

“ACCESS for ELLs 2.0”
Spring 2023
Administration

North Plainfield Schools
November 1, 2023



Important Terms

ML

Multilingual Learner - The new term created to honor the asset-based mindset of the NJDOE

ELL

English Language Learner - This term has been retired as the new Bilingual Code goes into effect

ESSA

Every Student Succeeds Act - The Every Student Succeeds Act (ESSA) is the federal K-12 education law of the United States.

WIDA

World-Class Instructional Design & Assessment - WIDA Consortium is a consortium of 41 states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.

Purpose of the ACCESS for ELLs Assessments

- To comply with federal regulations implementing ESSA, all school districts in New Jersey were **required** to administer the ACCESS for ELLs language proficiency assessment to all MLs in grades K–12 in the spring of 2023.
- All students in **grades K-12** identified as MLs (including MLs whose parents have refused services) in accordance with New Jersey's ML identification process are required to participate in the ACCESS for ELLs assessment.
- Results from the ACCESS for ELLs test administration are used in the calculation of schools' and districts' performance on the Progress to English Language Proficiency (ELP) indicator for ESSA school accountability.

Purpose and Use of ACCESS for ELLs Results

ACCESS for MLs scores are used for:

- Making decisions about whether students are ready to **exit** English language support services;
- Decision-making for **student placement** into appropriate classes or groups for instruction, instructional planning;
- **Monitoring the progress** that students have made in English language proficiency; and
- Public reporting of English language learners' (MLs) progress toward English language proficiency and for Every Student Succeeds Act (ESSA) **school accountability systems** used to identify what schools need the most comprehensive and targeted support.

Administration Information

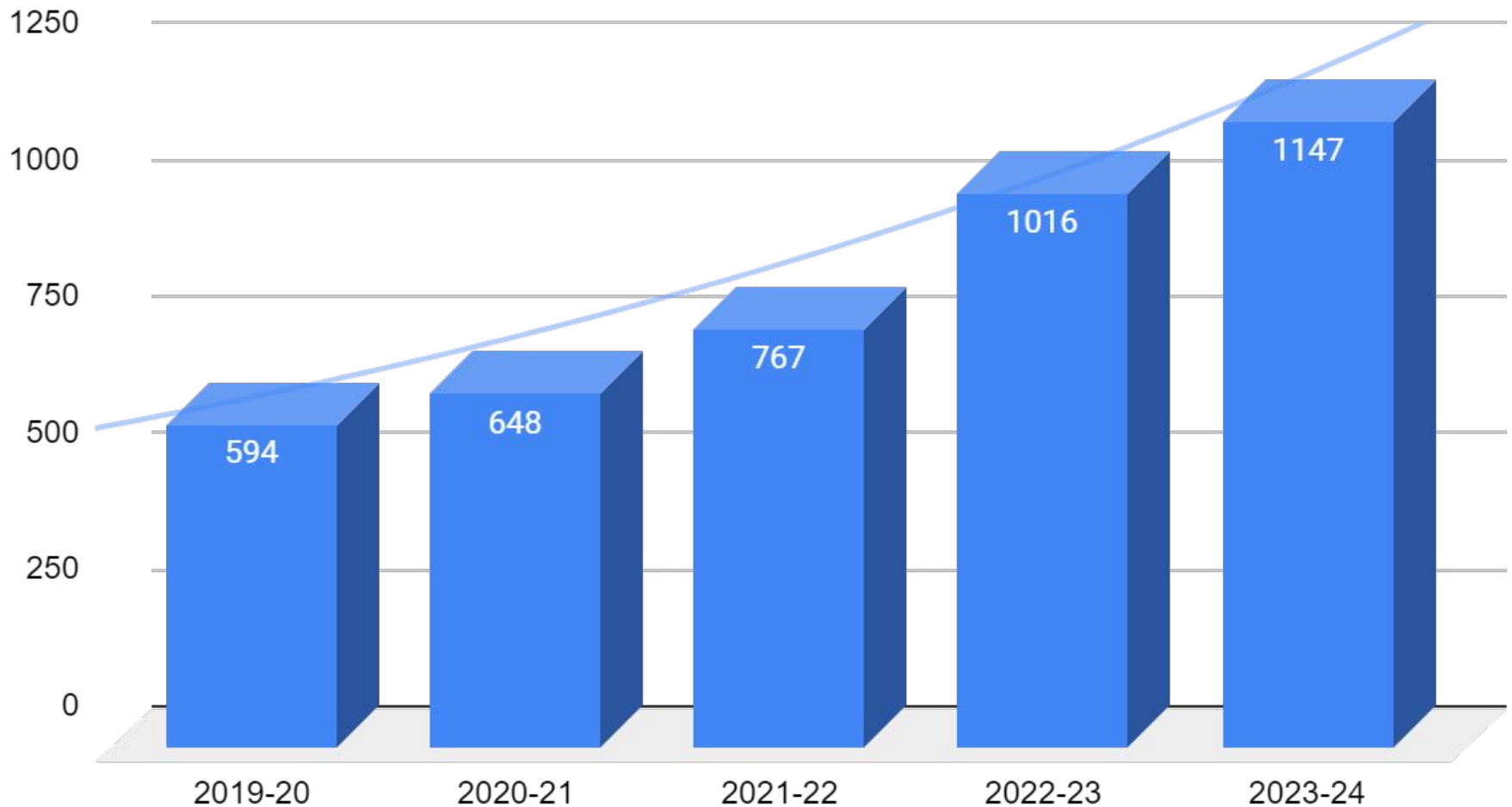
- The ACCESS and Alternate ACCESS for ELLs assessments are designed to be administered in-person, and there was not a
- The NJDOE provided an extended administration window to help mitigate some of the scheduling issues districts would encounter due to COVID-19.
 - February 14, 2023 - April 17, 2023
- Students' performance on the Listening and Reading tests determine their tier placement for the Writing and Speaking tests.
 - Writing: Tier A or Tier B/C
 - Speaking: Pre-Tier A, Tier A, or Tier B/C
- While there are suggested guidelines for timing for each test, ACCESS for MLs is not a timed test. Test Administrators have professional discretion to allow necessary time for each student to work productively.

