

# ACCESS for ELLs

---



# Data Review



---

Ewing Public Schools

Spring 2024



# What is the ACCESS for ELLS Assessment?

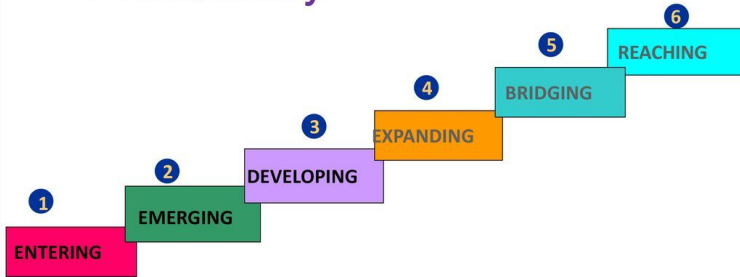


- The ACCESS is a research-based assessment designed to measure language proficiency. New Jersey is one of the 41 states that are part of the WIDA Consortium.
- State required assessment in the four skills (reading, writing, speaking and listening) for students receiving ML services.
- It is mostly administered online. Kindergarten is assessed to individual students. Grades 1 and 3 complete the writing domain in a test booklet.
- All English Language Learners, even those who have declined services, must sit for ACCESS.
- Teachers use multiple measures including a state mandated cut off score (4.5 of 6) to determine if students exit from or remain in the program.

**Note: The state of New Jersey uses the term Multilingual Learners (MLs) rather than ELL**

# Multilingual Learner Program

## Levels of English Proficiency



WCSD  
Janeen A. Kelly

- New Jersey Exit Criteria: Overall Proficiency Level of 4.5 or higher
- There are 6 proficiency levels
- WIDA measures language proficiency in 4 Domains
  - Speaking
  - Listening
  - Reading
  - Writing

# Multilingual Learner Program

ACCESS Testing is through WIDA. The ACCESS is a research-based assessment designed to measure language proficiency.

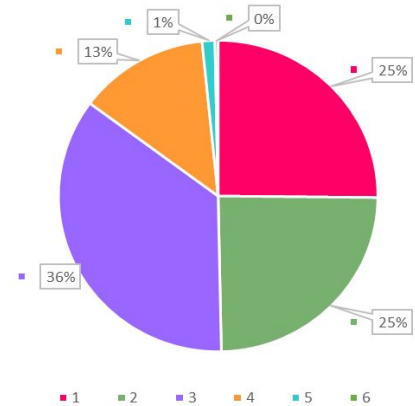
New Jersey is one of the 41 states that are part of the Consortium.

## Spring 2024 Ewing Proficiency Levels

Level 1:	25%
Level 2:	25%
Level 3:	36%
Level 4:	13%
Level 5:	1%
Level 6:	.3%

\*Students are required to earn a 4.5 to be eligible for exiting the program

Ewing ACCESS Score Breakdown





# Ewing ACCESS at a Glance:

310 students took the ACCESS in the spring of 2024 (includes 8 students who have refused services)

Length in Program: 80% of MLs have been in the program 3 years or less.

1 year	45%
2 years	20%
3 years	15%
4 years	6%
5 years	6%
6 or more years	8%

- **9% of Ewing Students are MLs**
- **Ewing MLs speak 18 different languages**
- **165 of Ewing's MLs speak Spanish**

Research suggests that the development of full proficiency in a second language typically takes 4 to 7 years.



