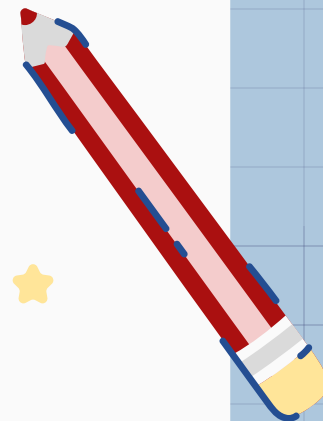# ACCESS for ELLs

2023-2024 Summary Results

Woodland Park Public Schools
October 2024

To protect student privacy, data for cohorts with fewer than ten students are excluded from this report. As a result of the suppressed data, individual cohort data may not sum to the total number of students assessed.

ACCESS for ELLs

Assessing

Comprehension

Communication in

English

State-to- **S**tate

For English Language Learners

ACCESS 2.0

- Measures students' academic **English language skills** in eight different categories; four Domain and four composite scores.

- Students are assessed along a developmental continuum across the four language domains of **Listening, Speaking, Reading, and Writing** .

- Scores reflect proficiency from **Level 1** (Entering) to **Level 6** (Reaching).

- Students **must achieve a composite proficiency level of 4.5 or higher in order to be considered for exiting the program** . Multiple measures are utilized to determine eligibility for exiting Multilingual (ML) services.

- Students **must take the ACCESS assessment even if ML services are refused** .

MLs:
Multilingual Learners

MLs needs to be provided with at least one period of instruction a day by a certified ML teacher. Services must be designed to improve English **reading** , **writing** , **speaking** and **listening** .
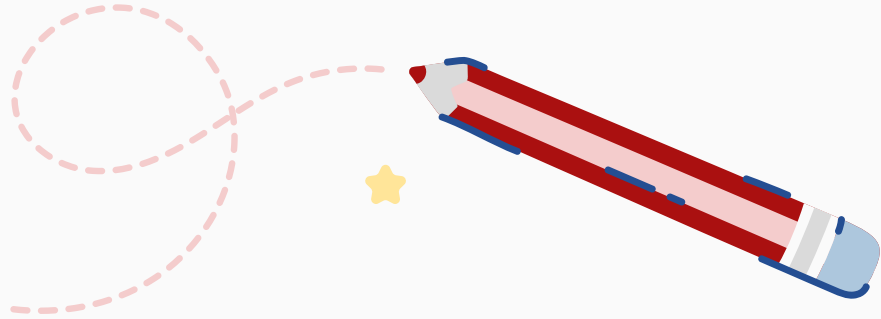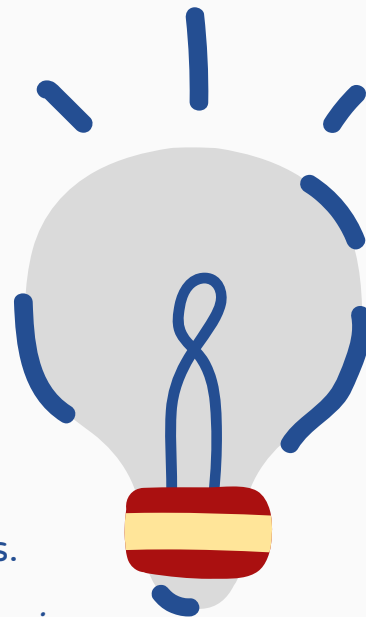
ML Model

Woodland Park's ML model includes:

- co-teaching in a push-in setting

- small-group work and/or

- small group pull-out for instruction

Students are grouped according to proficiency levels.

Based upon the language spoken, some students receive high-intensity instruction. These students receive two periods of ML instruction a day.

