WIDA CONSORTIUM **REPORT 2015**

A Letter from the Executive Director
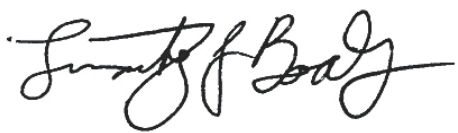
Dear Friends and Colleagues,

As I think back to the early days of WIDA, I am amazed at how much the Consortium has accomplished since moving to the Wisconsin Center for Education Research a decade ago. With your support and confidence, the Consortium has grown from just 3 state education agencies to 38. With your help, we have refined and expanded on WIDA language development standards, including the recent release of improved Can Do Descriptors focused on Key Uses of Academic Language. With your patience, we have entered into the realm of digital assessments.

Last year, I mentioned that the WIDA Consortium was in transition. The ASSETS grant was coming to completion, and we were in the process of developing ACCESS for ELLs 2.0. This was an exciting and challenging process, some of which is still underway.

In the past year, the Consortium has been busy with many new initiatives. These include exploring new ways of improving education for English language learners, major policy research, new professional learning opportunities, friendly and responsive client service, expanded family engagement resources, development of a new screener (coming soon), and a national conference that continues to grow and attract administrators and educators nationwide.

We are proud of all the Consortium has been able to accomplish, and we hope you'll enjoy reading about our combined achievements in this WIDA Consortium Report 2015. Much the same as in early days, I am encouraged and excited about our past work together and look ahead to a bright future for the WIDA Consortium. Thanks for all of your support and collaboration as we continue to move forward together.

Warmest Regards,

Tim Boals, Ph.D.
Executive Director, WIDA

WIDA Vision, Mission, and Values

Vision

To be the most trusted and valued resource in supporting the education of language learners.

Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

Values

- **Can Do Philosophy:** Recognizing and building upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.
- **Innovation:** Drawing upon research and practice to create the best resources for children, youth and educators.
- **Service:** Exceeding expectations with trusted and knowledgeable support of our clients and stakeholders.
- **Collaboration:** Facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide.

WIDA Leadership

Erin Arango-Escalante, Director of Client Relations & Early Years

Tim Boals, Ph.D., Executive Director

Mariana Castro, Ph.D., Director of Standards Department

Gary Cook, Ph.D., Director of Research

Jason Cooper, Chief Financial Officer & Chief Operations Officer

Elizabeth Cranley, Ph.D., Associate Director
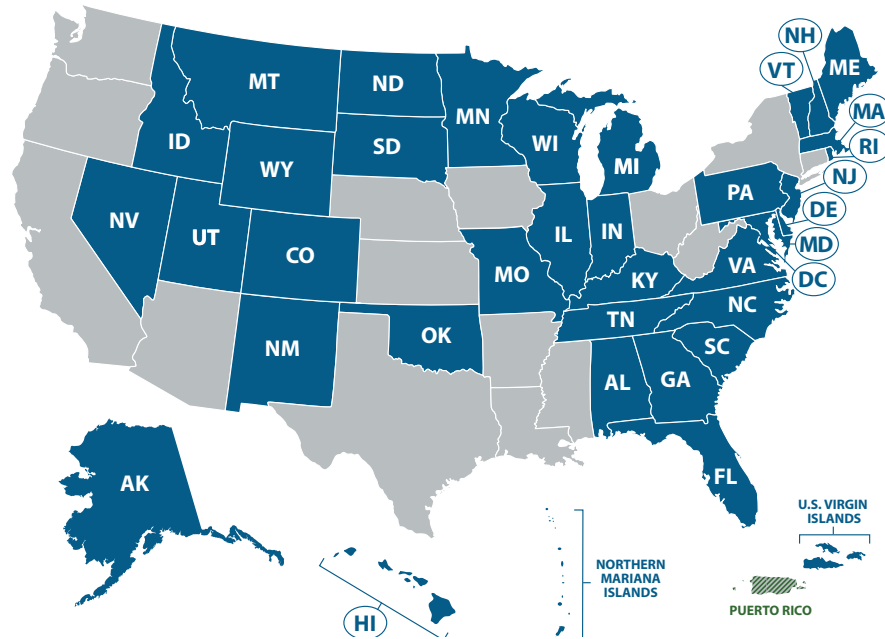
Margo Gottlieb, Ph.D., Lead Developer

Jesse Markow, Chief Strategy Officer

Christy Reveles, Ed.D, Director of Professional Learning

Merideth Trahan, Chief of Staff

Carsten Wilmes, Ph.D., Director of Assessment

Who is the WIDA Consortium?