English Language Learner Student Population Growth

School Year	New Jersey	North Plainfield*
2019-20	7.4%	17.5%
2020-21	7.5%	19.1%
2021-22	8.4%	22.2%
2022-23	8.5%	28.1%
2023-24	-	31.5%

*Based on October 15 NJSMART submission to the state

North Plainfield ML Population Growth



Primary Language Distribution

Top 5 Languages Spoken by identified MLs	Total (% of MLs)
Spanish	91.88%
English	4.72%
Mayan languages	1.05%
Arabic	0.96%
Panjabi; Punjabi	0.35%

*Primary Language is listed, by the parents at registration on the NJDOE Home Language Survey. The district may not intercede with the parents' response.

Spring 2023 Participation

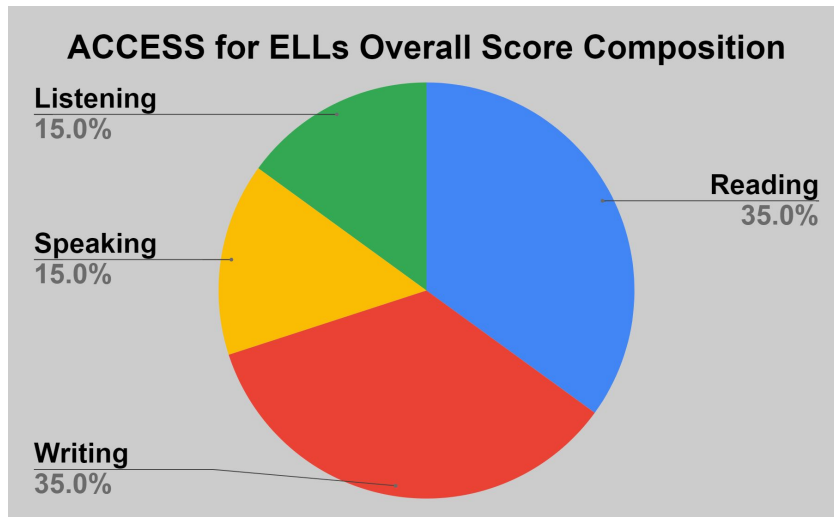
Grade	# of Students Tested 2023	Grade	# of Students Tested 2023
K	112	7	42
1	107	8	41
2	97	9	69
3	79	10	47
4	86	11	64
5	63	12	55
6	50	TOTAL K-12	912

WIDA Proficiency Levels & Can Do Descriptors

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

“ACCESS for ELLs” Overall Score Composition

- A student’s overall score on the ACCESS for MLs is calculated using individual domain scores:
 - **35% Reading + 35% Writing + 15% Listening + 15% Speaking = Overall Score**
- The overall score is also used in determining an MLs exit status from the ESL program.
 - **New Jersey’s Cut Score to Exit is composite score of a 4.5 overall.**



On the next 2 slides, you won’t see many students scoring in the 5 or 6 range because our students **EXIT at 4.5.**

Overall Score Percentages by Proficiency Level

K-6

	Entering (Level 1)		Emerging (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>
K	162	77%	32	15%	10	5%	4	2%	2	1%	0	0%
1	96	47%	69	33%	37	18%	1	0%	1	0%	0	0%
2	57	30%	65	35%	51	27%	14	7%	0	0%	0	0%
3	38	25%	43	28%	61	40%	9	6%	0	0%	0	0%
4	34	23%	32	21%	54	36%	28	19%	2	1%	0	0%
5	33	31%	24	22%	32	30%	16	15%	2	2%	0	0%
6	31	38%	22	27%	22	27%	5	6%	0	0%	0	0%

Overall Score Percentages by Proficiency Level

7-12

	Entering (Level 1)		Emerging (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>	<i># of Students at Level</i>	<i>% of Total Tested</i>
7	32	39%	20	24%	19	23%	11	13%	1	1%	0	0%
8	29	39%	22	29%	21	28%	3	4%	0	0%	0	0%
9	27	26%	7	5%	34	32%	6	6%	1	1%	0	0%
10	30	29%	35	34%	28	27%	9	9%	0	0%	0	0%
11	36	32%	35	31%	36	32%	7	6%	0	0%	0	0%
12	33	34%	30	31%	30	31%	2	2%	1	1%	0	0%

The Data tells a story....