Level Descriptions

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

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

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

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

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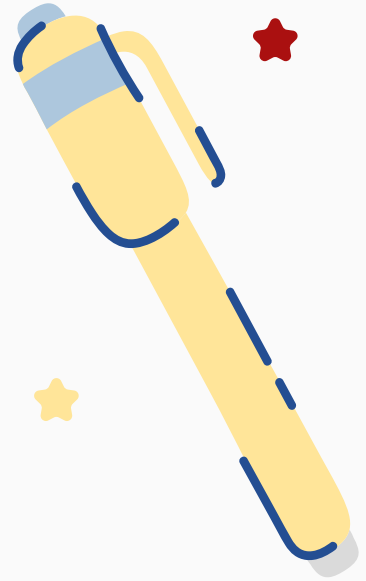social and academic language
working with grade level
material

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

01 District Analysis

23-24 Achievement Levels

Grade	Total Tested	Achievement Levels by Grade											
		Entering (Level 1)		Emerging (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
K	11	<10	73%	<10	27%	<10	0%	<10	0%	<10	0%	<10	0%
1	12	<10	8%	<10	58%	<10	33%	<10	0%	<10	0%	<10	0%
2	11	<10	0%	<10	18%	<10	36%	<10	45%	<10	0%	<10	0%
3	12	<10	17%	<10	17%	<10	17%	<10	50%	<10	0%	<10	0%
4	<10	-	-	-	-	-	-	-	-	-	-	-	-
5	15	<10	7%	<10	33%	<10	27%	<10	27%	<10	7%	<10	0%
GK-G5	68	13	19%	20	29%	16	24%	18	26%	<10	1%	<10	0%
6	11	<10	9%	<10	18%	<10	55%	<10	18%	<10	0%	<10	0%
7	<10	-	-	-	-	-	-	-	-	-	-	-	-
8	<10	-	-	-	-	-	-	-	-	-	-	-	-
G6-G8	23	<10	13%	<10	22%	10	43%	<10	22%	<10	0%	<10	0%
All Grades	91	16	18%	25	27%	26	29%	23	25%	<10	1%	<10	0%

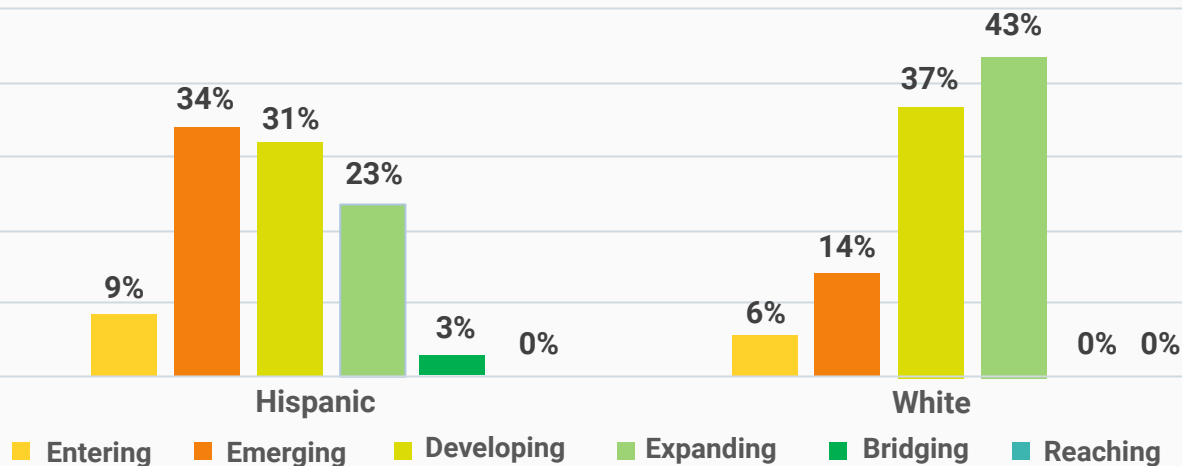Distribution by Achievement Level By Grade