Members of the WIDA Consortium are shown in blue. Puerto Rico has adopted the WIDA English Language Development Standards and the WIDA Spanish Language Development Standards but does not participate in other Consortium activities.

What Does WIDA Consortium Membership Include?

WIDA Standards

- English Language Development, including a Resource Guide, available free online or for purchase at a Consortium discount
- Spanish Language Development, including a Resource Guide, available free online or for purchase at a Consortium discount
- Early English Language Development, including a Resource Guide, available free online or for purchase at a Consortium discount
- Early Spanish Language Development, including a Resource Guide, available free online or for purchase at a Consortium discount

- Spanish Language Arts
- Can Do Descriptors, Original Edition, available online or for purchase at Consortium discount
- Can Do Descriptors, Key Uses Edition, available online or for purchase at Consortium discount

ACCESS for ELLs 2.0

- K–12 summative assessments by grade level cluster
- Score reports
- Psychometric services

W-APT

- Screener/placement instrument
- Online score calculator

Research

- Guidance on the application of ESSA requirements related to EL assessment, standards, and accountability.
- Topical reports on research findings relevant to EL policy, ELP assessment, or instruction of ELs in WIDA states.

Professional Learning

- Professional Learning based on the number of ELLs in a given state.
- Opportunities include workshops, academies, online learning, and blended learning

Consortium Activities

- Access to knowledge and skills of member SEAs
- Board meeting attendance as a voting member
- Expert advice from WIDA, CAL, and DRC
- Involvement in item writing and reviews
- Participation in quality control reviews
- Opportunities to serve on alignment studies
- Participation on committees and subcommittees (complete list of committee members can be found in Appendix D).

THE WIDA CONSORTIUM 2015 IN REVIEW

2015 Highlights

In 2015 the WIDA Consortium transitioned its online assessment, ACCESS for ELLs 2.0, from the developmental stage to operational delivery. Major transitions of this sort yield significant advantages, despite not always going as smoothly as anticipated. While the move to online assessments may be the most noticeable initiative, the Consortium engaged in many other efforts as well over the past year. Highlights include the following:

- **Can Do Descriptors, Key Uses Edition**—This new resource more closely aligns with college and career readiness standards while also focusing on communicative skills and the Key Uses of Recount, Explain, Argue, and Discuss.

- **WIDA Screener**—This instrument will help determine a student's ELL status in a timely fashion, as one of multiple measures to determine if a student qualifies for English language support services.

- **The WIDA Conference**—This has grown into a unique experience, delivering a variety of informative keynote addresses and session presentations for ELL educators and administrators nationwide. Interest and attendance increases each year.

- **Family Engagement Initiatives**—We are expanding our vision for family engagement as a way to promote student advocacy by supporting families' rights to engage meaningfully with educators about their children's academic language development and its relationship to academic achievement.

- **Major Research Support**—Continued support for education policies, including ELL definition; ELL growth, proficiency, and dropout rates; and language instruction educational programs.

- **Professional Learning Expansion**—Enhancement of professional learning workshops, webinars, academies, certification courses, eLearning resources, and WIDA for Teacher Education.

By all accounts, 2015 has been a pivotal year for the WIDA Consortium. The accomplishments described above are just part of a continuing effort to serve Consortium members and help students by supporting their positive can do spirit of learning. The pages that follow provide greater detail about specific WIDA Consortium programs and projects.

Standards

This year the WIDA Consortium engaged in multiple activities related to language development standards and stakeholder involvement.

Can Do Descriptors—Key Uses Edition

The drafts for Can Do Descriptors, Key Uses Edition for Grades K–12 were completed in 2015, leading to the final publication in February 2016. The new Can Do Descriptors were developed with teacher input from various states and in collaboration with multiple WIDA departments as well as with the Center for Applied Linguistics. This edition presents examples of what language learners can do at each English Language Proficiency Level 1–6 as they use language for the overarching communicative purposes of Recount, Explain, Argue, and Discuss. The grade level clusters correspond to those on ACCESS for ELLs 2.0.

Can Do Descriptors—Early Years

In 2015, the Early Years Can Do Descriptors draft was completed, leading to the final publication in February 2016. This is the very first edition of the Early Years Can Do Descriptors and so far exists only for English Language Development, with future plans to develop the Spanish Language Development edition. The Can Do Descriptors are organized around three overarching communicative purposes of developmentally appropriate language: Express Self, Recount, and Inquire. They correspond to three levels of language development in Early Years: Entering, Developing, and Bridging, and are organized around three levels of language development and three age-level bands.

