ACCESS Testing Results

Spring 2022

Terminology

- **English as a Second language (ESL)**–Refers to our type of instructional delivery. Not a label for a student.

- **English Language Learner (ELL)**– Refers to student
  - Asset Based Labels
    - Emerging Bilingual
    - Multilingual Learner

Emerging Bilinguals Across the District

Grade	Sp 21'	Sp 22'	Fall 22'
K	5	5	4
1	3	9	9
2	1	5	6
3	5	3	4
4	5	8	6
5	2	3	6
6	1	1	6

Grade	Sp 21'	Sp 22'	Fall 22'
7	0	0	3
8	3	3	1
9	0	4	2
10	3	1	2
11	2	2	1
12	3	2	2
Total	33	46	51

Participation Rate

100%*

*Two students arrived after testing window had closed

Interpreting the Data

1 ENTERING
2 BEGINNING
3 DEVELOPING
4 EXPANDING
5 BRIDGING
6 REACHING

Exit: 4.5
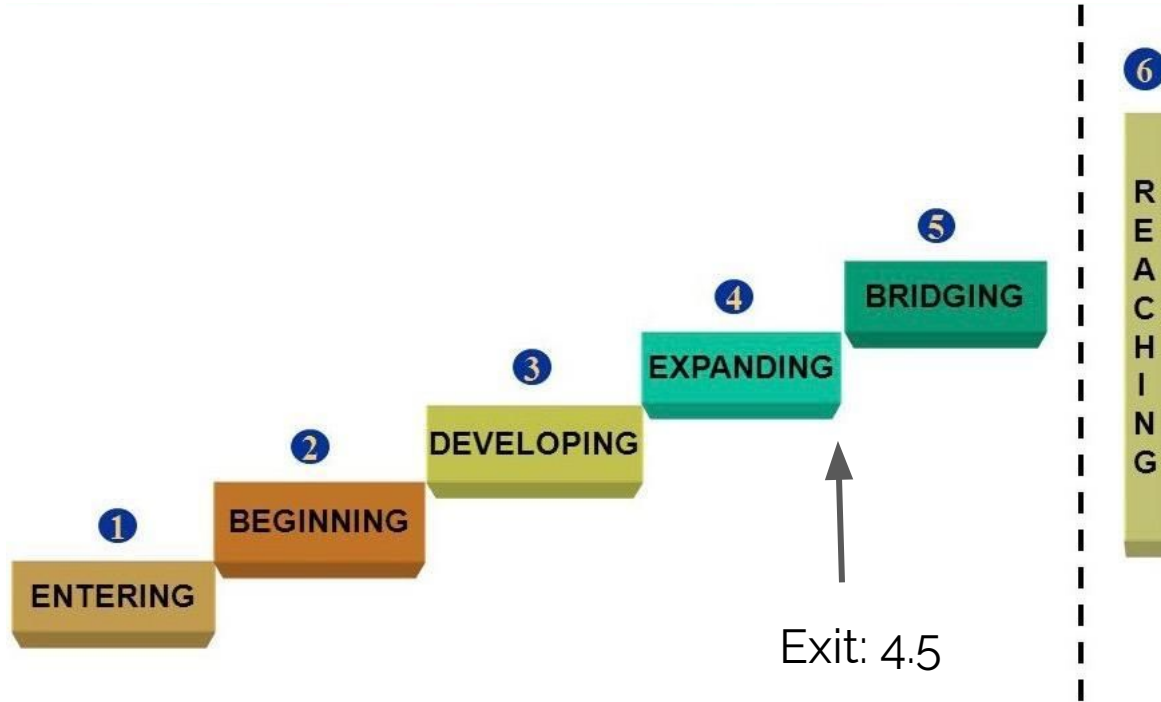
Score Distribution

Composite Score	# of students	% of Assessed
1-1.9	6	13.6%
2-2.9	10	22.7%
3-3.9	15	34.1%
4-4.4	5	11.4%
>4.5	8	18.2%

Interventions and Supports

- Double Block of ESL at Moss, EMS and MHS

- Creation of ELL Profiles
  - Background information
  - Can Do descriptors to guide instruction
  - Recommended Accommodations

- Ongoing professional development for ELL teacher
  - Focused on utilizing ACCESS data to drive instruction

- Trained 4 teachers in Sheltered Instruction Observation Protocols
  - Scheduled ELL students intentionally with trained staff members

- Trained administrators and school counselors

- Ongoing built in consultation with the ESL Teacher

- Ongoing content area teacher coaching with a Title III Consultant in SIOP strategies at CES

- Continuing to offer 10 hour SIOP Course for teachers to support ELLs in classroom

- ESSER Tutoring