Years in ML Program	Average ACCESS Score	Number of Student
< 1 year	2.27	264
1	2.42	294**
2	2.66	91
3	2.97	113
4	3.06	80
5	3.58	30
6	3.97	10

**Significant Drop Off
in Number of students

61% of NP's students
are in program 2 years
or less

36% of NP's ML students
are in program more
than 2 years

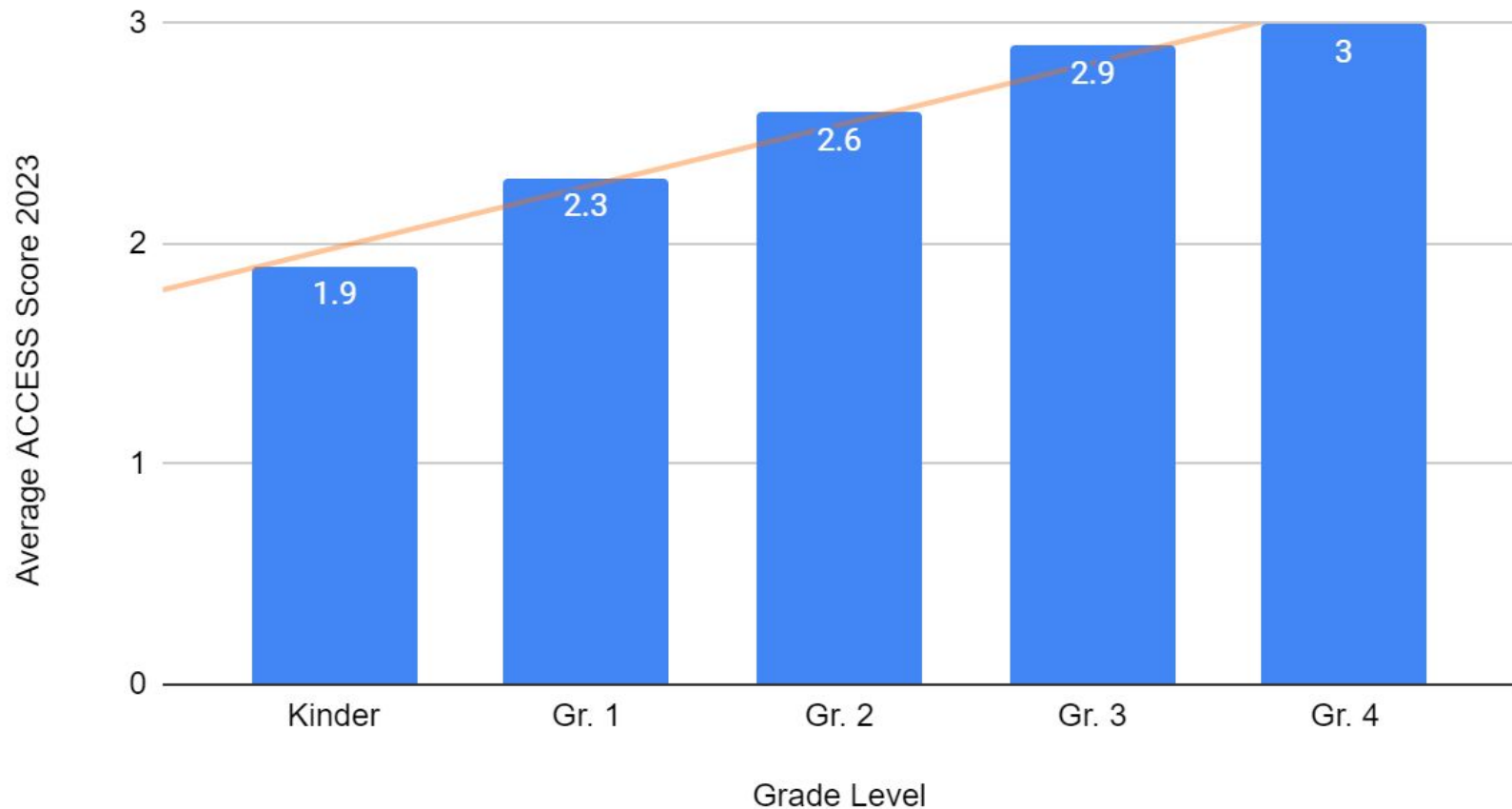
There is more to the story....