Los Descriptores Podemos

In 2015, the drafts of the Can Do Descriptors for Spanish language development, Los Descriptores Podemos, for Grades K–12 were completed. This new resource is grouped by grade-level bands and highlights the key uses of academic Spanish language—Explain, Argue, Recount and Discuss. Los Descriptores Podemos can be used by educators working in bilingual programs supporting students who are developing academic Spanish. The final publications of Los Descriptores Podemos are scheduled to be released for the 2016–2017 school year.

Family Engagement Initiatives

In 2015, the WIDA Consortium continued to build on the family engagement initiatives that began in 2014. Our goal is to promote student advocacy by supporting families' rights to engage meaningfully with educators about their children's academic language development and its relationship to academic achievement. The mission in the area of family engagement is to design, enhance, develop, and disseminate tools which (1) are grounded in research, (2) help families advocate for their children, and (3) support meaningful two-way communication between families and educators about language development and its relationship to academic achievement.

Assessment

ACCESS for ELLs 2.0

As part of the ASSETS Enhanced Assessment Grant (EAG), the WIDA Consortium and multiple project partners continued to develop a next generation English Language Proficiency assessment system to replace the paper-based version of ACCESS for ELLs. ACCESS for ELLs 2.0 includes an online, secure annual summative assessment of the developing social and academic English language proficiency of ELLs in Grades 1–12. It also includes a paper-based test for districts not yet ready to administer the online test, or for students who are unable to test online, in accordance with policies each state has set. Kindergarten and Alternate ACCESS are not part of the grant and will remain paper-based assessments for the near future.

Along with our test development partner, Center for Applied Linguistics (CAL), we worked with SEAs over the summer to review the final online and paper-based test forms for ACCESS for ELLs 2.0. After forms review, CAL and WIDA staff made final revisions to the test content, and then WIDA and our test delivery partner, Digital Recognition Corporation (DRC), performed quality assurance checks on the assessment. Training materials, including the Test Administration Manuals, the WIDA Training Course, and the AMS User Guides, were finalized and released in the fall. Operational testing of ACCESS for ELLs 2.0 began in December of 2015, and concluded in June, 2016.

Test development for items that will appear on ACCESS for ELLs 2.0 in 2016–2017 (Series 401) and 2017–2018 (Series 402) continued. Series 401 Reading and Speaking test items were field tested as embedded test items this year, while Series 401 Writing tasks were field tested in Florida and Hawaii. Series 402 items underwent reviews by the Bias/Sensitivity Panel and Content Review Panel.

See Appendix A: Assessment Snapshot to see details about the number of students who took ACCESS for ELLs and Alternate ACCESS for ELLs in each state in 2014–2015.

WIDA Screener

The WIDA Screener was also developed as part of the ASSETS EAG. The WIDA Screener is a secure, on-demand assessment that meets federal requirements as an instrument to help determine a student's ELL status in a timely fashion. It can serve as one of multiple measures to determine if a student is an English language learner qualified for language support services. The WIDA Screener is for Grades 1-12 and will be offered in two formats: online and paper-based. The formats are comparable and will provide domain and composite English language proficiency levels, reported as an integer. The WIDA Screener is locally scored, so WIDA and our partners, CAL and DRC, have developed new Speaking and Writing rater training materials, all to be contained within the WIDA Screener Training Course on the WIDA website.

A paper version of the WIDA Screener was piloted with several educators and students in March 2016, and will be finalized for release in 2016. This version will include materials that must be printed locally and materials that must be purchased from the WIDA Store. The online version of the WIDA Screener will be free for WIDA Consortium members and released later in 2016. The W-APT (WIDA-ACCESS Placement Test) will still be available through the end of the 2016–2017 school year.

WIDA MODEL

During 2015–2016, WIDA and MetriTech completed the work on digitizing WIDA MODEL for Grades 1–12. WIDA MODEL Online for Grades 1–12 is currently available for sale on the WIDA Store for both domestic Consortium and non-Consortium members, as well as international schools who are part of the WIDA International School Consortium (WISC). We have digitized the existing paper-based WIDA MODEL test forms to include an online test platform for students to take the test. There is also an online administrator interface for managing student data, test sessions, scoring, and reporting. All grades now include an additional writing task that allows for some variety in content when students take MODEL each year. The updates to the assessment are meant to ease administration tasks, allow for larger group administrations of Listening, Writing, and Reading tests, and eliminate the need for printed materials. The test items are the same as paper-based WIDA MODEL.

