39.7% | 222 | 22.5% | 2,079 | 37.9% |
| Fifth Year | 1,058 | 34.0% | 181 | 17.1% | 1,239 | 31.6% |
| Sixth+ Year | 3,007 | 20.5% | 2,436 | 10.9% | 5,443 | 16.2% |
| **Total** | **12,319** | **34.7%** | **3,199** | **13.3%** | **15,518** | **30.2%** |
| **Grand Total** | | **53,882** | **57.0%** | **16,647** | **28.8%** | **70,529** | **50.3%** |

**Reporting Element #2: EL Students Attaining English Language Proficiency**

The method of identifying EL proficiency in 2019 is the same as it was in 2018. Students who obtained an overall ACCESS score of *Level 4.2* and a literacy composite score of *Level 3.9* will be designated as having attained English language proficiency. The overall proficiency rates shown in Table 9 indicate that approximately the same percentage of students had attained English proficiency in both years (19.8 percent in 2018 and 19.6 percent in 2019).

**Table 9. Students Attaining English Proficiency by Grade (2018 & 2019)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2018** | | | **2019** | | |
| **Grade** | **% Proficient** | **# Proficient** | **# Included** | **% Proficient** | **# Proficient** | **# Included** |
| **K** | 3.2% | 355 | 11,052 | 3.3% | 365 | 11,138 |
| **1** | 10.4% | 1,183 | 11,331 | 8.6% | 1,010 | 11,680 |
| **2** | 18.1% | 2,031 | 11,228 | 17.6% | 1,970 | 11,190 |
| **3** | 24.2% | 2,466 | 10,201 | 24.8% | 2,528 | 10,205 |
| **4** | 43.5% | 4,017 | 9,232 | 44.3% | 4,013 | 9,051 |
| **5** | 40.9% | 2,723 | 6,658 | 41.8% | 2,975 | 7,115 |
| **6** | 18.1% | 1,012 | 5,587 | 17.8% | 1,001 | 5,617 |
| **7** | 18.3% | 1,017 | 5,549 | 19.4% | 1,081 | 5,560 |
| **8** | 20.9% | 1,089 | 5,222 | 19.4% | 1,052 | 5,419 |
| **9** | 16.7% | 1,117 | 6,705 | 17.1% | 1,149 | 6,733 |
| **10** | 17.0% | 937 | 5,497 | 16.2% | 849 | 5,228 |
| **11** | 15.4% | 709 | 4,602 | 14.0% | 637 | 4,563 |
| **12** | 12.6% | 438 | 3,472 | 12.1% | 442 | 3,654 |
| **Total** | **19.8%** | **19,094** | **96,336** | **19.6%** | **19,072** | **97,153** |

Table 10 indicates that the percent of students attaining proficiency is highest in grades 3−5 (35.3 percent in 2018 and 36.1 percent in 2019), but much lower (less than 20 percent) in other grade clusters in both years.