Grade	DL since K	Not DL since K
5	3.71	2.74
4	3.52	2.79
3	3.50	2.65
2	2.77	2.46

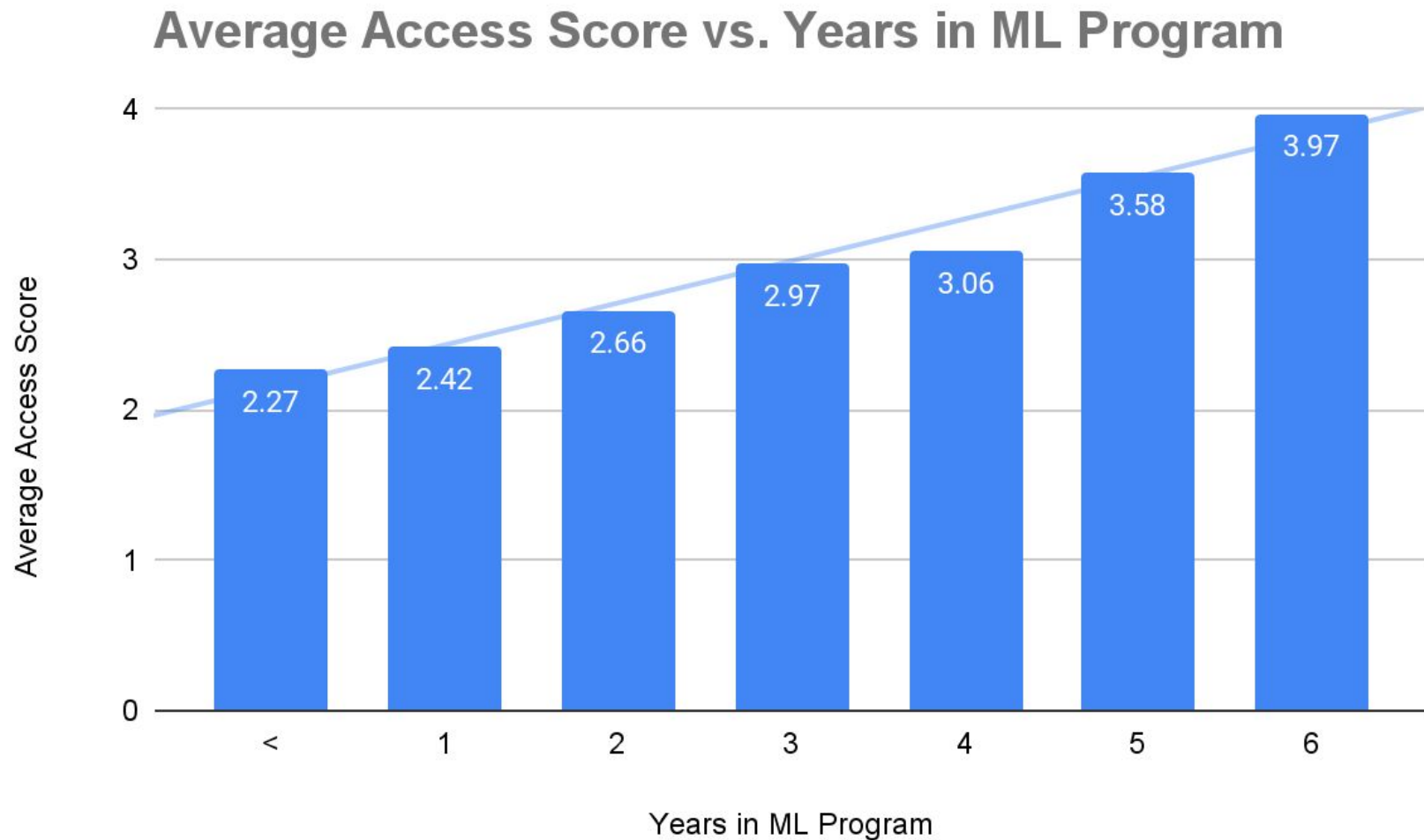
Represents MLs' average ACCESS score for students who have been in Dual Language consecutively from K/1 vs. MLs who have not been in Dual the entire time