Professional Learning

The WIDA Professional Learning department provides facilitated learning opportunities to teachers, administrators and other stakeholders in a variety of topics. See Appendix B: Professional Learning Delivered in 2015 to see a state-by-state description of our offerings in 2015.

New Professional Learning Offerings

In 2015, the Professional Learning team engaged in a process of continuous improvement to expand and enhance workshop offerings. As a result of this process, several of the workshops in the Standards Series have been refreshed with new learning objectives and activities. Additionally, the Facilitators' Retreat (formerly known as Standards Training-of-Trainers) was enhanced to offer three different levels of post-workshop support, each including access to an online support site. Finally, the Data Analysis: Focus on Schools & Districts workshop was revised to include WIDA ACCESS for ELLs Growth Reports. New workshop offerings included Engaging English Language Learners in Science Practices, Administering the ACCESS 2.0 Assessment, and Learning Extensions.

Webinars

WIDA webinar offerings provide opportunities for educators to build their awareness of a topic or WIDA resource. Similar to workshops, webinar offerings are designed in collaboration with the host (school, district, regional, or state education agency).

Academies

Academies are three- to five-day offerings that allow K–12 educators to explore further WIDA resources. Designed for 25–30 participants, they provide ample opportunities for discussion and application. Academies are offered throughout the year in different regions.

Professional Certification

In 2015, the WIDA Professional Certification for Trainers was held from August 3–7. This institute certifies participants to deliver training on various WIDA workshop topics within their district, state, or as an independent consultant.

CLIMBS and LADDER

CLIMBS continues to be an important program for WIDA. For example, in August 2015, WIDA partnered with the Nevada Department of Education to offer a CLIMBS (Content and Language as a Means of Bridging Success) Training-of-Trainers Institute. Additionally, there were two districts in Missouri who continued to offer the CLIMBS Courses following a 2014 initiative by the Missouri Department of Education's Migrant Education and English Language Learners Department.

A highly specialized program, LADDER aims to build the capacity of district-based ELL specialists and school-based leadership teams to use data to improve programming and instruction for ELLs. This year saw the continuation of initiatives like the one supported by the Colorado Department of Education's Office of English Language Development. In addition, Charlotte-Mecklenburg Schools in North Carolina began implementing LADDER in 2015 and will continue through the 2015–16 school year.

WIDA for Teacher Education

WIDA for Teacher Education is a membership program for higher education faculty and instructors preparing pre-service teachers for linguistically and culturally diverse classrooms. Members receive one year of web-based access to a variety of resources from annotated references, readings, student vignettes, activities, videos, and more. Membership also includes discounted registration for the WIDA National Conference and the opportunity to join virtual meetings with other members, WIDA staff, and invited guests.

Online Learning

In 2015, WIDA's Taking Action for ELLs: Foundational Concepts online learning module went live. This module is designed to provide engaging learning opportunities anytime, anywhere. Through this module, educators with a beginning level of awareness of WIDA and English language development build their awareness of ELLs, explore the WIDA ELD Standards Framework, and take action in their classrooms.

Local educators, coaches, administrators, or professional learning facilitators are encouraged to develop collaborative activities to enhance and reinforce the ideas and practices presented in the module.

Research

The WIDA Research team works to serve and support English language learners and their communities by informing national policy, enhancing assessment practices, and contributing to the resources available to educators. Some of the team's work is supported by grants from external funding sources such as the Institute for Education Sciences and the National Science Foundation. For a list of all WIDA publications in 2015, see Appendix C: WIDA Publications.

American Indian ELL Research

In 2015 work continued on the American Indian ELL Research Initiative to support the creation of an alliance to provide an avenue through which American Indian (AI) representatives can come together with SEAs, researchers, and other stakeholders to frame a research agenda, develop research proposals, and oversee research projects for AI ELLs.

Forum for Research on Academic Spanish and English

The Forum for Research on Academic Spanish and English (FRASE) group continued meeting in 2015. This group is comprised of invited experts in ELL-related research, policy, and education from across the United States. As part of this ongoing work, members of FRASE serve as consultants to one another on problems of practice, meeting online via WebEx.

Growth to Target Projects

In 2015 the Research Team worked with several states on Growth to Target projects. Growth to Target is a growth model incorporating three factors in calculating growth: 1) the student's starting proficiency level (and scale score), 2) the time-frame (in yearly increments) an SEA deems adequate for students to reach English proficiency, and 3) the ACCESS level representing English proficiency.