**Table 10. Students Attaining English Proficiency**

**by Grade Cluster and Years of Enrollment in MA (2018 & 2019)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2018** | | | **2019** | | |
| **Grade Cluster** | **Years in MA** | **% Proficient** | **# Proficient** | **#**  **Included** | **%**  **Proficient** | **#**  **Proficient** | **# Included** |
| **K** | First Year | 3.1% | 334 | 10,640 | 3.3% | 352 | 10,751 |
| Second Year | 5.1% | 21 | 412 | 3.4% | 13 | 386 |
| Third Year | - | - | - | - | - | 1 |
| **Total** | **3.2%** | **355** | **11,052** | **3.3%** | **365** | **11,138** |
| **1-2** | First Year | 6.6% | 181 | 2,745 | 7.3% | 192 | 2,620 |
| Second Year | 12.2% | 1,274 | 10,473 | 10.3% | 1,119 | 10,884 |
| Third Year | 19.6% | 1,676 | 8,543 | 18.5% | 1,598 | 8,650 |
| Fourth Year | 10.3% | 82 | 795 | 9.9% | 71 | 714 |
| Fifth Year | - | - | 3 | - | - | 2 |
| **Total** | **14.2%** | **3,214** | **22,559** | **13.0%** | **2,980** | **22,870** |
| **3-5** | First Year | 15.1% | 511 | 3,376 | 16.3% | 480 | 2,940 |
| Second Year | 26.2% | 747 | 2,852 | 26.6% | 745 | 2,796 |
| Third Year | 34.7% | 817 | 2,355 | 35.0% | 945 | 2,699 |
| Fourth Year | 31.2% | 2,270 | 7,276 | 31.7% | 2,416 | 7,628 |
| Fifth Year | 47.9% | 2,989 | 6,237 | 47.9% | 2,851 | 5,946 |
| Sixth+ Year | 46.9% | 1,872 | 3,995 | 47.7% | 2,079 | 4,362 |
| **Total** | **35.3%** | **9,206** | **26,091** | **36.1%** | **9,516** | **26,371** |
| **6-8** | First Year | 11.2% | 334 | 2,979 | 14.2% | 371 | 2,613 |
| Second Year | 16.6% | 410 | 2,472 | 15.5% | 383 | 2,468 |
| Third Year | 22.2% | 403 | 1,819 | 19.9% | 407 | 2,048 |
| Fourth Year | 22.5% | 278 | 1,235 | 21.8% | 302 | 1,388 |
| Fifth Year | 24.2% | 222 | 917 | 22.1% | 211 | 954 |
| Sixth+ Year | 21.2% | 1,471 | 6,936 | 20.5% | 1,460 | 7,125 |
| **Total** | **19.1%** | **3,118** | **16,358** | **18.9%** | **3,134** | **16,596** |
| **9-12** | First Year | 12.9% | 544 | 4,212 | 13.7% | 520 | 3,791 |
| Second Year | 15.6% | 697 | 4,475 | 16.2% | 598 | 3,689 |
| Third Year | 17.6% | 521 | 2,960 | 15.5% | 534 | 3,440 |
| Fourth Year | 17.4% | 341 | 1,955 | 16.0% | 342 | 2,141 |
| Fifth Year | 17.8% | 224 | 1,258 | 17.8% | 230 | 1,293 |
| Sixth+ Year | 16.1% | 874 | 5,416 | 14.6% | 853 | 5,824 |
| **Total** | **15.8%** | **3,201** | **20,276** | **15.2%** | **3,077** | **20,178** |
| **Grand Total** | | **19.8%** | **19,094** | **96,336** | **19.6%** | **19,072** | **97,153** |

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

This element reports the number and percent of students who exited EL status once they had attained English proficiency on the ACCESS tests. The number of students reaching proficiency in 2018 and 2019 is shown in the top row of each grade cluster shown in Table 11. The number of students exiting EL status by the fall of the following school year is shown in the second row of each grade cluster shown. The percent of EL students who attained proficiency and exited EL status by the following fall as a result of their attainment of proficiency is shown in row three of the grade cluster provided. The overall percent of proficient EL students who exited EL status after reaching proficiency was 65.1 percent in 2018 and 69.9 percent in 2019.

**Table 11. Students Who Attained English Proficiency and Exited EL Status (2018 & 2019)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Cluster** |  | **2018** | **2019** |
| **K** | # Proficient | 355 | 365 |
| # RE3 Exit | 100 | 175 |
| % Attained and Exited | 28.2% | 47.9% |
| **1-2** | # Proficient | 3,214 | 2,980 |
| # RE3 Exit | 2,012 | 2,047 |
| % Attained and Exited | 62.6% | 68.7% |
| **3-5** | # Proficient | 9,206 | 9,516 |
| # RE3 Exit | 5,919 | 6,667 |
| % Attained and Exited | 64.3% | 70.1% |
| **6-8** | # Proficient | 3,118 | 3,134 |
| # RE3 Exit | 1,982 | 2,126 |
| % Attained and Exited | 63.6% | 67.8% |
| **9-12** | # Proficient | 3,201 | 3,077 |
| # RE3 Exit | 2,419 | 2,318 |
| % Attained and Exited | 75.6% | 75.3% |
| **Grand Total** | # Proficient | 19,094 | 19,072 |
| # RE3 Exit | 12,432 | 13,333 |
| % Attained and Exited | 65.1% | 69.9% |

**Reporting Element #4: Former ELs (FELs) Meeting Challenging State Academic Standards (disaggregated for students with and without disabilities)**

Reporting Element #4 describes the number and percent of former English learners (FELs) who have met challenging state standards, as indicated by a score of *Meeting* *Expectations* or *Exceeding* *Expectations* on the next-generation MCAS tests. For this reporting element, FELs are considered to be students who exited EL status up to four years prior to taking the MCAS tests. Reporting Element #4 is also reported for FEL students with disabilities.

