


# Benchmarks for English Learners

May 30, 2019  
MATSOL




## Serving English Language Learners



- The "Act Relative to Language Opportunity for Our Kids" (the LOOK Act) provides:
  - greater focus on individual English learner (EL) success; and
  - better support for the academic achievement of ELs.
- We now have the opportunity to create a success story through an equitable education that includes improved support for students learning English.

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## How has the Department supported districts in the implementation of benchmarks requirements?

DESE has developed:

- **benchmarks** for English learners toward attaining English proficiency
- **guidelines** to support school districts in the identification of English learners who do not demonstrate sufficient progress toward English proficiency
- an optional English learning success **template** to assist English learners who do not meet English proficiency benchmarks

Language Opportunity for Our Kids (LOOK) Act [G.L. c. 71A, § 11](#)

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## Ongoing Technical Assistance

- Webinars (February 6-March 5)
- Presentations at EL Directors' Network meetings
- Presentation at Urban Superintendents' Meeting
- Presentation at MATSOL
- A webpage with guidance, resources and success stories  
<http://www.doe.mass.edu/ell/resources/benchmarks/>

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## How did the Department develop benchmarks?

- Based on a student's current year [ACCESS](#) score, the Department determines a **target** for the following year that is the minimum ACCESS level needed by the student in order to remain on track to attaining English proficiency\* within six years.
- For students taking the [Alternate ACCESS](#), the Department will determine progress toward proficiency by comparing the prior year's results and the current year's results to see whether the scores for one or more subdomains of the test have increased by at least one proficiency level.

\*attaining at least Level 4.2 overall on ACCESS

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## What other information does the Department provide?

For **all** students taking the ACCESS test, they will receive:

- **future progress target** – minimum overall ACCESS level needed on the following year's test to remain on track to attaining proficiency
- **difficulty index** – how difficult it will be to reach next year's target

Students who have taken ACCESS two or more years will **also** receive:

- **student growth percentile for ACCESS (SGPA)** - amount of progress made from one year to the next
- **progress indicator** - whether the student did or did not make progress (whether or not they made their benchmark/target)

ACCESS results will be provided annually in the summer. Future targets will be available in the fall.

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## What are the requirements of districts?

- Adopt procedures to identify ELs who do not meet English proficiency benchmarks;
- Establish a process to:
  1. Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
  2. Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;
  3. Review resources and services available to assist ELs in the identified areas in need of improvement; and
  4. Incorporate input from the parents or legal guardian of the identified EL.

For implementation **beginning in SY2019-20.**

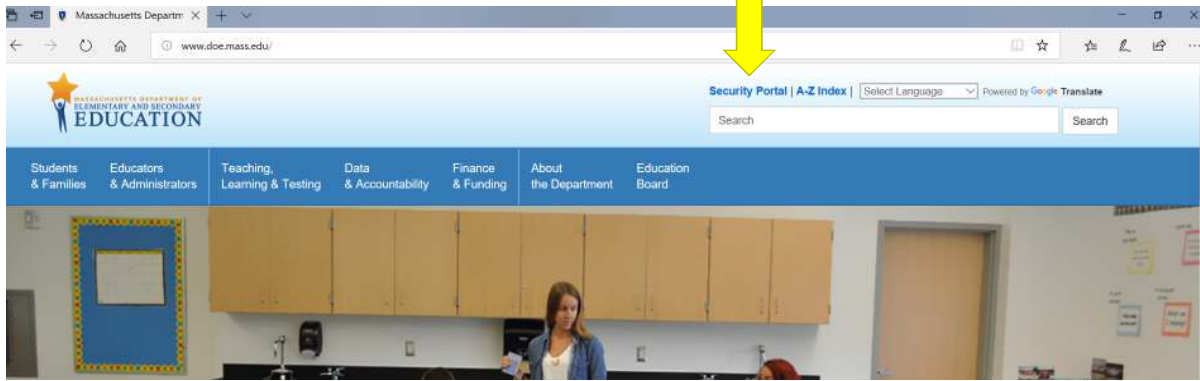


## District and Parent Partnership: What are districts required to do?

- Provide parents or guardians of each English learner a copy of the following in the **parent's primary language** upon enrollment AND at the beginning of each school year:
  - The **Executive Summary of the Department's Benchmarks Guidelines**
  - The **English Learning Success Template**
- Incorporate parental input in the process of establishing personalized goals for students who have not met their English proficiency benchmarks.