Professional Development Research Project

In 2015, WIDA researchers concluded a two-year professional development project at a local middle school. The purpose of the project was to use observation, interviews, and recordings of professional development sessions to explore the learning of mainstream teachers about ELLs. WIDA researchers are analyzing the data to understand processes of teacher learning and inform WIDA offerings of for long-term professional development.

Policy Issues

In 2015 WIDA researchers conducted several studies related to policy issues. WIDA researchers collaborated with the Council of Chief State Schools Officers and WestEd on the EL Definition project, which supports the move toward a common definition of English learners, resulting in the final publication of guidance documents, Moving toward a More Common Definition of English Learner, (Linquanti, Cook, Bailey, & MacDonald, 2016).

High-Flying Districts

The High-Flying Districts project examined ELL growth using district-averaged Composite Scale Score Gains for the time span of 2009-2014, for the two-fold objective of (1) identifying consistent and relatively faster (High-Flying districts; HFDs) and slower (Low-Cruising districts; LCDs) growing districts within WIDA, and (2) finding common and contrasting characteristics among and between these HFDs and LCDs that potentially underlie their performance in ELL growth. An IES grant was submitted to seek funding for implementing a qualitative study within identified "exceptional" districts to explore why EL students in these district perform as they do.

Correlational Analysis of ELL Growth Study

The Correlational Analysis of ELL Growth study compared the magnitude of across-year district-level correlations using different measures of growth to assess across-time stability of district performance. Among those examined were Student Growth Percentiles (SGPs), Proficiency Level Gains (PLGs) and Scale Score Gains (SSGs).

Proficiency and Dropout Rates Study

Work began on the Proficiency and Dropout Rates study which provides a preliminary look at proficiency attainment and dropout rates. These rates are analyzed by annual cohorts for the period of 2008-2014, using Composite Proficiency Levels from the ACCESS for ELLs dataset to highlight some of the data quality and measurement issues.

Language Instruction Educational Programs Project

Work continued on the Language Instruction Educational Programs (LIEP) project to develop a new classification system for language instruction programs. The aim of the project is to develop a more consistent set of LIEP definitions and a clearer, more useful classification system than currently exists.

Psychometric Analysis

In 2015 a psychometrician joined the Research Team to oversee the psychometric analyses of ACCESS and advise WIDA assessment leadership about the validity of WIDA assessments.

WIDA Data Dashboard

The WIDA Data Dashboard is used by WIDA researchers, staff members, and WIDA Consortium member state educational agencies to view aggregated analytical information. In 2015 new software was launched which improves the usability and capabilities of the dashboard.

Other Grant-Funded Activities

Alone, or in collaboration with others, WIDA researchers participate in several grant-funded projects, including the National Science Foundation project, "EAGER Proposal for a Teacher's Guide to the Mathematics and Science Resources of the ELPD Framework," the American Institutes for Research federal grant to create a Title III Peer Review Guidance document supporting the review of states' Title I and III required ELP standards, assessments and accountability systems, and support through data analysis for UCLA's Dynamic Language Learning Progressions research study.

Client Services

The WIDA Client Services Center answers questions about WIDA products and services. This year the department enhanced its commitment to client service by increasing the number of staff and the hours in which they provide support for greater convenience to clients.

In 2015 the WIDA Client Services Center served more Consortium members than ever before. They fielded questions that spanned a wide variety of topics, from traditional inquiries that come up every year, to new inquiries that were encountered for the first time in 2015.

In all, the team responded to more than 23,000 phone calls and over 16,000 email messages from educators in member states to ensure their needs are being met.

WIDA Consortium Revenue Distribution

Revenue paid to the WIDA Consortium is applied to fulfilling the needs of the Consortium members, educators, and students. Revenue supports the research, development, and operations for the Consortium, as shown below.
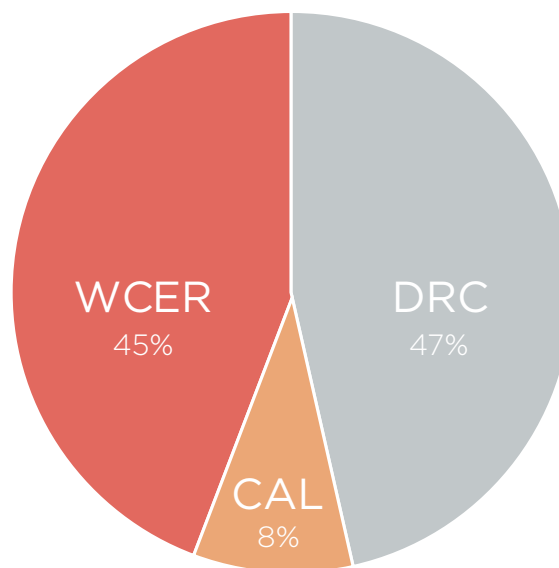
The services provided include the following:

WCER—Wisconsin Center for Education Research
- Administration
- Assessment
- Consortium Management
- Outreach
- Professional Development
- Research
- Standards Development

CAL—Center for Applied Linguistics
- Psychometrics
- Test Item Development
- Assessment Research

DRC—Digital Recognition Corporation
- Printing
- Distribution
- Scoring
- Reporting

Other WIDA Work of Interest to the Consortium

WIDA Early Years

Through partnerships, WIDA Early Years supports language development for culturally and linguistically diverse children through high-quality research, standards, assessments, and professional learning resources and opportunities. During 2015, WIDA Early Years partnered with six states: Delaware, Georgia, Maryland, Massachusetts, Nevada, and Wisconsin. When partnering with state agencies WIDA Early Years focuses on planning and evaluation. These efforts include on-site state leadership planning meetings and statewide stakeholder meetings prior to and throughout the partnership.

In 2015, WIDA developed the Early English Language Development (E-SLD) Standards and the Early Spanish Language Development (E-SLD) Standards. The WIDA E-SLD Standards were developed by WIDA in collaboration with the Illinois State Board of Education (ISBE) Division of English Language Learning in support of the Illinois Transitional Bilingual Education program. The WIDA E-SLD Standards are a product of the Spanish Academic Language Standards and Assessment (SALSA) project for which ISBE obtained a 2009 U.S. Department of Education Enhanced Assessment Grant Award.

WIDA International Schools

The WIDA International Schools Consortium (WISC) is a network of international schools that use WIDA's research-based standards and assessments. WISC is for international schools who want to meet the needs of their English language learners (ELLs) with the leading standards and assessments for K–12 ELLs. This network is managed by WIDA's non-profit partner, the Wisconsin Center for Education Products and Services (WCEPS), and provides support across the spectrum of international school needs. International schools use WIDA MODEL as a screener, placement test or summative assessment for ELLs. In addition, some international schools use WIDA MODEL results as part of the admissions process.

Appendix A: Assessment Snapshot

Number of Students Tested by State, 2014–2015 Testing Cycle

The table below provides a state-by-state breakdown of the number of English language learners who participated in ACCESS for ELLs testing during 2014–15.

State	ELLs Tested
Alabama	19,250
Alaska	15,101
Colorado	106,227
Delaware	8,950
District of Columbia	6,319
Georgia	98,999
Hawaii	14,974
Illinois	188,775
Indiana	61,018
Kentucky	21,325
Maine	5,081
Maryland	61,930
Massachusetts	78,849
Michigan	87,838
Minnesota	70,884
Mississippi	9,109
Missouri	29,453
Montana	3,192
Nevada	74,731

State	ELLs Tested
New Hampshire	4,154
New Jersey	66,271
New Mexico	52,865
North Carolina	98,577
North Dakota	3,451
Northern Mariana Islands	1,360
Oklahoma	45,160
Pennsylvania	51,727
Rhode Island	10,151
South Carolina	42,768
South Dakota	4,642
Tennessee	37,163
Utah	38,222
Vermont	1,499
Virginia	98,173
Wisconsin	47,880
Wyoming	2,762
Total Students Tested	1,568,830

ACCESS for ELLs Results by Grade Level Cluster, 2014-2015 Testing Cycle

The series of tables below provide a breakdown of the number and percentage of English language learners for each of the grade level clusters for ACCESS for ELLs test administration.

ACCESS for ELLs Results: Kindergarten		
WIDA Proficiency Level	Student Count	Percentage of Total
1 (1.0 -1.9)	112,350	51.33
2 (2.0 -2.9)	34,939	15.96
3 (3.0 - 3.9)	32,748	14.96
4 (4.0 - 4.9)	22,475	10.27
5 (5.0 - 5.9)	13,637	6.23
6 (6.0)	1,962	0.90
Total: Kindergarten	218,883	13.95

ACCESS for ELLs Results: Grades 1 - 2		
WIDA Proficiency Level	Student Count	Percentage of Total
1 (1.0 -1.9)	14,097	3.21
2 (2.0 -2.9)	62,886	14.31
3 (3.0 - 3.9)	205,367	46.72
4 (4.0 - 4.9)	112,933	25.69
5 (5.0 - 5.9)	36,424	8.29
6 (6.0)	6,213	1.41
Total: Grades 1–2	439,568	28.02