In 2018, the results for all FEL students (i.e., students who exited EL status one to four prior years) were reported together. beginning in 2019, statewide FEL results are indicated for each of four years since those students were exited from EL status (e.g., FEL year 1, FEL year 2, etc.).

In addition, 2019 results are reported in Table 12 for grades 3–8 and in Table 13 for grade 10 for FELs and Never ELs who took the next-generation ELA, mathematics and STE MCAS tests. Results on the legacy high school STE MCAS tests were *not* included.

As shown in Table 12 for grades 3–8, about half of FELs performed at *Meeting Expectations* or *Exceeding Expectations* in ELA and mathematics, but only 38 percent met the standards in STE. In all three subjects, FELs who had exited an EL program two years prior performed better compared with those who exited one, three, or four years prior. Also, in all three subjects, FELs did not perform as well as students who were never categorized as ELs. The gap is relatively small in ELA and mathematics (five and three percentage points respectively), but larger in STE (14 percentage points).

Table 12 also displays results for FELs with disabilities. Those students consistently performed lower than the FEL group. The percent meeting academic standards is about one third that of the FEL group across all three subjects. Compared to Never ELs with disabilities, FELs with disabilities performed comparably in ELA and mathematics, although six percentage points lower in STE.

**Table 12. Former ELs (FEL) and Never ELs Meeting Challenging State Academic Standards,**

**Disaggregated for FELs with Disabilities (FEL & SWD)**

**Grades 3–8 (2019)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Group** | **FEL Year** | **Grades  3-8  ELA  Tested #** | **Grades  3-8  ELA  E+M #** | **Grades  3-8  ELA  E+M %** | **Grades  3-8  Math  Tested #** | **Grades  3-8 Math  E+M #** | **Grades  3-8  Math  E+M %** | **Grades  5 & 8  STE Tested #** | **Grades  5 & 8  STE E+M #** | **Grades  5 & 8  STE E+M %** |
| **FEL** | 1 | 10,796 | 5,040 | 47% | 10,794 | 4,852 | 45% | 3,964 | 1,269 | 32% |
| **FEL** | 2 | 6,842 | 3,797 | 55% | 6,842 | 3,679 | 54% | 2,084 | 954 | 46% |
| **FEL** | 3 | 8,941 | 4,662 | 52% | 8,932 | 4,333 | 49% | 2,843 | 1,150 | 40% |
| **FEL** | 4 | 6,392 | 3,455 | 54% | 6,385 | 3,286 | 51% | 2,121 | 844 | 40% |
| **FEL** | **Total** | **32,971** | **16,954** | **51%** | **32,953** | **16,150** | **49%** | **11,012** | **4,217** | **38%** |
| **FEL & SWD** | 1 | 1,390 | 258 | 19% | 1,395 | 240 | 17% | 500 | 72 | 14% |
| **FEL & SWD** | 2 | 815 | 135 | 17% | 814 | 152 | 19% | 232 | 31 | 13% |
| **FEL & SWD** | 3 | 1,046 | 164 | 16% | 1,042 | 156 | 15% | 346 | 46 | 13% |
| **FEL & SWD** | 4 | 806 | 100 | 12% | 808 | 102 | 13% | 300 | 26 | 9% |
| **FEL & SWD** | **Total** | **4,057** | **657** | **16%** | **4,059** | **650** | **16%** | **1,378** | **175** | **13%** |
| **Never EL** | n/a | 344,477 | 193,867 | 56% | 344,423 | 179,625 | 52% | 115,950 | 60,724 | 52% |
| **Never EL & SWD** | n/a | 69,109 | 12,350 | 18% | 69,079 | 11,355 | 16% | 22,860 | 4,423 | 19% |

As shown in Table 13 below, 37 percent of FELs in grade 10 met standards in ELA and 42 percent met standards in mathematics. In both subjects, FELs in years three and four (especially year three) performed much better than FELs in years one and two. Also, there is a significant gap between FELs and Never ELs (29 percentage points lower for FELs than Never ELs in ELA and 21 percentage points lower for FELs than Never ELs in mathematics).