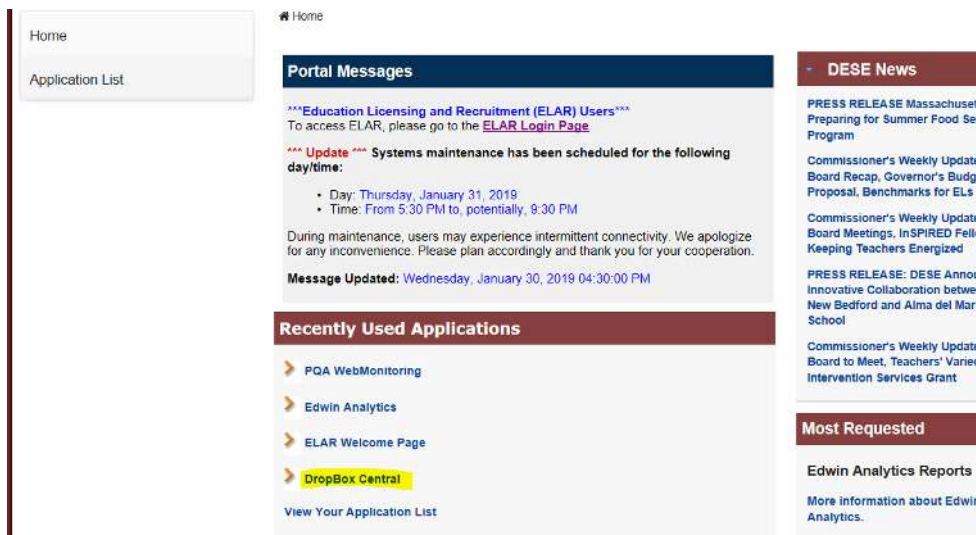
## Where do I find benchmarks related information? First Go Here!



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## Where do I find benchmarks related information? Security Portal



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## Where do I find benchmarks related information? Drop Box Central

**Drop Box Central**

Here is a list of the Drop Boxes you can use to share files with the Department.

Files from the Department to your organization are kept in the ESE OutBox. Files from your organization to the Department are kept in the ESE InBox.

Please select a Drop Box from the list and click the "Next" button.

ACCESS Data 2013  
 ACCESS Data 2014  
 ACCESS Data 2015  
 ACCESS Data 2016  
 ACCESS Data 2017  
**ACCESS Data 2018**  
 ACCESS Data 2019  
 DOE File Exchange

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## Where do I find benchmarks related information? Your district's data

**ACCESS Data 2018**

Welcome to the ACCESS Data 2018 DropBox.

Information on ACCESS is available at <http://www.doe.mass.edu/mcas/access>. Please direct questions regarding ACCESS for ELLs data to the Student Assessment Services Unit

[Zoom](#)

1. Select Organization Type  ←

2. Select Organization

Abington (00010000)  
 Acton (non-op) (00020000)  
 Acton-Boxborough (06000000)  
 Acushnet (00030000)  
 Adams (non-op) (00040000)  
 Adams-Cheshire (06030000)  
**Agawam (00050000)** ←  
 Alford (non-op) (00060000)  
 Amesbury (00070000)  
 Amherst-Pelham (06050000)

3. Click "Next" button  ←

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# Where do I find benchmarks related information? Click here!

**ACCESS Data 2018**

Folder Instructions: If you have any questions about these data, please contact Student Assessment Services at (781) 338 3625.

Zoom

To upload a file :

1. Click the "Browse" button
2. Select the file to upload (ESE OutBox) *Valid file extensions: .csv, .dat, .pdf, .txt, .xls, .xlsx*
3. Click the "Upload File" button

EXPAND ALL

CLOSE ALL

- ACCESS\_2018 \ Agawam \ESE OutBox
  - 2018 ACCESS for ELs File Layout\_updated on 1-17-2019.xlsx *155.8KB 01/17/19 11:50 AM*
  - ACCESS2018\_with\_reporting\_elements\_00050000.csv *56.7KB 01/09/19 09:02 PM*
- ACCESS\_2018 \ Agawam \ESE InBox

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# ACCESS File Layout

Row Number	File Name	Type	Size	Created	Modified
100	ACCESS_2018 \ Agawam \ESE OutBox	Folder			
101	2018 ACCESS for ELs File Layout_updated on 1-17-2019.xlsx	File	155.8KB	01/17/19 11:50 AM	
102	ACCESS2018_with_reporting_elements_00050000.csv	File	56.7KB	01/09/19 09:02 PM	
103	ACCESS_2018 \ Agawam \ESE InBox	Folder			

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## ACCESS File - 2018

A	H	I	M	N	AO	AZ	BB	BE	BF	BG	BH
adminyea	sid	lastname	yrsinmass	grade	overalllev	grade2017	overalllev	MadeProg	ProgressTa	SGP	DifficultyI
2018	1.1E+09	SMITH	2	1	3 K		1.4	1	2.6	66	45
2018	1.02E+09	SMITH	2	1	3.6 K		3.2	1	3.4	47	38
2018	1.09E+09	SMITH	1	1	2.6						
2018	1.01E+09	SMITH	2	1	3.2 K		2.4	1	3.2	37	40
					<b>2018 ACCESS level</b>		<b>2017 ACCESS level</b>	<b>Made progress? 2017-18</b>	<b>What the 2018 target was</b>	<b>SGPA 2017-18</b>	<b>Diff Ind for 2018</b>
								<b>Reporting Element 1</b>			