Kindergarten to Grade 4 Overall Scores

Kinder - Gr. 4 Average Overall Scores



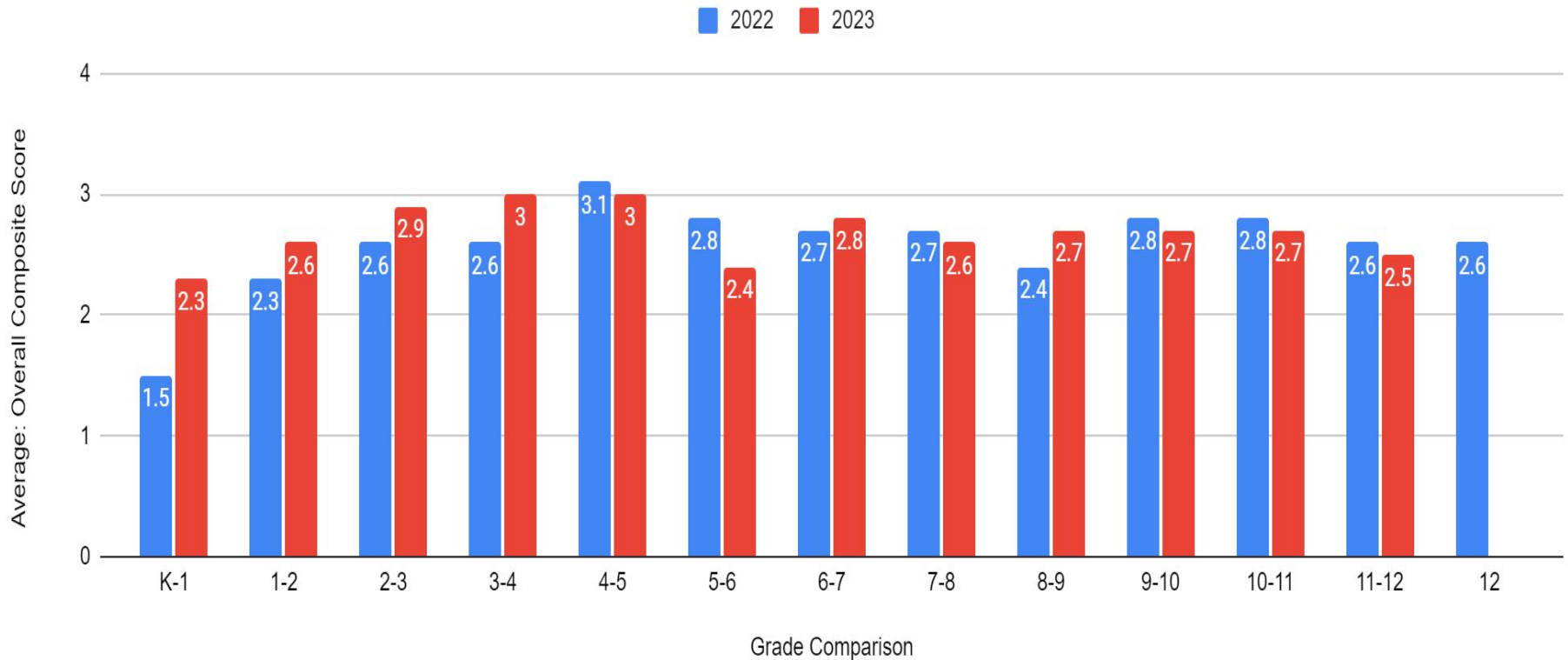
Average ACCESS for ELLs score vs. Years in Program



Overall ACCESS scores

Same Students, Different Years

Same Students, Different Grade



Section 3

Demographic Analysis

NORTH PLAINFIELD

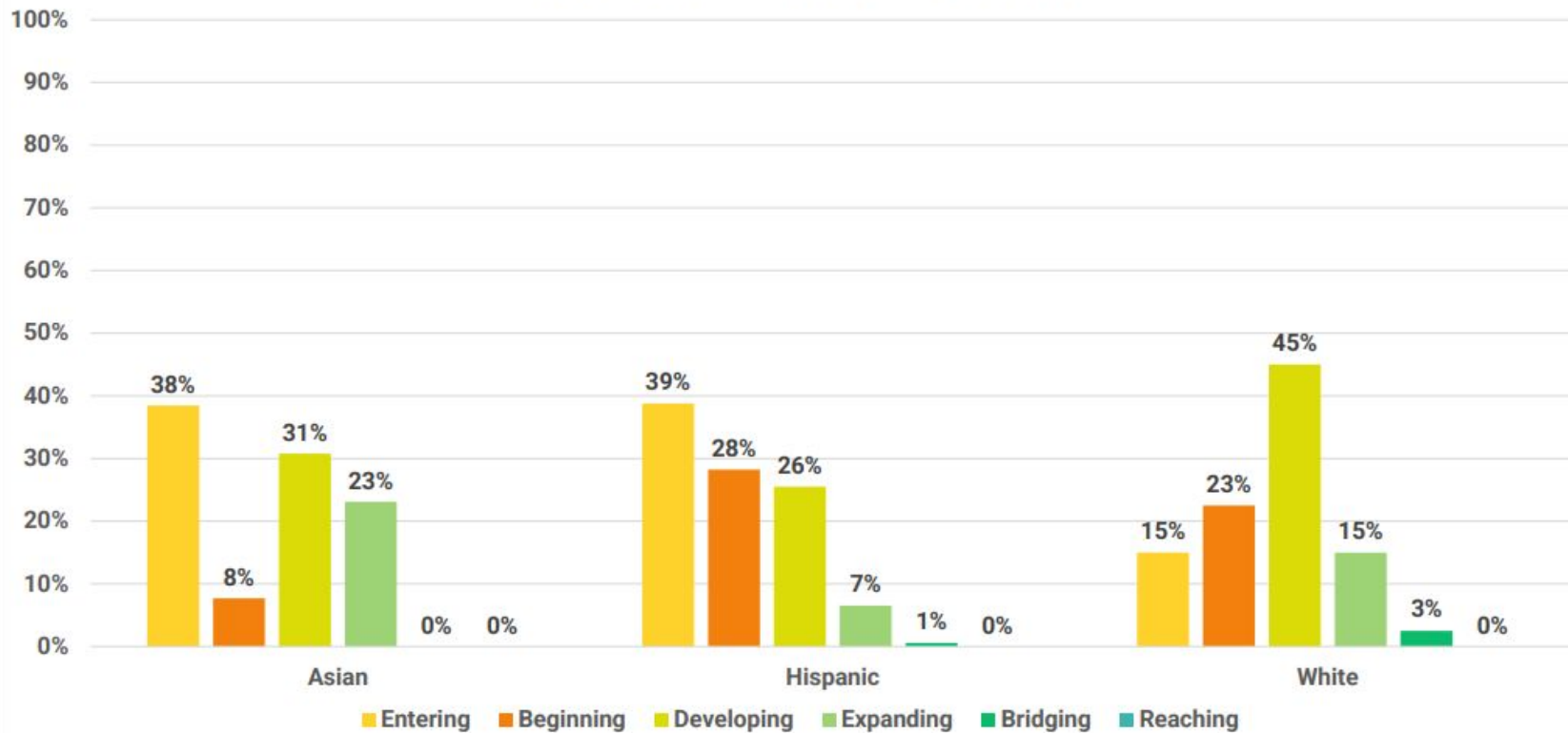
2022-23 ACCESS for ELLs by Subgroup Race