Among FEL students with disabilities, students in year three performed better than FEL students with disabilities in years one, two, and four in both subjects. Students who were Never EL with disabilities outperformed FELs with disabilities in both subjects (by 12 percentage points in ELA and eight percentage points in mathematics).

**Table 13. Former ELs (FELs) and Never ELs Meeting Challenging State Academic Standards,**

**Disaggregated for FELs with Disabilities (FEL & SWD) in**

**Grade 10 (2019)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Group** | **FEL Year** | **Grade 10  ELA  Tested #** | **Grade 10  ELA  E+M #** | **Grade 10  ELA  E+M %** | **Grade 10  Math  Tested #** | **Grade 10 Math  E+M #** | **Grade10  Math  E+M %** |
| **FEL** | 1 | 1,002 | 273 | 27% | 999 | 371 | 37% |
| **FEL** | 2 | 949 | 314 | 33% | 942 | 332 | 35% |
| **FEL** | 3 | 658 | 339 | 52% | 655 | 335 | 51% |
| **FEL** | 4 | 597 | 272 | 46% | 591 | 292 | 49% |
| **FEL** | **Total** | **3,206** | **1,198** | **37%** | **3,187** | **1,330** | **42%** |
| **FEL & SWD** | 1 | 134 | 9 | 7% | 132 | 17 | 13% |
| **FEL & SWD** | 2 | 150 | 17 | 11% | 148 | 18 | 12% |
| **FEL & SWD** | 3 | 94 | 20 | 21% | 93 | 14 | 15% |
| **FEL & SWD** | 4 | 103 | 12 | 12% | 104 | 10 | 10% |
| **FEL & SWD** | **Total** | **481** | **58** | **12%** | **477** | **59** | **12%** |
| **Never EL** | n/a | 57,854 | 38,424 | 66% | 57,576 | 36,252 | 63% |
| **Never EL & SWD** | n/a | 10,219 | 2,489 | 24% | 10,084 | 2,009 | 20% |

**Reporting Element #5:** **EL Students 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 in a Massachusetts school (one baseline year, plus five years to demonstrate growth toward proficiency). ELs are considered to have attained English proficiency when they achieve ACCESS scores of at least Level 4.2 overall and Level 3.9 literacy composite.

As shown in Table 14, approximately 15 percent of all EL students did *not* reach proficiency in 2018 and 2019 within six years of entering a Massachusetts school. Students in grades K–4 are omitted in the table due to the reporting requirement that a student be enrolled in a Massachusetts school for at least six years. The percent of students with disabilities who are not attaining proficiency within six years approaches 37 percent in both 2018 and 2019. For students with disabilities in grades 6–12, the percent not attaining proficiency within six years is greater than 70 percent in both years.

**Table 14. Students Not Attaining English Proficiency within Six Years**

**by Grade Cluster and Disability Status (2018 & 2019)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Cluster** |  | **2018** | | | **2019** | | |
| **non-SWD** | **SWD** | **Total** | **non-SWD** | **SWD** | **Total** |
| **3-5** | # Not Meeting | 1,011 | 1,224 | 2,235 | 943 | 1,479 | 2,422 |
| % Not Meeting | 5.0% | 21.5% | 8.6% | 4.7% | 23.1% | 9.2% |
| # Included | 20,395 | 5,703 | 26,098 | 19,980 | 6,391 | 26,371 |
| **6-8** | # Not Meeting | 3,348 | 2,810 | 6,158 | 3,371 | 3,151 | 6,522 |
| % Not Meeting | 27.0% | 71.2% | 37.6% | 27.6% | 72.2% | 39.3% |
| # Included | 12,412 | 3,946 | 16,358 | 12,231 | 4,365 | 16,596 |
| **9-12** | # Not Meeting | 2,756 | 2,328 | 5,084 | 2,999 | 2,560 | 5,559 |
| % Not Meeting | 16.2% | 70.8% | 25.1% | 18.0% | 73.5% | 27.5% |
| # Included | 16,992 | 3,290 | 20,282 | 16,694 | 3,484 | 20,178 |
| **Grand Total\*** | # Not Meeting | 7,115 | 6,362 | 13,477 | 7,313 | 7,190 | 14,503 |
| % Not Meeting | 9.1% | 35.7% | 14.0% | 9.4% | 36.9% | 14.9% |
| # Included | 78,553 | 17,796 | 96,349 | 77,647 | 19,506 | 97,153 |