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## ACCESS File - 2018

BI	BJ	BK	BL	BM	BN	BO	BP
MadeExitC	ExitedELIn:	NotMeetin	FEL_Year	FEL_SIMS	ProgresT	Difficulty	Index19
0		-1			3.1	34	
0		-1			3.7	28	
0		-1			3.1	38	
0		-1			3.4	32	
<b>Proficient?</b>					<b>future target (for 2019)</b>	<b>Diff Ind (for 2019)</b>	
<b>Reporting Element 2</b>	<b>Reporting Element 3</b>	<b>Reporting Element 5</b>					

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## ACCESS File - 2018

	AH	AI	AJ	AK	AL	AM	AN	AO
	listening level	speaking level	reading level	writing level	comprehension level	oral level	literacy level	overall level
5	6	1.9	2.7	2.6	4.5	3.5	2.7	3.1
6	6	4	2.4	2.8	5.2	6	2.7	3.6
3	6	3.3	2.1	1.8	3.5	4.2	1.9	2.6
4	6	3.6	2.7	2.2	4.8	5	2.4	3.2
3	6	3.6	3.1	3.2	5.1	5	3.2	3.7
4	6	3.8	5.6	2.8	5.8	4.5	3.4	3.7

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## How do I use the data from the ACCESS files?

- Adopt procedures to identify ELs who do not meet English proficiency benchmarks; Use column BE (see slide 15). In addition, determine who will collect this? Share it? When? How?
- Establish a process for the district to:
  1. Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency; Use other columns show domain scores (see slide 17, columns AH-AN for examples) and levels. Use this and other information about the student to establish personalized goals for attaining English proficiency.
  2. Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement; (see #1 above)
  3. Review resources and services available to assist ELs in the identified areas in need of improvement; and Based on information from #1, are there resources in the district to support the EL in the areas that require additional support (academic or otherwise)?
  4. Incorporate input from the parents or legal guardian of the identified EL. How will the district make opportunities available for parents to provide input? (Don't forget about translation/interpretation as you gather this input!)

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# DESE Website – Where can I find guidelines and resources?

Massachusetts Department of Elementary & Secondary Education

<http://www.doe.mass.edu/ell/guidance/default.html>

English Language Learners

Guidance and Laws

Guidance on Programming for ELs

- Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners
- Guidance for Implementing the Massachusetts State Seal of Bilingualism
- Accessing the MA State Seal of Bilingualism through WBMS
- Guidance for English Learner Parent Advisory Councils
- Guidance for Defining and Implementing Two Way Immersion Programs
- Next Generation ESL Curriculum Project: ESL Curriculum Resource Guide
- Guidelines for the Use of Benchmarks Toward Attaining English Proficiency
- Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance

Laws and Related Documents

Federal Laws

- Federal Civil Rights Law concerning limited English proficient students
- Title III Language Instruction for Limited English Proficient and Immigrant Students (legislation)
- U.S. Department of Education Title III desk top reference

State Laws

- 603 CMR 14.00: Education of English Learners Regulations
- Massachusetts General Laws Chapter 71a

Last Updated: February 1, 2019

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# DESE Website – Where can I find guidelines and resources?

AND on the new benchmarks webpage:

www.doe.mass.edu/ell/resources/benchmarks/

English Language Learners

Benchmarks

Guidelines for the Use of Benchmarks Toward Attaining English Proficiency

Summary of Public Comments and Responses Report on Benchmarks, Guidelines, and the English Learning Success Template

Benchmarks Executive Summary

Select Benchmarks Executive Summary Language

English Learning Success Template

Select English Learning Success Template Language

32 languages

Last Updated: February 20, 2019

<http://www.doe.mass.edu/ell/resources/benchmarks/>

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## DESE Website – Where can I find guidelines and resources?

Massachusetts Department of Elementary & Secondary Education <http://www.doe.mass.edu/mcas/access/>

Students & Families Educators & Administrators Teaching, Learning & Testing Data & Accountability Finance & Funding About the Department Educa

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- > Next-Gen MCAS
- > Graduation Requirements
- > MCAS
- > MCAS Alternate Assessment
- > Performance Appeals
- > ACCESS for ELLs Results
- > National/International Tests
- > Growth Model
- > Parent/Guardian Information
- > Training Opportunities

### Student Assessment








#### ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners)

**ACCESS FOR ELLS HEADLINES:**  
There are no ACCESS for ELLs Headlines at this time  
[ACCESS for ELLs News Archives](#)

#### Background

Federal and state laws require that English learner (EL) students be assessed annually to measure their proficiency in reading, writing, listen participate in ACCESS for ELLs tests, which replaced MEPA tests beginning in the 2012-2013 school year.

ACCESS for ELLs are administered once annually in January-February.

-  WIDA English Language Development (ELD) Standards on which ACCESS for ELLs tests are based
-  Participation Requirements for ELL Students, including ELL students with disabilities, in MCAS
-  Massachusetts Web Page on the WIDA Website
-  Materials and Resources Available on the WIDA Website
-  ELL Update: New Exit Criteria, Equivalent Proficiency Levels, and Recommended Amount of Language Instruction
-  Alternate ACCESS and ACCESS for ELLs Score Overlay
-  Guide to Understanding the Title III Reporting Elements for English Learners in Massachusetts for 2017 and Beyond



## Contact information

# Questions?

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# THANK YOU

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