Grade Band	Race	Total Number Tested	% of Number Tested	Achievement Levels											
				Entering (Level 1)		Beginning (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (GK-G5)	Asian	11	1%	<10	45%	<10	9%	<10	18%	<10	27%	<10	0%	<10	0%
	Black	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic	974	96%	409	42%	258	26%	234	24%	63	6%	<10	1%	<10	0%
	White	27	3%	<10	22%	<10	22%	<10	33%	<10	19%	<10	4%	<10	0%
	All Students	1,013	0%	420	41%	265	26%	245	24%	72	7%	<10	1%	<10	0%
MS (G6-G8)	Black	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic	233	97%	91	39%	63	27%	57	24%	19	8%	<10	0%	<10	0%
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	White	<10	2%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	240	0%	92	38%	64	27%	62	26%	19	8%	<10	0%	<10	0%
HS (G9-G12)	Asian	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Black	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic	404	97%	125	31%	134	33%	120	30%	23	6%	<10	0%	<10	0%
	Multiple	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	White	<10	2%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	417	0%	126	30%	137	33%	128	31%	24	6%	<10	0%	<10	0%
All Grades	Asian	13	1%	<10	38%	<10	8%	<10	31%	<10	23%	<10	0%	<10	0%
	Black	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Hispanic	1,611	96%	625	39%	455	28%	411	26%	105	7%	<10	1%	<10	0%
	Multiple	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	White	40	2%	<10	15%	<10	23%	18	45%	<10	15%	<10	3%	<10	0%
	All Students	1,670	0%	638	38%	466	28%	435	26%	115	7%	10	1%	<10	0%

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2022-23 ACCESS for ELLs by Subgroup Race

Distribution by Achievement Level (All Grades)



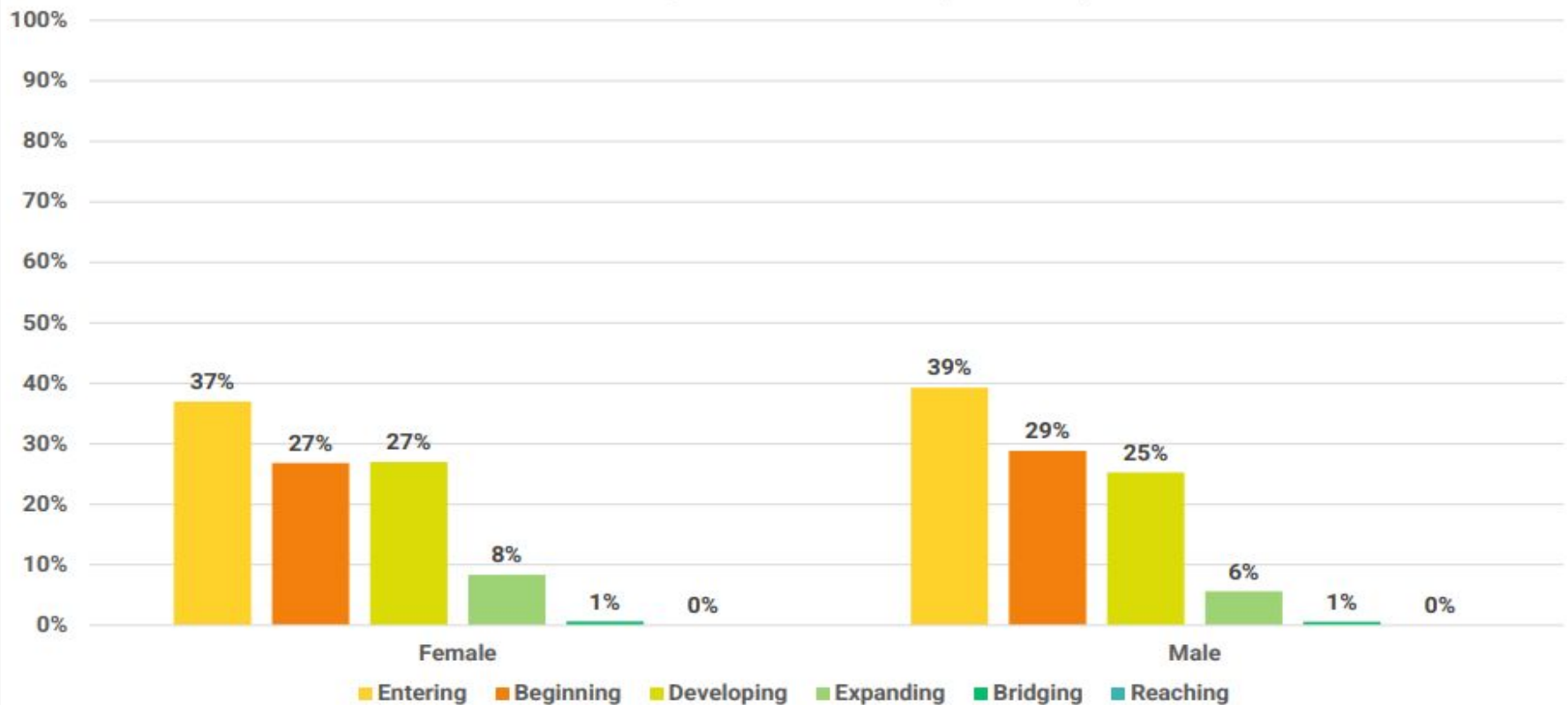
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2022-23 ACCESS for ELLs by Subgroup Gender