\* The Grand Total includes the count of students in grades K-4, but these students are not considered eligible to be included in the “meets” or “does not meet” proficiency status within six years due to the number of years they have been enrolled in school.

# IV. ACCESS Results for EL Students from the State’s Highest Incidence First-Language Groups

Table 15 shows the number and percent of students in the highest incidence language groups enrolled in a Massachusetts school in 2018 and 2019. Spanish is the largest native language group with just under 55 percent of students, followed by Portuguese, the native language of about 10 percent of the EL population.

**Table 15. Enrollment by Highest-Incidence First (Native) Languages (2018 & 2019)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language Spoken and Ranking by Enrollment #** | | **2018** | | **2019** | |
| **# of ELs** | **% of ELs** | **# of ELs** | **% of ELs** |
| **1** | **Spanish** | 53,134 | 54.6% | 52,906 | 54.1% |
| **2** | **Portuguese** | 9,929 | 10.2% | 11,033 | 11.3% |
| **3** | **Crioulo (Cape Verdean)** | 4,157 | 4.3% | 4,263 | 4.4% |
| **4** | **Chinese** | 4,139 | 4.3% | 3,930 | 4.0% |
| **5** | **Creole (Haitian)** | 3,964 | 4.1% | 4,120 | 4.2% |
| **6** | **Arabic** | 3,167 | 3.3% | 3,004 | 3.1% |
| **7** | **Vietnamese** | 2,241 | 2.3% | 2,135 | 2.2% |
| **8** | **Khmer** | 1,572 | 1.6% | 1,564 | 1.6% |
| **9** | **Russian** | 1,210 | 1.2% | 1,233 | 1.3% |
| **10** | **French** | 863 | 0.9% | 865 | 0.9% |
| **11** | **Somali** | 685 | 0.7% | 605 | 0.6% |
| **12** | **Twi** | 664 | 0.7% | 683 | 0.7% |
| **13** | **Nepali** | 619 | 0.6% | 574 | 0.6% |
| **14** | **Swahili** | 534 | 0.5% | 585 | 0.6% |
| **15** | **Japanese** | 512 | 0.5% | 508 | 0.5% |
| **16** | **Albanian** | 456 | 0.5% | 482 | 0.5% |
| **17** | **English** | 450 | 0.5% | 285 | 0.3% |
| **18** | **French Patois** | 435 | 0.4% | 419 | 0.4% |
| **19** | **Korean** | 396 | 0.4% | 401 | 0.4% |
| **20** | **Hindi** | 364 | 0.4% | 356 | 0.4% |
| **Total** | | **89,491** | **91.9%** | **89,951** | **92.1%** |

The ACCESS achievement, by proficiency level, of students speaking the ten highest-incidence languages is summarized in Table 16 and in Figures 3, 4, and 5.

Both Table 16 and Figure 3 show the percent of students scoring at each ACCESS level, by native language. The language group with the highest percentages of students in the highest proficiency levels is Chinese.

