Montgomery Township School District
Statewide Assessment Results
ACCESS 2.0
2024-2025

Presented by:

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Protecting Student Confidentiality

- In the reporting of group assessment data, the intent is to protect student privacy through procedures that systematically prevent members of the public from discerning student identity.

- Guidelines provided by the Federal government state that in the reporting of assessment results, suppression of numbers should occur in categories where the counts are low, making it otherwise impossible to infer the results of the individuals.

- The Every Student Succeeds Act (ESSA) specifies that states must select a minimum number of students (minimum n-size) necessary for a particular group (“subgroup”) to be included in the ESSA school accountability system.

- The NJDOE maintains 10 as its minimum N-size for school and district reporting.

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What:	● Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) ● Is given annually to monitor students' progress in learning academic English ● Meets U.S federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress towards English language proficiency ● Is anchored in the WIDA English Language Development Standards ● Assesses the four language domains of Listening, Speaking, Reading, and Writing
Who:	● Is administered to Kindergarten through Grade 12 students who have been identified as Multilingual Language Learners (MLLs or ELLs)
When:	● Was administered between February 2025 -April 2025

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- **Entering:** Knows and uses minimal social language and minimal academic language with visual and graphic support

- **Emerging:** Knows and uses some social English and general academic language with visual and graphic support

- **Developing:** Knows and uses social English and some specific academic language with visual and graphic support

- **Expanding:** Knows and uses social English and some technical academic language

- **Bridging:** Knows and uses social and academic language working with grade level material

- **Reaching:** Knows and uses social and academic language at the highest level measured by this test

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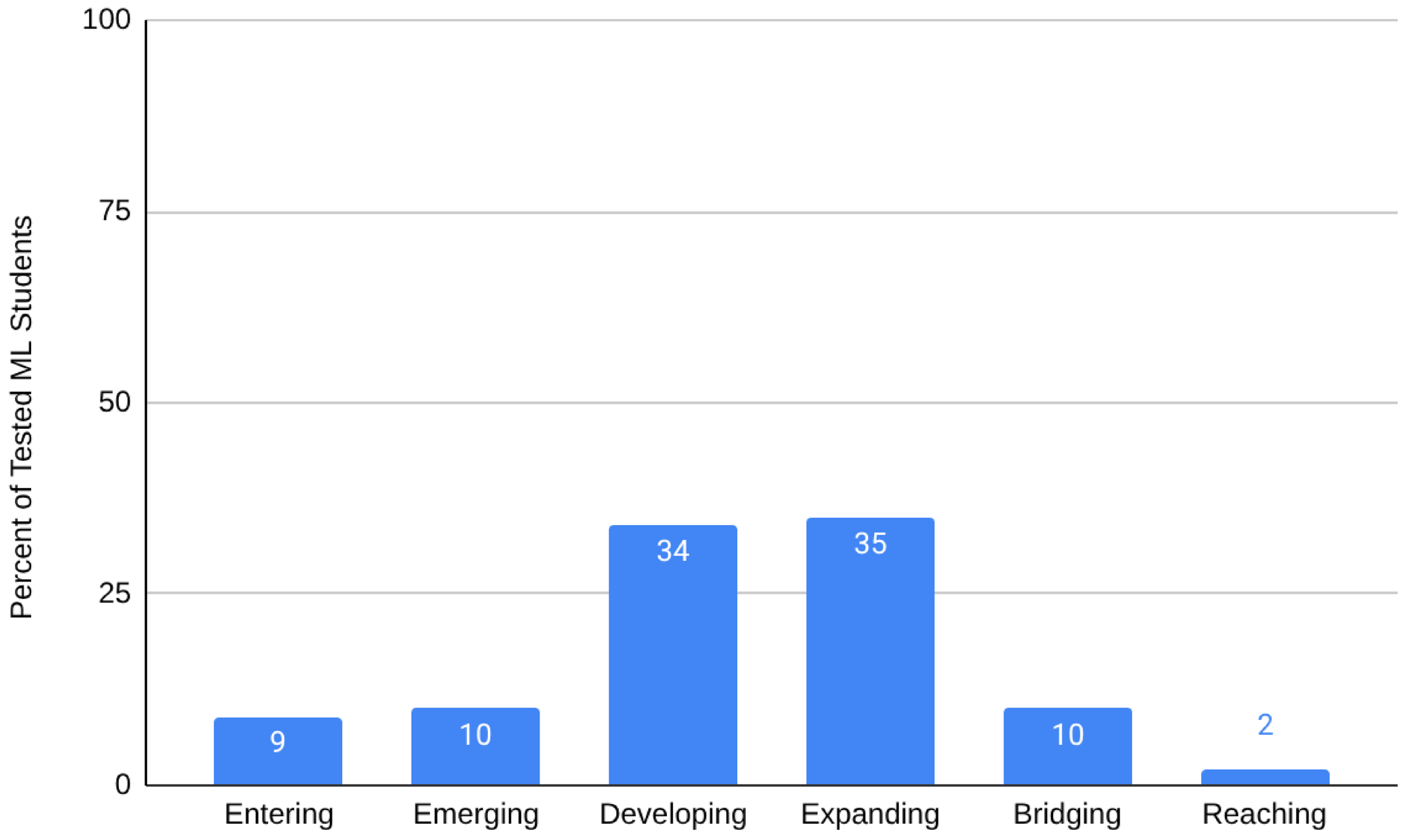
District-Wide Percentages