ACCESS for ELLs Results: Grades 3 – 5		
WIDA Proficiency Level	Student Count	Percentage of Total
1 (1.0 -1.9)	9,287	2.22
2 (2.0 -2.9)	23,087	5.51
3 (3.0 - 3.9)	70,377	16.79
4 (4.0 - 4.9)	150,556	35.92
5 (5.0 - 5.9)	119,171	28.43
6 (6.0)	44,730	10.67
Total: Grades 3–5	419,132	26.72

ACCESS for ELLs Results: Grades 6 - 8		
WIDA Proficiency Level	Student Count	Percentage of Total
1 (1.0 -1.9)	13,178	5.24
2 (2.0 -2.9)	27,690	11.01
3 (3.0 - 3.9)	73,836	29.35
4 (4.0 - 4.9)	93,456	37.15
5 (5.0 - 5.9)	36,367	14.46
6 (6.0)	4,918	1.96
Total: Grades 6 – 8	251,540	16.03

ACCESS for ELLs Results: Grades 9 - 12		
WIDA Proficiency Level	Student Count	Percentage of Total
1 (1.0 -1.9)	17,781	7.42
2 (2.0 -2.9)	33,017	13.77
3 (3.0 - 3.9)	49,604	20.69
4 (4.0 - 4.9)	62,641	26.13
5 (5.0 - 5.9)	50,577	21.10
6 (6.0)	19,255	8.03
Total: Grades 9 - 12	239,727	15.28

Alternate ACCESS for ELLs, 2014–2015 Testing Cycle

Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in Grades 1 –12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. The following tables provide information regarding English language learners in WIDA states who participated in the Alternate ACCESS for ELLs assessment in 2014–15.

| Alternate ACCESS for ELLs Participation 2014–2015						
	Composite Proficiency Level					
Grade	NA	A1	A2	A3	P1	P2
1	11%	22%	15%	26%	21%	6%
2	9%	22%	8%	20%	27%	14%
3	9%	18%	7%	27%	20%	20%
4	4%	15%	8%	18%	25%	30%
5	10%	12%	5%	17%	27%	28%
6	9%	19%	4%	22%	18%	29%
7	7%	19%	7%	17%	19%	31%
8	8%	20%	9%	22%	18%	23%
9	3%	32%	16%	16%	23%	10%
10	9%	39%	9%	11%	16%	16%
11	2%	29%	10%	26%	17%	17%
12	5%	37%	5%	24%	15%	14%
Grand Total	7%	24%	8%	20%	20%	21%

Alternate ACCESS for ELLs Results by Grade Level Cluster, 2014–2015 Testing Cycle

Alternate ACCESS for ELLs Results 2014-2015 Testing Cycle					
State	Grades 1-2	Grades 3-5	Grades 6-8	Grades 9-12	Student Totals
Alabama	63	64	47	45	219
Alaska	--	--	--	--	120
Colorado	211	327	342	321	1201
Delaware	--	--	--	--	84
District of Columbia	--	--	--	--	83
Georgia	175	236	153	84	648
Hawaii	18	42	29	50	139
Illinois	612	805	612	665	2694
Indiana	135	238	202	208	783
Kentucky	25	63	54	20	162
Maine	--	--	--	--	46
Maryland	37	55	50	42	184
Massachusetts	200	343	306	371	1220
Michigan	136	255	231	188	810
Minnesota	143	241	162	137	683
Mississippi	--	--	--	--	59
Missouri					--
Montana	--	--	--	--	--
Nevada	148	366	292	290	1096
New Hampshire	--	--	--	--	18
New Jersey	30	40	37	31	138
New Mexico	72	194	188	209	663
North Carolina	172	229	210	170	781
North Dakota	--	--	--	--	29
Northern Mariana Islands					--
Oklahoma	71	123	97	75	366
Pennsylvania	152	326	281	298	1057
Rhode Island	--	--	--	--	47
South Carolina	78	103	71	56	308
South Dakota	--	--	--	--	61
Tennessee	--	--	--	--	138
Utah	89	107	110	110	416
Vermont	--	--	--	--	22
Virginia	329	452	307	340	1428
Wisconsin	80	127	122	158	487
Wyoming	--	--	--	--	32
Totals	3058	4978	4114	4081	16,231

Dashes represent cells with insufficient data to report publicly.