**Table 16. Proficiency Level by the Ten Highest-Incidence Languages (2019)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Spoken** | **Level 6** | **Level 5** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **# Included** |
| **Spanish** | 0.3% | 3.2% | 19.3% | 37.0% | 21.7% | 18.5% | 50,407 |
| **Portuguese** | 0.5% | 5.0% | 23.2% | 33.4% | 19.3% | 18.6% | 10,779 |
| **Cape Verdean** | 0.2% | 3.1% | 19.1% | 37.1% | 24.5% | 16.0% | 4,055 |
| **Creole** | 0.3% | 3.9% | 22.6% | 41.3% | 19.6% | 12.2% | 3,916 |
| **Chinese** | 3.3% | 14.3% | 31.2% | 29.4% | 11.4% | 10.3% | 3,836 |
| **Arabic** | 0.5% | 5.2% | 25.4% | 37.4% | 18.9% | 12.7% | 2,891 |
| **Vietnamese** | 1.1% | 9.0% | 30.3% | 34.9% | 14.4% | 10.2% | 2,043 |
| **Khmer** | 1.4% | 5.6% | 27.4% | 39.0% | 16.6% | 10.0% | 1,528 |
| **Russian** | 1.0% | 9.3% | 31.6% | 35.3% | 11.9% | 10.9% | 1,206 |
| **French** | 1.1% | 8.6% | 30.3% | 35.5% | 14.3% | 10.2% | 833 |

**Figure 3. Percent of Students** **at Each Proficiency Level for the Ten Highest-Incidence Languages**

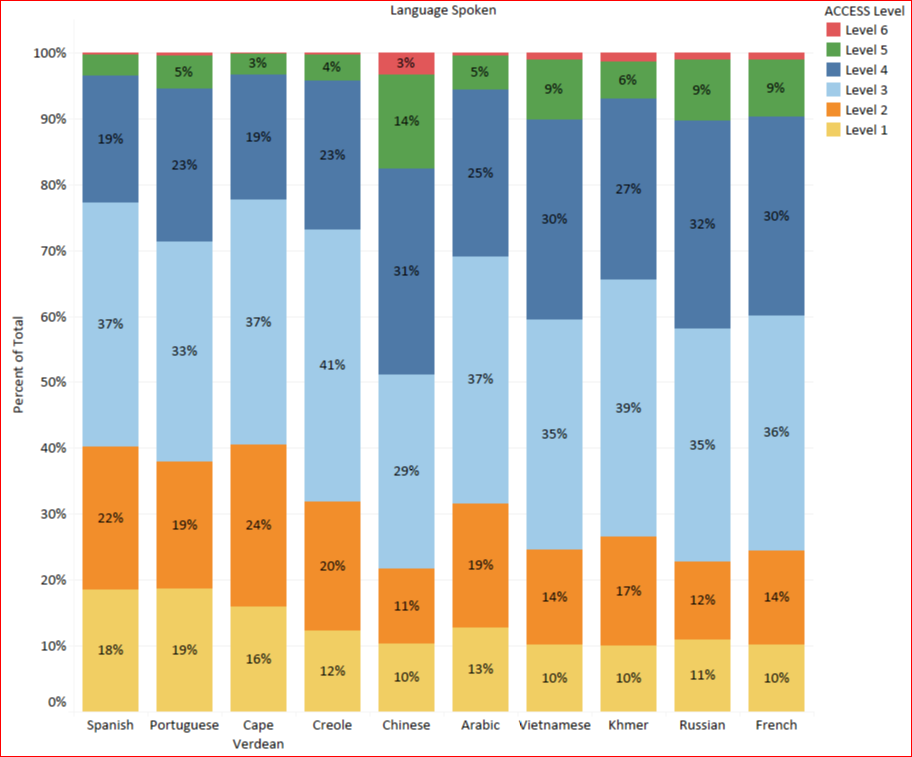
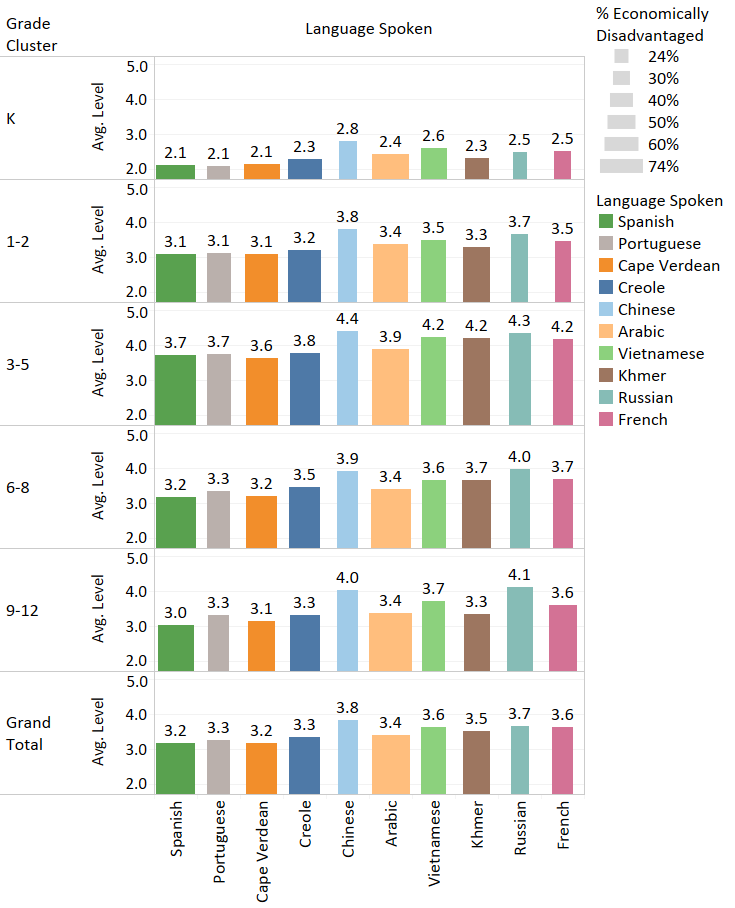