Demographic

02
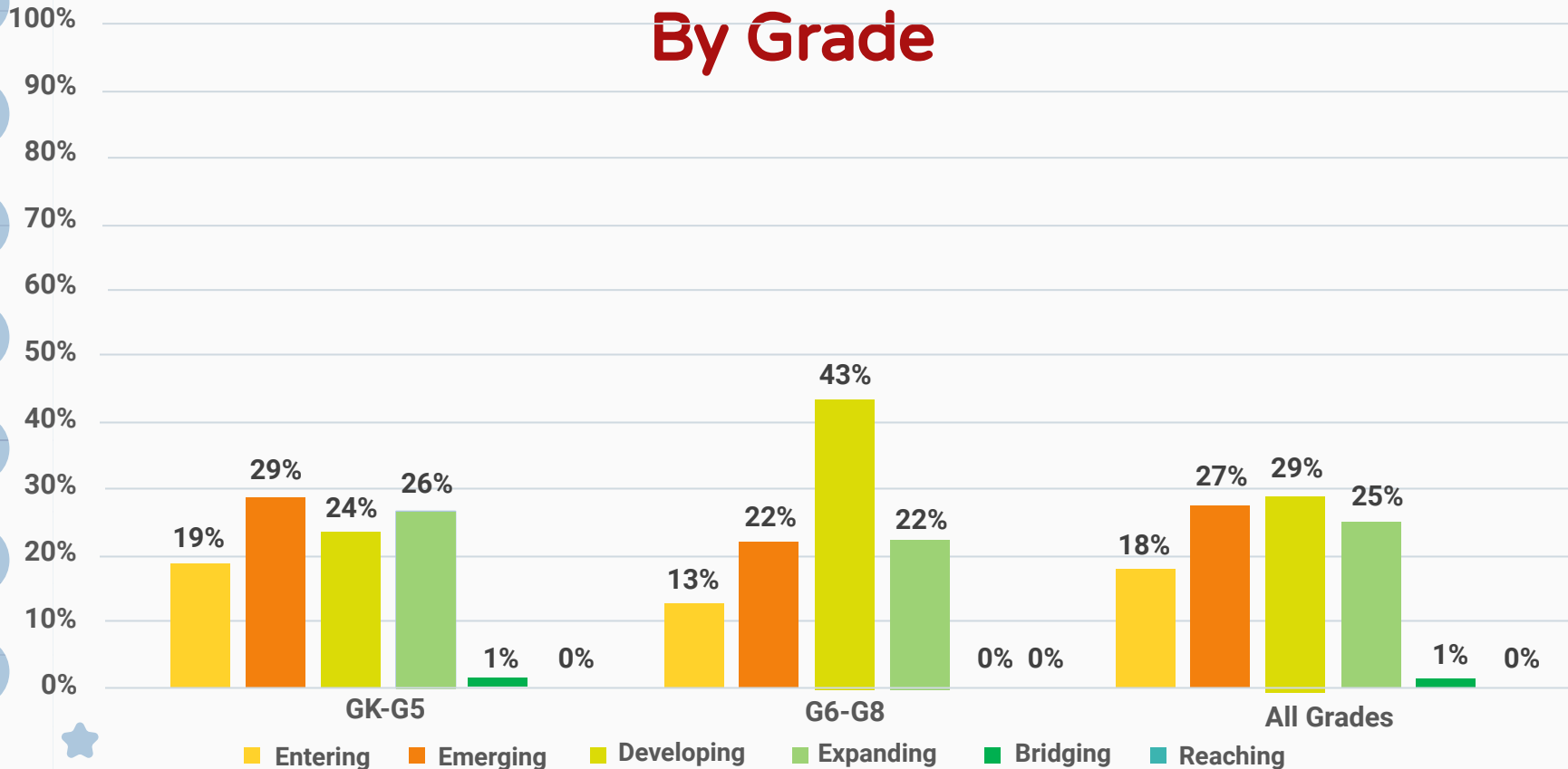
Analysis

23-24 Achievement Levels

Grade Band	Race	Total Number Tested	% of Number Tested	Achievement Levels by Subgroup (Race)											
				Entering (Level 1)		Emerging (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (GK-G5)	Hispanic	25	37%	<10	12%	<10	36%	<10	28%	<10	20%	<10	4%	<10	0%
	White	28	41%	<10	7%	<10	18%	<10	29%	13	46%	<10	0%	<10	0%
	All Students	*68*		*13*	*19%*	*20*	*29%*	*16*	*24%*	*18*	*26%*	*<10*	*1%*	*<10*	*0%*
MS (G6-G8)	Hispanic	10	43%	<10	0%	<10	30%	<10	40%	<10	30%	<10	0%	<10	0%
	White	<10	30%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	*23*		*<10*	*13%*	*<10*	*22%*	*10*	*43%*	*<10*	*22%*	*<10*	*0%*	*<10*	*0%*
All Grades	Hispanic	35	38%	<10	9%	12	34%	11	31%	<10	23%	<10	3%	<10	0%
	White	35	38%	<10	6%	<10	14%	13	37%	15	43%	<10	0%	<10	0%
	All Students	*91*		*16*	*18%*	*25*	*27%*	*26*	*29%*	*23*	*25%*	*<10*	*1%*	*<10*	*0%*

Distribution by Achievement Level
By SubGroup (Race)

All Grades

Hispanic
- Entering: 9%
- Emerging: 34%
- Developing: 31%
- Expanding: 23%
- Bridging: 3%
- Reaching: 0%

White
- Entering: 6%
- Emerging: 14%
- Developing: 37%