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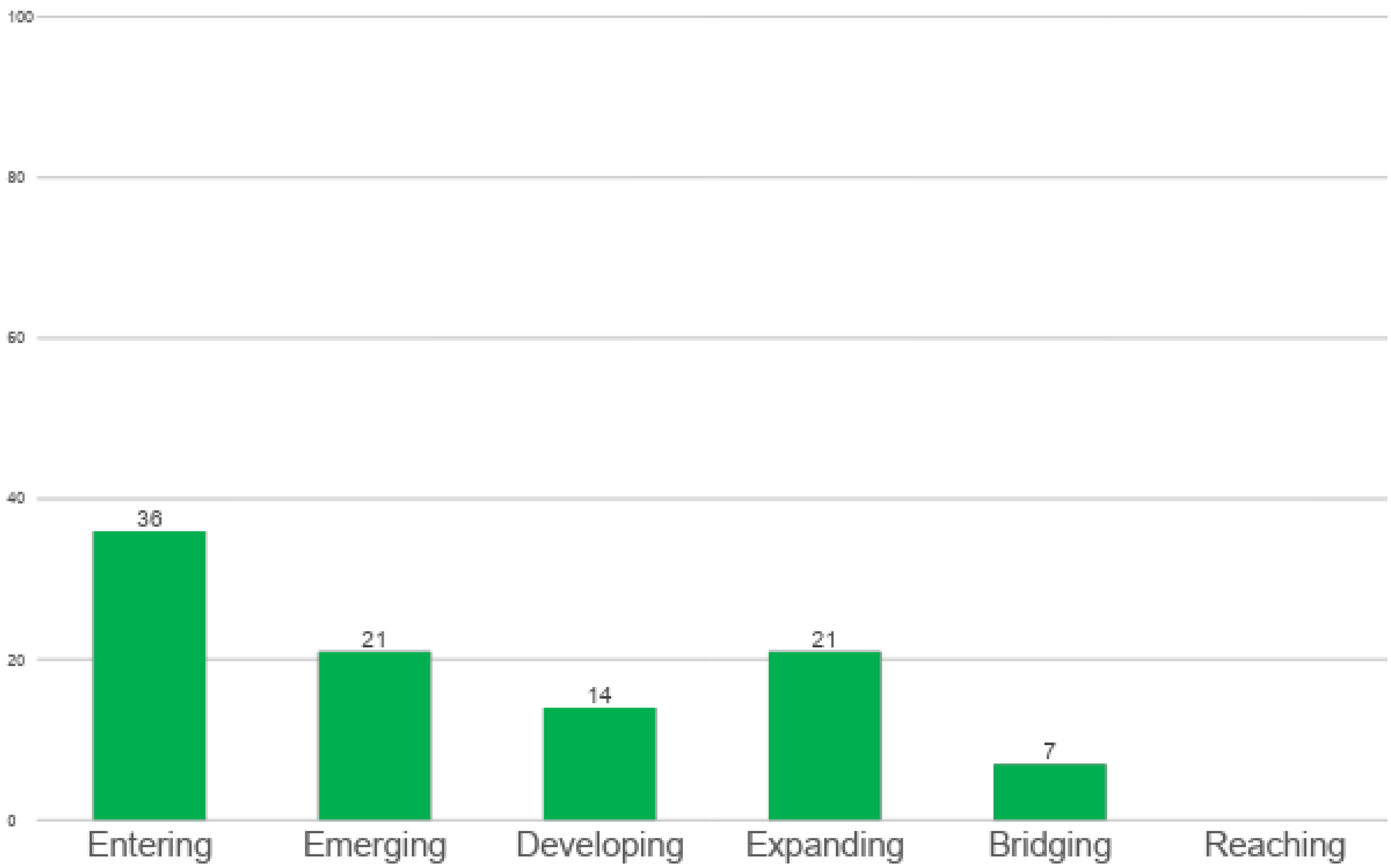
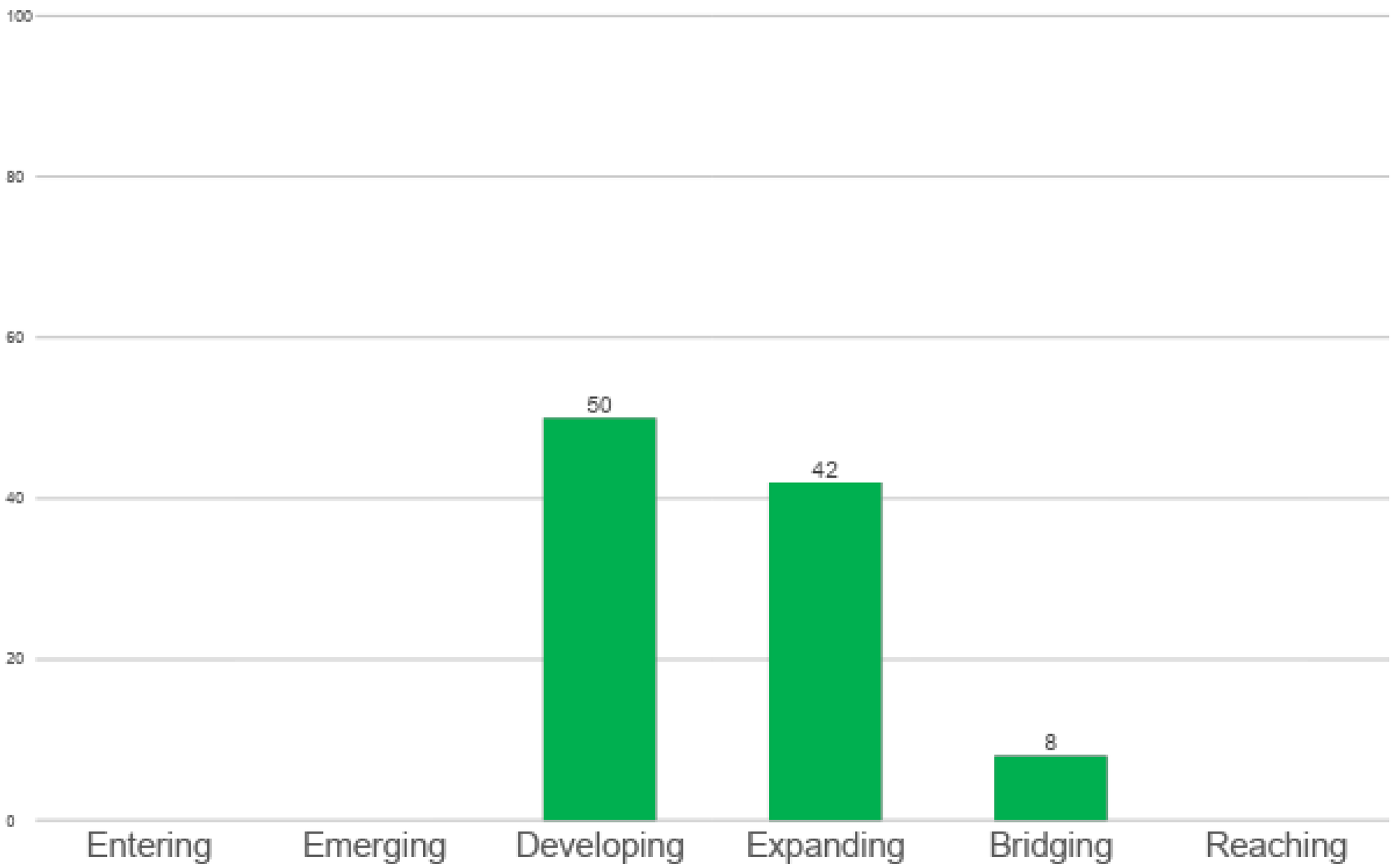
*Because we did meet the minimum N-size of participation for the ACCESS assessment within all grades, scores will only be reported for the grade levels in which we had 10 or more students test.