# ACCESS by School

## Ewing High School

# of ML Students: 67

Level 1= 19%

Level 2= 43%

Level 3= 33%

Level 4= 5%

Level 5= 0%

Level 6= 0%

Avg length in  
program: 3.07 years

% of MLs: 6%

## Fisher Middle School

# of ML Students: 54

Level 1= 11%

Level 2= 18%

Level 3= 52%

Level 4= 17%

Level 5= 2%

Level 6= 0%

Avg length in  
program: 2.80 years

% of MLs: 7%

## Antheil Elementary School

# of ML Students: 83

Level 1= 30%

Level 2= 18%

Level 3= 32%

Level 4= 18%

Level 5= 0%

Level 6= 1%

Avg length in  
program: 2.28 years

% of MLs: 12%

## Lore Elementary School

# of ML Students: 38

Level 1= 21%

Level 2= 16%

Level 3= 37%

Level 4= 21%

Level 5= 5%

Level 6= 0%

Avg length in  
program: 1.97 years

% of MLs: 8%

## Parkway Elementary School

# of ML Students: 69

Level 1= 38%

Level 2= 23%

Level 3= 29%

Level 4= 9%

Level 5= 1%

Level 6= 0%

Avg length in  
program: 1.77 years

% of MLs: 18%

# ACCESS by Grade Band K-2

Number of ML Students  
in grades K-2: 113 Students

Level 1= 41%

Level 2= 20%

Level 3= 29%

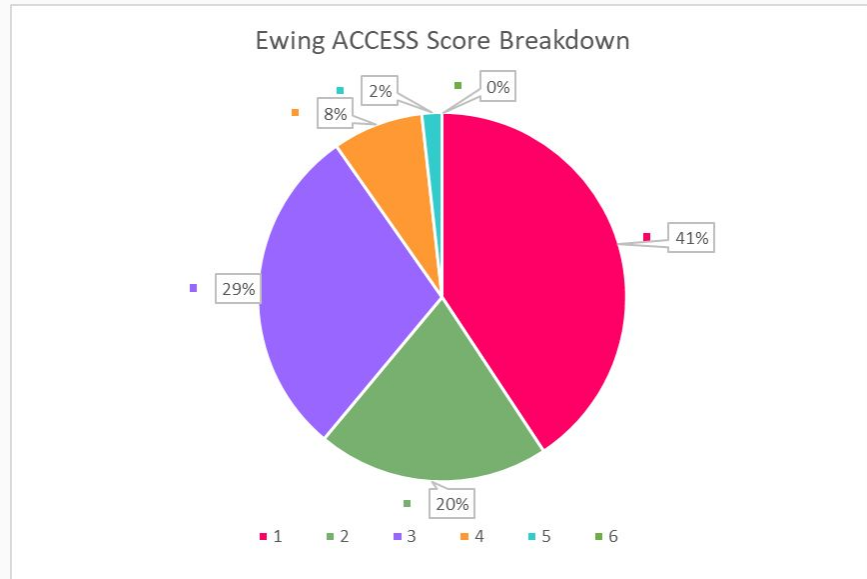
Level 4= 8%

Level 5= 2%

Level 6= 0%

Avg length in program: 1.69 years

Percent of MLs in grades K-2: 56%



# ACCESS by Grade Band 3-5

Number of ML Students in  
grades 3-5= 76 Students

Level 1= 17%

Level 2= 18%

Level 3= 36%

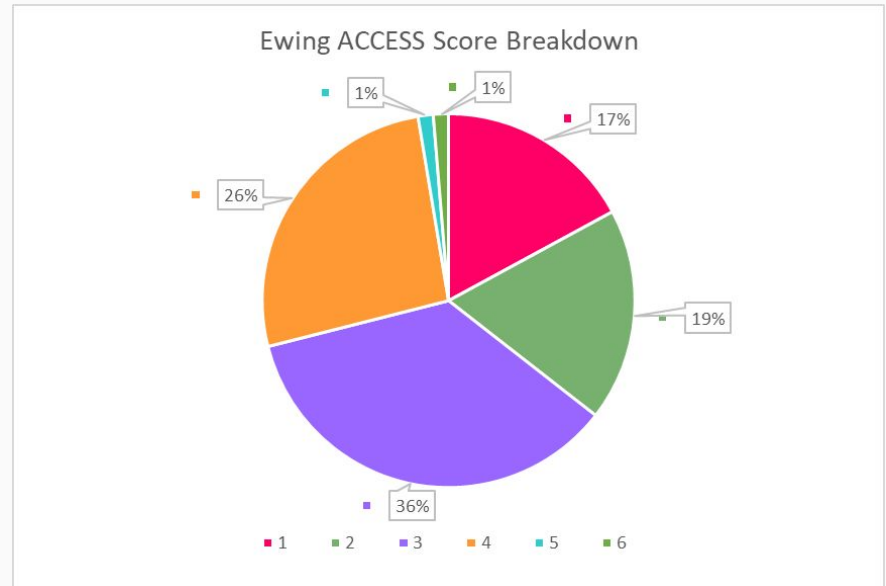
Level 4= 26%

Level 5= 1%

Level 6= 1%

Avg length in program: 2.51 years

Percent of MLs in grades 3-5: 56%





# ACCESS by Grade Band 6-8

Number of ML Students Grades 6-8= 54

Level 1= 11%

Level 2= 18%

Level 3= 52%

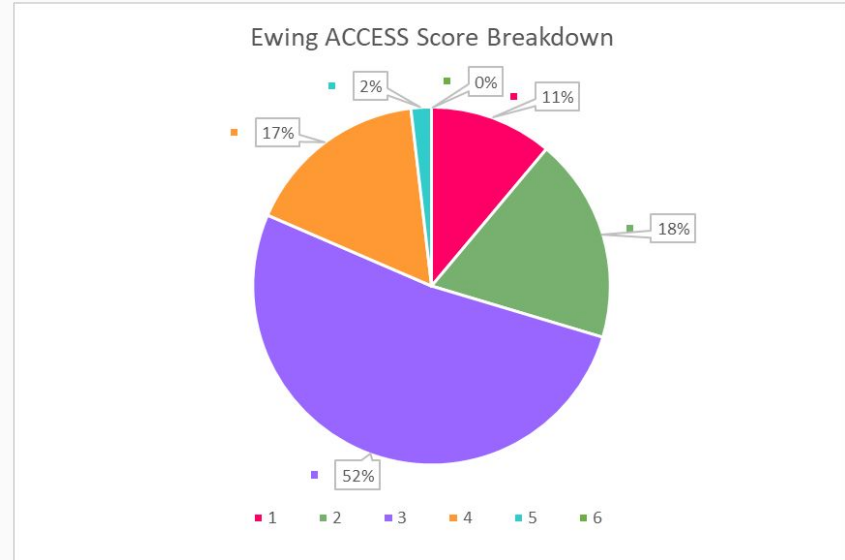
Level 4= 17%

Level 5= 2%

Level 6= 0%

Avg length in program: 2.80 years

Percent of MLs: 7%



# ACCESS by Grade Band 9-12

Number of ML Students in Grades 9-12= 67

Level 1= 19%

Level 2= 43%

Level 3= 33%