- Expanding: 43%
- Bridging: 0%
- Reaching: 0%

Legend: Entering, Emerging, Developing, Expanding, Bridging, Reaching

23-24 Achievement Levels

Grade Band	Gender	Total Number Tested	% of Number Tested	Achievement Levels by Gender											
				Entering (Level 1)		Emerging (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (GK-G5)	Female	33	49%	<10	12%	10	30%	10	30%	<10	15%	<10	3%	<10	0%
	Male	35	51%	<10	17%	10	29%	<10	17%	13	37%	<10	0%	<10	0%
	All Students	*68*		*13*	*19%*	*20*	*29%*	*16*	*24%*	*18*	*26%*	*<10*	*1%*	*<10*	*0%*
MS (G6-G8)	Female	10	43%	<10	20%	<10	30%	<10	30%	<10	20%	<10	0%	<10	0%
	Male	13	57%	<10	8%	<10	15%	<10	54%	<10	23%	<10	0%	<10	0%
	All Students	*23*		*<10*	*13%*	*<10*	*22%*	*10*	*43%*	*<10*	*22%*	*<10*	*0%*	*<10*	*0%*
All Grades	Female	43	47%	<10	21%	13	30%	13	30%	<10	16%	<10	2%	<10	0%
	Male	48	53%	<10	15%	12	25%	13	27%	16	33%	<10	0%	<10	0%
	All Students	*91*		*16*	*18%*	*25*	*27%*	*26*	*29%*	*23*	*25%*	*<10*	*1%*	*<10*	*0%*

Distribution by Achievement Level
By Gender

All Grades

	Female	Male
Entering	21%	15%
Emerging	30%	25%
Developing	30%	27%
Expanding	16%	33%
Bridging	2%	0%
Reaching	0%	0%