ACCESS 2.0
Kindergarten Percentages



ACCESS 2.0
Grade 9 Percentages



*Because we did not meet the minimum n-size of participation for the ACCESS, the scores will not be reported by grade level.

Additional Interventions
(District-Wide)

- MLed classes provide intervention and support to Limited-English Proficient (LEP) students and Students with Limited and interrupted Formal Education (SLIFE). Focus is on listening, speaking, reading, and writing. It includes cultural integration and specialized instruction in literacy and academic vocabulary.

- ACCESS used to determine English Language Proficiency(LEP), monitor student progress and determine suitable instruction design

- Individual student profile information and support recommendations available to all instructors via Genesis (ML Profile)

- Sheltered English Instruction (SEI) training provided to content-area teachers to increase explicit instruction of academic vocabulary, language structures and to support access to grade-level academic content.

- Additional Period Lab provided to support language acquisition and academic progress

Additional Interventions
(District-Wide)

- Tutoring provided via Title III funding for struggling students
- CLT / PLC conferencing between MLed instructor and content-area teachers of MLs to determine best scaffolds, assessment modifications and instructional strategies
- K-12 Curricular Accommodations for MLed
- Implementation of the Star360 assessment platform to monitor student progress and determine students in need of further intervention
- Curriculum updated to align with WIDA English Development Standards
- Curriculum updated to align with 2024 NJSLS for ELA

Moving Forward

The next administration of ACCESS 2.0 will be February 2, 2026 - March 27, 2026.