Benchmarks
for English Learners

May 30, 2019
MATSOL

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

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.**

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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:
  o The **Executive Summary of the Department's Benchmarks Guidelines**
  o 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.
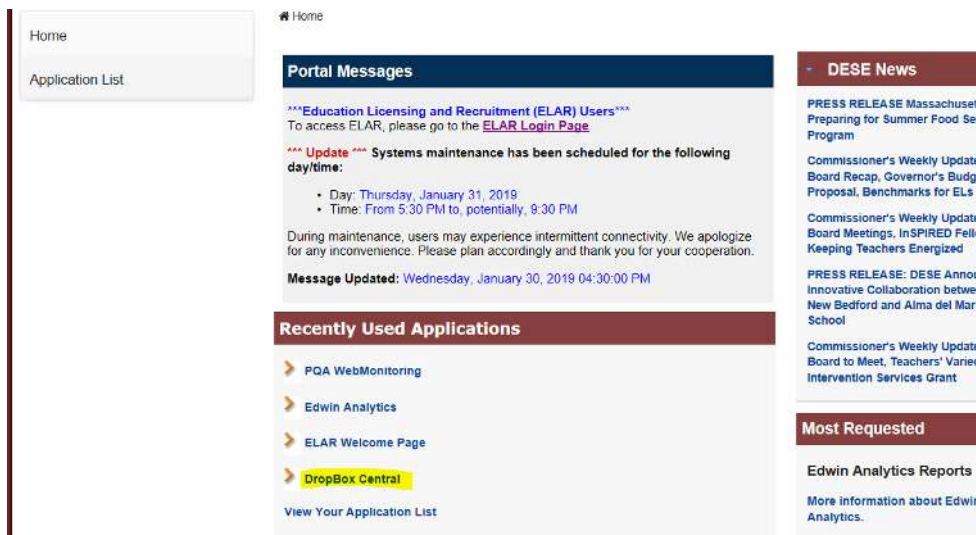
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Where do I find benchmarks related information? First Go Here!
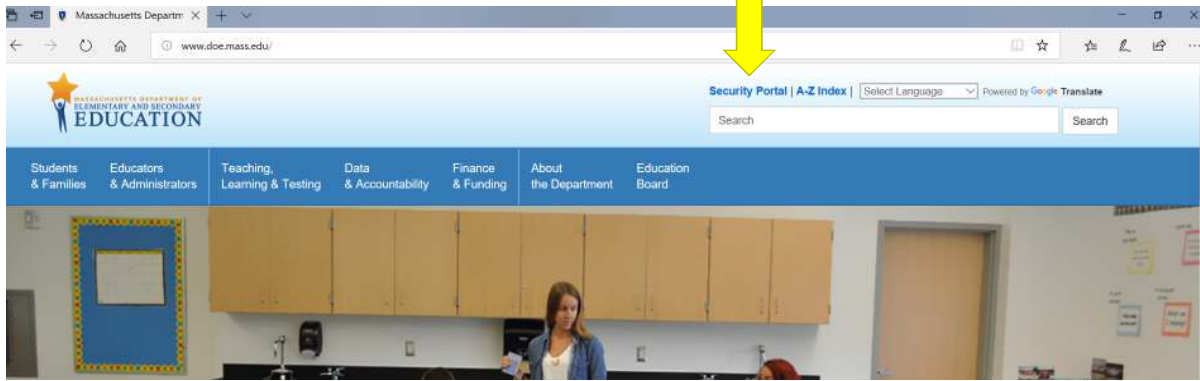
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Where do I find benchmarks related information? Security Portal

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Where do I find benchmarks related information? Drop Box Central

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

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Where do I find benchmarks related information? Click here!

ACCESS File Layout

ACCESS File - 2018

A	H	I	M	N	AO	AZ	BB	BE	BF	BG	BH
adminyea	sasid	lastname	yrsinmass	grade	overalllev	grade2017	overalllev	MadeProg	ProgressTa	SGP	Difficultyl
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
					2018 ACCESS level		2017 ACCESS level	Made progress? 2017-18	What the 2018 target was	SGPA 2017-18	Diff Ind for 2018
								Reporting Element 1			

ACCESS File - 2018

BI	BJ	BK	BL	BM	BN	BO	BP
MadeExitC	ExitedELIns	NotMeetin	FEL_Year	FEL_SIMS(	ProgressT	DifficultyIndex19	
0		-1			3.1	34	
0		-1			3.7	28	
0		-1			3.1	38	
0		-1			3.4	32	
Proficient?					future target (for 2019)	Diff Ind (for 2019)	
Reporting Element 2	Reporting Element 3	Reporting Element 5					

ACCESS File - 2018

AH	AI	AJ	AK	AL	AM	AN	AO
listeningl	speakingl	readingle	writinglev	comprehe	orallevel	literacyle	overalllev
6	1.9	2.7	2.6	4.5	3.5	2.7	3
6	4	2.4	2.8	5.2	6	2.7	3.6
6	3.3	2.1	1.8	3.5	4.2	1.9	2.6
6	3.6	2.7	2.2	4.8	5	2.4	3.2
6	3.6	3.1	3.2	5.1	5	3.2	3.7
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?

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DESE Website – Where can I find guidelines and resources?

AND on the new benchmarks webpage:

32 languages

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

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DESE Website – Where can I find guidelines and resources?

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Elementary & Secondary Education — http://www.doe.mass.edu/mcas/access/

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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

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Contact information

Questions?

Melanie Manares
mmanares@doe.mass.edu
781-338-3573

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THANK YOU

Melanie Manares, Language Acquisition Lead, OLA

☎ 781.338.3573

✉ mmanares@doe.mass.edu

⌂ www.doe.mass.edu

🏠 75 Pleasant Street, Malden, MA 02148

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