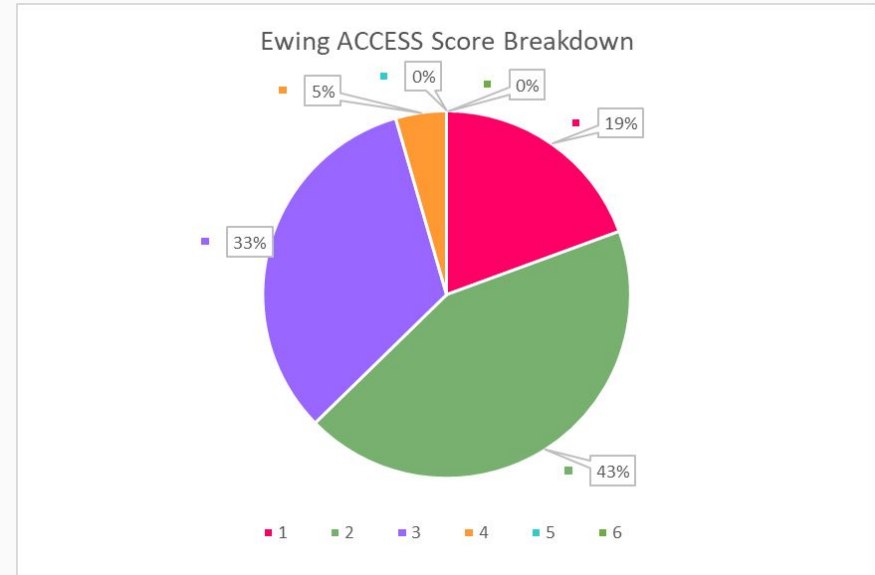
Level 4= 5%

Level 5= 0%

Level 6= 0%

Avg length in program: 3.07 years

Percent of MLs: 6%





# ACCESS by Demographics 1 of 2

## Ethnicity: Hispanic/Latino

**# of ML Students: 221**

**Level 1= 26%**

**Level 2= 22%**

**Level 3= 39%**

**Level 4= 13%**

**Level 5= .5%**

**Level 6= 0%**

**Percent of MLs: 71 %**

## Race: American Indian/ Alaskan Native

**# of ML Students: 11**

**Level 1= 18%**

**Level 2= 18%**

**Level 3= 45%**

**Level 4= 9%**

**Level 5= 9%**

**Level 6= 0%**

**Percent of MLs: 4 %**

## Race: Asian

**# of ML Students: 23**

**Level 1= 9%**

**Level 2= 30%**

**Level 3= 30%**

**Level 4= 26%**

**Level 5= 4%**

**Level 6= 0%**

**Percent of MLs: 7%**

## Race: Black/African American

**# of ML Students: 51**

**Level 1= 33%**

**Level 2= 27%**

**Level 3= 25%**

**Level 4= 10%**

**Level 5= 4%**

**Level 6= 0%**

**Percent of MLs: 17%**

# ACCESS by Demographics 2 of 2

## Race:Pacific Islander/Hawaiian

**# of ML Students: 20**

**Level 1= 10%**

**Level 2= 40%**

**Level 3= 45%**

**Level 4= 5%**

**Level 5= 0%**

**Level 6= 0%**

**Percent of MLs: 6%**

## Race: White

**# of ML Students: 203**

**Level 1= 28%**

**Level 2= 23%**

**Level 3= 36%**

**Level 4= 13%**

**Level 5= 0%**

**Level 6= .5%**

**Percent of MLs: 66%**

## Special Education/504

**# of ML Students: 40**

**Level 1= 5%**

**Level 2= 38%**

**Level 3= 40%**

**Level 4= 18%**

**Level 5= 0%**

**Level 6= 0%**

**Percent of MLs: 13%**



# ACCESS by Domain

## Speaking

**# of ML Students: 310**

**Level 1= 29%**  
**Level 2= 27%**  
**Level 3= 30%**  
**Level 4= 10%**  
**Level 5= 3%**  
**Level 6= 1%**

**Mean: 2.78**  
**Median: 2.70**  
**Mode: 1.80**

## Listening

**# of ML Students: 310**

**Level 1= 17%**  
**Level 2= 10%**  
**Level 3= 23%**  