Figure 4 shows the average ACCESS proficiency level by grade cluster for the ten highest-incidence native languages. Figure 5 shows the average ACCESS proficiency level by native language and number of years in a Massachusetts school. For Figures 4 and 5, the width of the bar represents the percent of students with an economic disadvantage, as shown in the key.

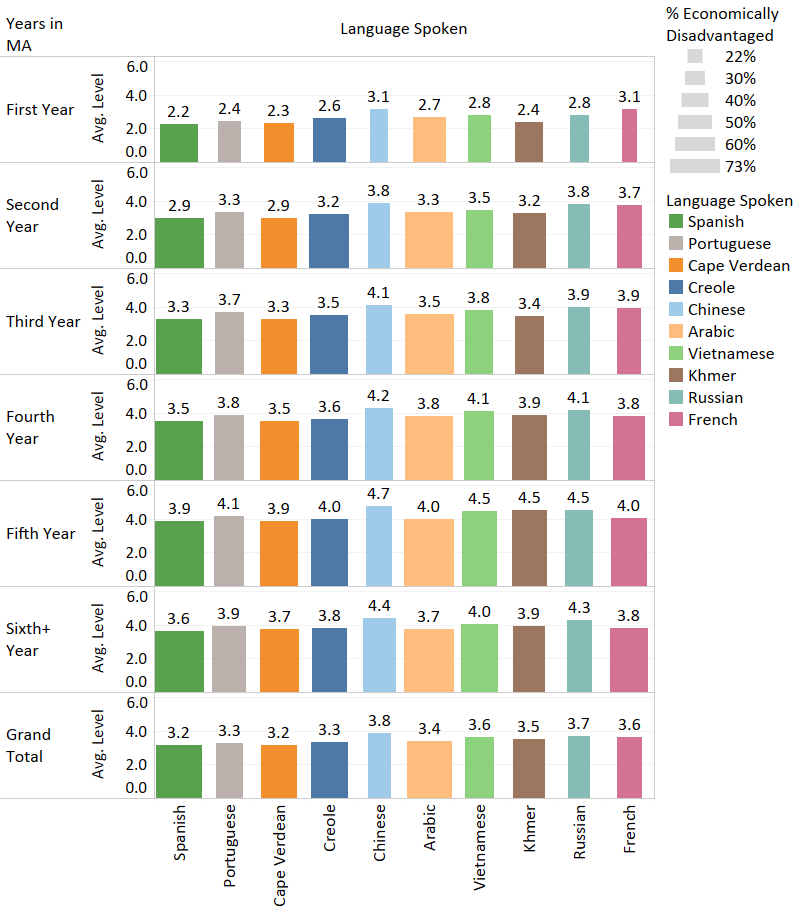
**Figure 4. Average Proficiency Level of the Ten Highest-Incidence Languages**