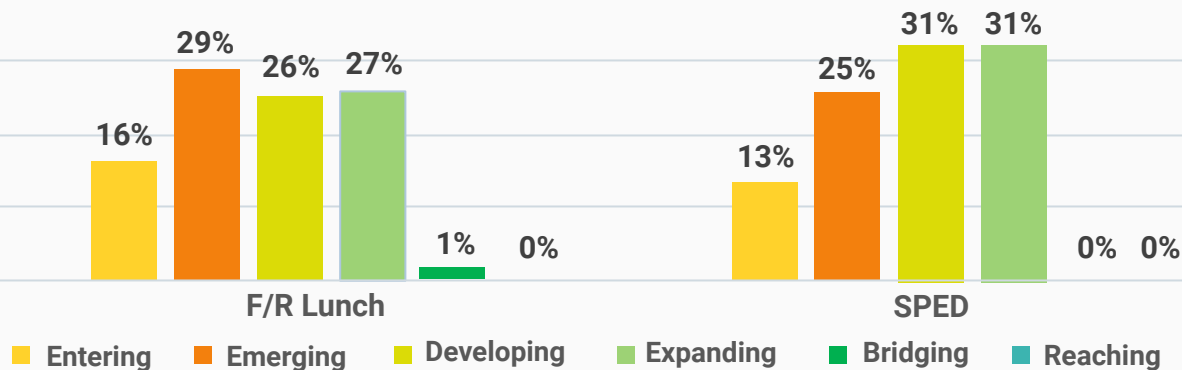Legend: Entering, Emerging, Developing, Expanding, Bridging, Reaching
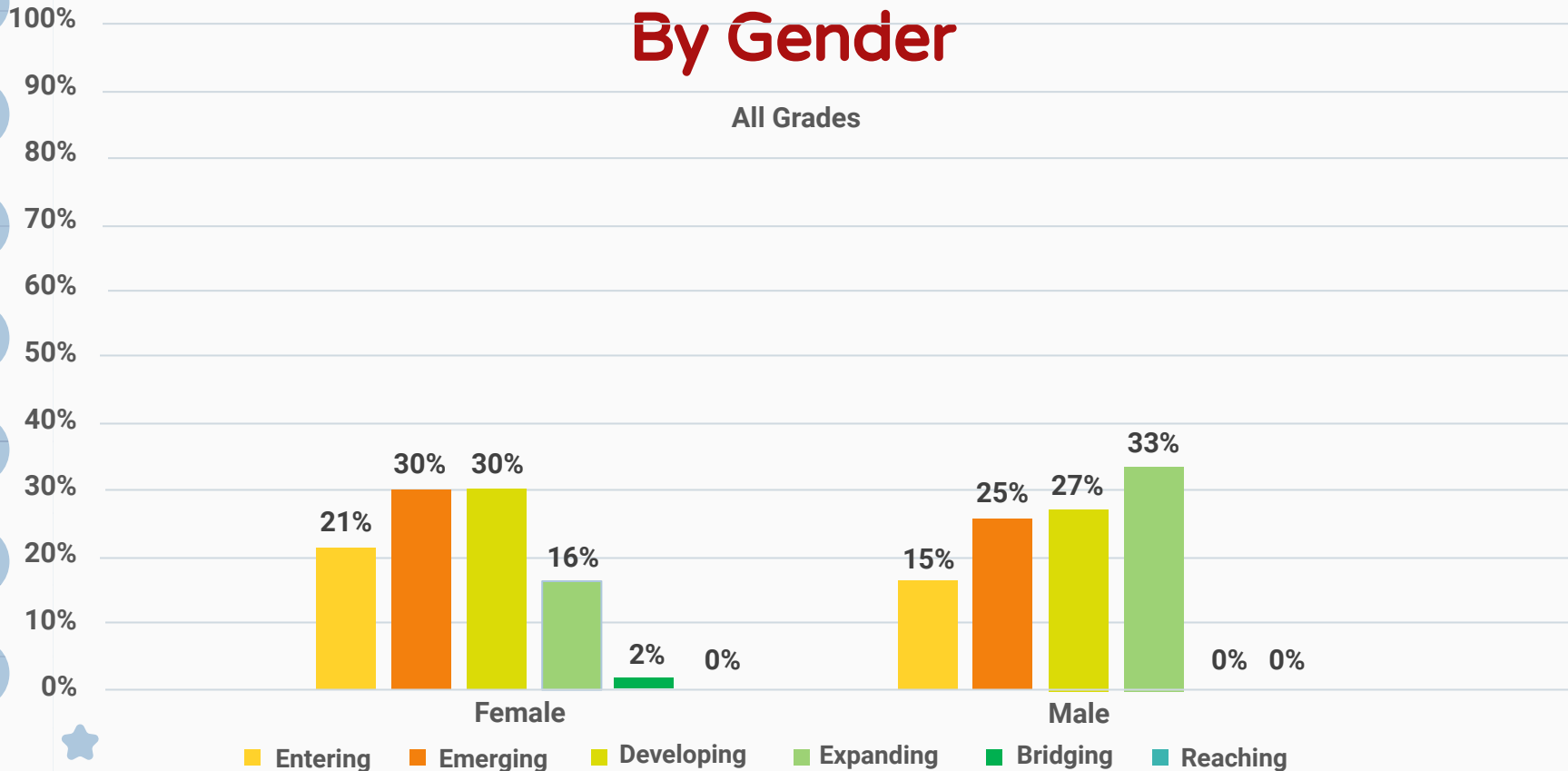
23-24 Achievement Levels