**Level 4= 11%**  
**Level 5= 14%**  
**Level 6= 25%**

**Mean: 4.09**  
**Median: 4.00**  
**Mode: 6.00**

## Reading

**# of ML Students: 310**

**Level 1= 31%**  
**Level 2= 24%**  
**Level 3= 22%**  
**Level 4= 8%**  
**Level 5= 12%**  
**Level 6= 3%**

**Mean: 3.00**  
**Median: 2.7**  
**Mode: 1.90**

## Writing

**# of ML Students: 310**

**Level 1= 29%**  
**Level 2= 21%**  
**Level 3= 42%**  
**Level 4= 8%**  
**Level 5= 0%**  
**Level 6= 0%**

**Mean: 2.73**  
**Median: 3.00**  
**Mode: 3.00**



# Supports and Interventions

- Engage teachers self-reflection of current practices and curricula implementation based on trends in data.
- Identify and plan for growth toward meeting grade level/course expectations as well as enrichment for students exceeding expectations.
- Engage in data protocols to exam current groupings, ML services, and students' needs to make program and staffing recommendations.
- Provide professional development opportunities for all teachers PreK- 12
- Develop ESL Language Support Plans for MLs



# District Strengths

- 2023-2024 Increased Sheltered Instruction Observation Protocol (SIOP) training for educators serving ML students at FMS and EHS and for new teachers.
- In 2024-2025 will expand these training opportunities across all schools throughout the district.
- Piloting different models of sheltered instruction at the elementary levels (push-in & pull-out based on proficiency levels).
- Piloting ESL support during science and social studies.
- Services provided in grades 6-12 by proficiency level, rather than grade level
- Increased support provided for ML students at the Summer Academy, in order to support language acquisition. Rising 1st-6th grade ML students were invited to attend. ESL push-in and pull-out services were provided.

# ESL Family Night October 2023