Grade Band	Gender	Total Number Tested	% of Number Tested	Achievement Levels											
				Entering (Level 1)		Beginning (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (GK-G5)	Female	499	49%	195	39%	131	26%	127	25%	41	8%	<10	1%	<10	0%
	Male	514	51%	225	44%	134	26%	118	23%	31	6%	<10	1%	<10	0%
	All Students	1,013	0%	420	41%	265	26%	245	24%	72	7%	<10	1%	<10	0%
MS (G6-G8)	Female	105	44%	39	37%	24	23%	31	30%	<10	9%	<10	1%	<10	0%
	Male	135	56%	53	39%	40	30%	31	23%	10	7%	<10	0%	<10	0%
	All Students	240	0%	92	38%	64	27%	62	26%	19	8%	<10	0%	<10	0%
HS (G9-G12)	Female	175	42%	54	31%	54	31%	52	30%	15	9%	<10	0%	<10	0%
	Male	242	58%	72	30%	83	34%	76	31%	<10	4%	<10	1%	<10	0%
	All Students	417	0%	126	30%	137	33%	128	31%	24	6%	<10	0%	<10	0%
All Grades	Female	779	47%	288	37%	209	27%	210	27%	65	8%	<10	1%	<10	0%
	Male	891	53%	350	39%	257	29%	225	25%	50	6%	<10	1%	<10	0%
	All Students	1,670	0%	638	38%	466	28%	435	26%	115	7%	10	1%	<10	0%

NORTH PLAINFIELD 2022-23 ACCESS for ELLs by Subgroup Gender

Distribution by Achievement Level (All Grades)



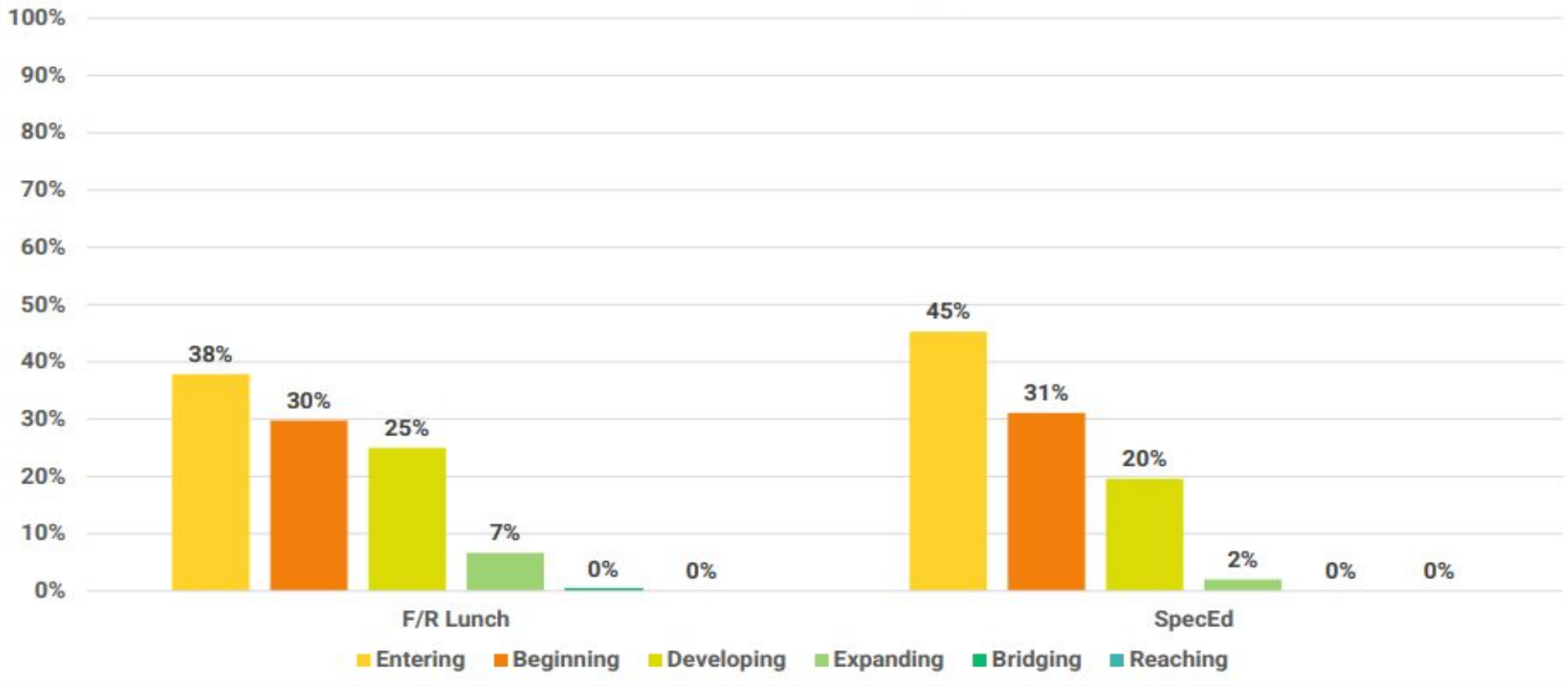
NORTH PLAINFIELD 2022-23 ACCESS for ELLs by Subgroup Program

