Spring 2026 Assessment Administration of DLM and ACCESS

Montgomery Township

August 25, 2026

Presentation Overview

- Dynamic Learning Maps (DLM)
- WIDA ACCESS

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.

Dynamic Learning Maps (DLM)

Dynamic Learning Maps (DLM)

What:	● The alternate assessment in English Language Arts, Mathematics, and Science for students with the most significant intellectual disabilities. ● Students are not compared to other students, but evaluated for their own progress.
Who:	● Students in grades 3-8 and grade 11 participated in ELA & Math. Students in grades 5, 8, and 11 also participated in Science. ● Eligibility determined by Child Study Team according to individual student learning needs/ability.
When:	● Was administered between April 2026–May 2026

Dynamic Learning Maps (DLM)

Because we did not meet the minimum n-size of participation for the DLM, the scores will not be reported.

Dynamic Learning Maps (DLM)

Next Administration

April 5, 2027 through May 28, 2027

ACCESS 2.0
&
Alternative ACCESS 2.0

ACCESS 2.0

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 2026-April 2026

Alternative ACCESS 2.0

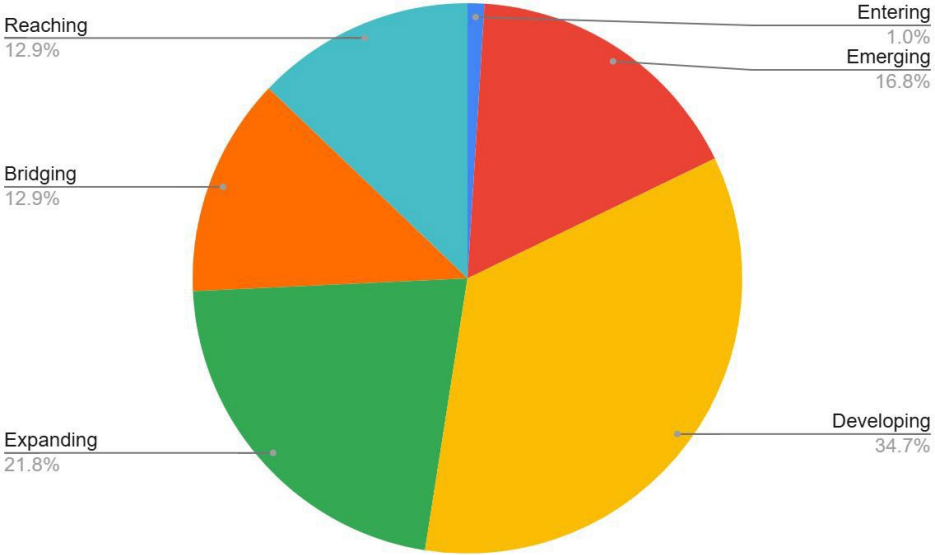
What:	● The WIDA Alternate ACCESS is a large-print, paper-based English language proficiency test designed for students in grades K–12 with the most significant cognitive disabilities. ● Is given annually to monitor students' progress in learning academic English ● Meets U.S federal requirements of the 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:	● Reserved for multilingual/English learners whose individualized education program (IEP) teams designate participation in alternate state content assessments.
When:	● Was administered between February 2026-April 2026

ACCESS 2.0

- **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

(Reaching is not included in the Alternative ACCESS)

ACCESS 2.0
District-Wide Percentages

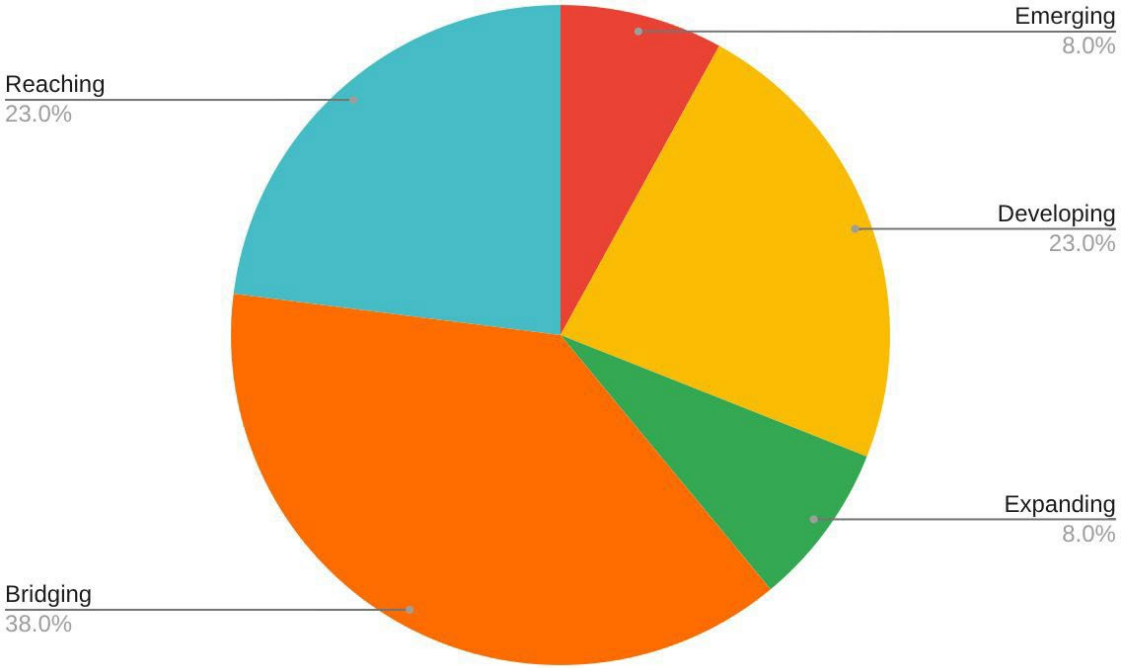


Entering	1%
Emerging	16.8%
Developing	34.7%
Expanding	21.8%
Bridging	12.9%
Reaching	12.9%

ACCESS 2.0

*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
Grade 8 Percentage of Tested Students At Each Proficiency Level



Entering	8%
Emerging	23%
Developing	8%
Expanding	38%
Bridging	23%
Reaching	0%

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 Interventions
(District-Wide)

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

Additional Interventions
(District-Wide)

- 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

Moving Forward

The next administration of ACCESS 2.0 will be February 1, 2027 through April 2, 2027.