**by Grade Cluster, Bar Width Indicating % Economically Disadvantaged**



**Figure 5: Average Proficiency Level of the Ten Highest-Incidence Languages**

**by Number of Years in MA, Bar Width Indicating % Economically Disadvantaged**



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

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

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

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

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

# Appendix B. Alternate ACCESS Performance Definitions

WIDA Alternate ACESS - Performance Definitions

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

**Appendix C: Additional Clarification of Future Progress Targets and Difficulty Indices**

Graph C1 provides clarification of Future Progress Targets based on the following variables for ELs. Future Progress Targets for EL students in grade 6 are provided as an example:

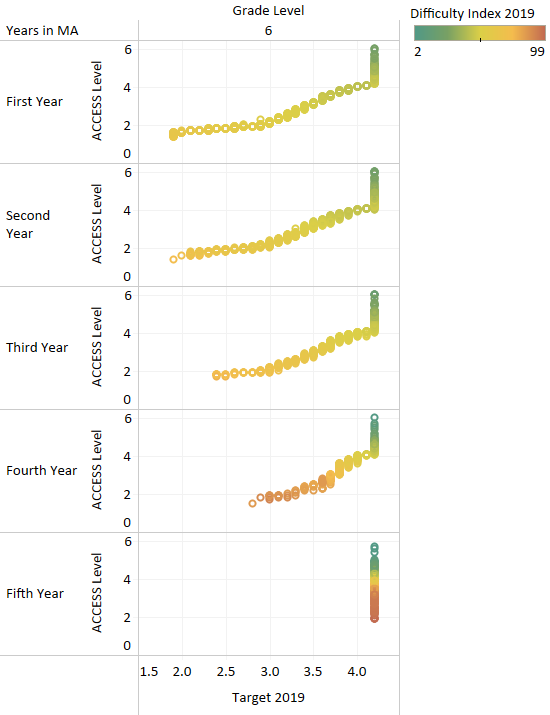
* Future Progress Targets (2019)
* Difficulty Index for the Future Progress Targets
* Current ACCESS level
* Years enrolled in MA

In Graph C1, the ACCESS proficiency level is shown on the y-axis for each category of Years in MA. The 2019 Future Progress Target is displayed on the x-axis. The shading depicts the Difficulty Index from easiest (green) to moderate difficulty (yellow) to very difficult (red). The nonlinear growth trajectory observed in the actual student population is illustrated in the curved graph lines.

For EL students in their first year in a Massachusetts school, students who scored lowest on the ACCESS test will have the lowest targets, ranging from 1.9 to 2.0 for students scoring between 1.4 to 1.7 on the current year’s ACCESS test. As students’ current year ACCESS scores increase, their Future Progress Targets will also increase. Students who score above ACCESS level 2.0 will have targets that are higher than 2.9. The highest target assigned is 4.2 (Level 4.2 is considered English proficient), depicted by the straight vertical line in each graph panel. A similar growth trajectory is observed for students enrolled in MA for two years.

For students enrolled in MA for three and four years, the trajectories are shortened to denote the reduced time frame for attaining proficiency. For example, the lowest-scoring students enrolled for three years begin with Future Progress Targets of 2.4 (compared with a target of 1.9 for students enrolled in MA for fewer years). For the lowest-scoring students enrolled in MA for four years, the targets start at 2.8. The higher level of difficulty in meeting these targets is denoted by the orange shading, which is especially evident for lower-scoring students enrolled in MA for four and five years. For high-scoring students, the relative ease of reaching their targets is denoted by the green shading.

**Graph C1: 2019 Grade 6 Students’ Future Targets Relative to Years in MA, Current ACCESS Proficiency Level, and Difficulty Index**



1. This percent differs from the percent reported in the “2018 ACCESS for ELLs 2018 State Results” as the calculations were adjusted in 2019 to better align with the intent of ESSA Reporting Element #5. [↑](#footnote-ref-1)