Grade Band	Program	Total Number Tested	% of Number Tested	Achievement Levels											
				Entering (Level 1)		Beginning (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (GK-G5)	F/R Lunch	189	19%	77	41%	59	31%	40	21%	12	6%	<10	0%	<10	0%
	Gifted	<10	1%	-	-	-	-	-	-	-	-	-	-	-	-
	Section 504	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	SpecEd	130	13%	65	50%	40	31%	21	16%	<10	2%	<10	0%	<10	0%
	All Students	1,013		420	41%	265	26%	245	24%	72	7%	<10	1%	<10	0%
MS (G6-G8)	F/R Lunch	29	12%	<10	21%	<10	31%	12	41%	<10	7%	<10	0%	<10	0%
	SpecEd	<10	4%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	240		92	38%	64	27%	62	26%	19	8%	<10	0%	<10	0%
HS (G9-G12)	F/R Lunch	54	13%	20	37%	13	24%	16	30%	<10	7%	<10	2%	<10	0%
	Section 504	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	SpecEd	<10	2%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	417		126	30%	137	33%	128	31%	24	6%	<10	0%	<10	0%
All Grades	F/R Lunch	272	16%	103	38%	81	30%	68	25%	18	7%	<10	0%	<10	0%
	Gifted	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	Section 504	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-
	SpecEd	148	9%	67	45%	46	31%	29	20%	<10	2%	<10	0%	<10	0%
	All Students	1,670		638	38%	466	28%	435	26%	115	7%	10	1%	<10	0%

NORTH PLAINFIELD

2022-23 ACCESS for ELLs by Subgroup Program

Distribution by Achievement Level (All Grades)



CURRICULUM & PROGRAMMING

Supports &
Interventions

Curriculum & Programming

(Student count as of 10/13/23)

Grade Levels	Support in Place	Details
Preschool	<ul style="list-style-type: none"> ● 3 Dual Language Classrooms: <ul style="list-style-type: none"> ○ 1 at East End ○ 1 at Stony Brook ○ 1 at Growing Tree School ● All teachers receive support implementing Sheltered Instruction 	<ul style="list-style-type: none"> ● MLs in Total <ul style="list-style-type: none"> ○ 45 MLs enrolled in Dual ○ 62 MLs in language supported classrooms (Sheltered Instruction Practices)
Grades K-4	<ul style="list-style-type: none"> ● 16 Dual Language Classrooms ● 21 Sheltered Instruction classrooms 	<ul style="list-style-type: none"> ● MLs in Total <ul style="list-style-type: none"> ○ 392 MLs enrolled in Dual ○ 130 MLs enrolled in Sheltered
Grades 5-8	<ul style="list-style-type: none"> ● 4 Dual Language Classrooms ● 6 Bilingual classes ● 15 Sheltered Instruction classrooms 	<ul style="list-style-type: none"> ● MLs in Total <ul style="list-style-type: none"> ○ Grade 5-6: 144 MLs ○ Grade 7-8: 111 MLs
Grades 9-12	<ul style="list-style-type: none"> ● English as a Second Language ● Sheltered Instruction cohorts ● Content-specific courses designated for English Language Learners 	<ul style="list-style-type: none"> ● MLs in Total <ul style="list-style-type: none"> ○ Grade 9: 55 MLs ○ Grade 10: 60 MLs ○ Grade 11: 57 MLs ○ Grade 12: 75 MLs

DYNAMIC LEARNING MAPS (DLM)

Nancy Schreck

Dynamic Learning Maps (DLM)

Assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations.

DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.

Results from DLM assessments are used to inform instruction and meet accountability requirements for reporting student achievement.



DYNAMIC[®]
LEARNING MAPS

2022-2023 DLM Summary Results

- The number of students for reporting is a minimum of 10 to protect student privacy.
- We had less than ten 10 students take the DLM assessment.
- Our teachers and DLM district test coordinator have the individual student data and are able to use inform instruction.



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LEARNING MAPS