Grade Band	Program	Total Number Tested	% of Number Tested	Achievement Levels by Subgroup (Program)											
				Entering (Level 1)		Emerging (Level 2)		Developing (Level 3)		Expanding (Level 4)		Bridging (Level 5)		Reaching (Level 6)	
				# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
ES (GK-G5)	F/R Lunch	56	82%	<10	16%	18	32%	12	21%	16	29%	<10	2%	<10	0%
	SPED	12	18%	<10	17%	<10	25%	<10	25%	<10	33%	<10	0%	<10	0%
	All Students	*68*		*13*	*19%*	*20*	*29%*	*16*	*24%*	*18*	*26%*	*<10*	*1%*	*<10*	*0%*
MS (G6-G8)	F/R Lunch	17	74%	<10	18%	<10	18%	<10	41%	<10	24%	<10	0%	<10	0%
	SPED	<10	17%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	*23*		*<10*	*13%*	*<10*	*22%*	*10*	*43%*	*<10*	*22%*	*<10*	*0%*	*<10*	*0%*
All Grades	F/R Lunch	73	80%	12	16%	21	29%	19	26%	20	27%	<10	1%	<10	0%
	SPED	16	18%	<10	13%	<10	25%	<10	31%	<10	31%	<10	0%	<10	0%
	All Students	*91*		*16*	*18%*	*25*	*27%*	*26*	*29%*	*23*	*25%*	*<10*	*1%*	*<10*	*0%*

Distribution by Achievement Level
By Subgroup (Program)

All Grades

F/R Lunch: Entering 16%, Emerging 29%, Developing 26%, Expanding 27%, Bridging 1%, Reaching 0%

SPED: Entering 13%, Emerging 25%, Developing 31%, Expanding 31%, Bridging 0%, Reaching 0%

Legend: Entering, Emerging, Developing, Expanding, Bridging, Reaching

Historical data

2021-2022

81 students were administered the assessment

15 Newly Enrolled Students

18 Parent Refusals

5 Students Exited*

2022-2023

102 students were administered the assessment

32 Newly Enrolled Students

19 Parent Refusals

15 Students Exited*

2023-2024

91 students were administered the assessment

28 Newly Enrolled Students

11 Parent Refusals

24 Students Exited*

*Scored a 4.5 or higher on the Access.

Implications

As ML teachers continue to build relationships with families and reach out as to the benefits of accepting service, **the number of refusals has been decreasing.**

As the number of students **participating in the ML program has increased, so has the number of students successfully exiting the program** .

	21-22	22-23	23-24
New Enrollees	19%	31%	30%
Parent Refusals	22%	18%	12%
Exited Students	6%	15%	26%

Next Steps

1. ML teachers worked together in the Spring to develop a Newcomers curriculum. ML teachers will continue to refine this curriculum, as well as the Beginner and Intermediate curriculum throughout the year.

2. ML teachers continue to analyze resources and data to best meet the needs of our students. New resources were acquired for the Newcomers.

3. ML teachers continue to focus on Speaking, Listening, Reading and Writing. Additional resources were acquired to focus on these skills.

continued…

Next Steps

4 ML teachers continue to work closely with the General Education teachers providing them with an individualized ML Student Profile and Suggested Classroom modifications. ML teachers continue to attend and provide training.

5 Newcomers and beginners or their teachers continue to have access to a Pocketalk allowing all to better communicate needs and expectations and improve their SEL (social-emotional learning)

Thank you