Density of ELLs in District, 2014–2015 Testing Cycle

The table and chart below provide information representing the density of English language learners in school districts across all WIDA states for 2014-15.
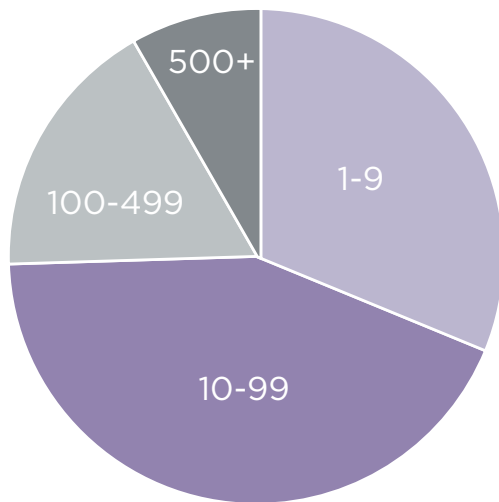
Density of ELLs in Districts 2014–2015		
Number of ELLs	Number of Districts	Percentage of Total
1–9	2000	31.52
10–99	2716	42.81
100–499	1114	17.56
500+	515	8.11

Program Delivery Types, 2014–2015 Testing Cycle

This table provides collective information from all states regarding the Program Delivery types as reported for the ACCESS for ELLs Assessment.

Program Delivery Types, 2014–2015 Testing Cycle		
Program Name	Students	Percentage of Total
No program enrolled / Missing program information	1,048,980	66.86
Sheltered English instruction	176,786	11.27
Content-based ESL	188,753	12.03
Pullout individualized support	122,003	7.77
Pullout ESL	117,847	7.51
Transitional bilingual	107,232	6.83
Structured English immersion	97,561	6.22
Inclusionary support	84,959	5.41
Self-contained	88,253	5.63
Developmental bilingual	18,071	1.15
No additional services	13,164	0.84
Content area tutoring	12,193	0.78
Dual language	12,429	0.79
Parental refusal	7,988	0.51
Heritage language	1,895	0.12

20 Most Frequently Reported Home Languages, 2014–2015 Testing Cycle

This table represents the 20 most frequently used home languages across all WIDA states as reported for ACCESS for ELLs testing during 2014–15.

20 Most Frequently Reported Home Languages, 2014–2015 Testing Cycle	
Language	Number
Spanish; Castilian	880,275
Arabic	32,752
Chinese	23,960
Hmong; Mong	21,691
English	21,279
Vietnamese	19,285
Somali	18,097
Other	10,285
Portuguese	10,077
Russian	9,505
French	9,148
Korean	8,660
Sino-Tibetan languages	7,764
Urdu	7,697
Nepali	7,203
Polish	7,130
Navajo; Navaho	6,490
Haitian; Haitian Creole	6,341
Amharic	5,971
Gujarati	5,507

Appendix B: Professional Learning in 2015

Professional Learning by State
January–December 2015

Alabama
SEA-Sponsored
Standards-Based Lesson Planning for ELLs
Data Analysis: Focus on Schools and Districts
ACCESS for ELLs 2.0

Colorado
SEA-Sponsored
Formative Language Assessment
ELD Standards in Action: Collaboration
ACCESS for ELLs 2.0
ACCESS for ELLs 2.0 Q&A Webinar
ACCESS for ELLs 2.0 Q&A Webinar
LEA-Sponsored
ELD Standards in Action: Unit Planning
Commonwealth of the Northern Mariana Islands

Delaware
SEA-Sponsored
Academic Language Webinar
Dynamic Differentiation Webinar
Data Analysis: Focus on Schools & Districts

Florida
SEA-Sponsored
Introduction to the ELD Framework
Facilitators' Retreat
Introduction to the ELD Framework Webinar
LEA-Sponsored
Spanish Language Development Facilitators'
Retreat

Georgia
SEA-Sponsored
Alternate ACCESS for ELLs Score Report
Interpretation Q&A Webinar
ACCESS for ELLs 2.0 Score Report
Interpretation Q&A Webinar
Facilitators' Retreat
Alternate ACCESS Administration Q&A
Webinar
ACCESS for ELLs 2.0 Q&A Webinar for Test
Coordinators and Test Administrators
Introduction to the ELD Framework
Dynamic Differentiation
ELD Standards in Action: Collaboration
Learning in Action: Classroom Application
Extension Webinar
Data Analysis: Focus on Classrooms
LEA-Sponsored
Facilitator's Retreat

Hawaii
SEA-Sponsored
ACCESS for ELLs 2.0 Score Reports
Interpretation Q&A Webinar
Dynamic Differentiation
Introduction to the ELD Framework
Data Analysis: Focus on Schools & Districts
LEA-Sponsored
ELD Standards in Action: Collaboration
Standards-Based Lesson Planning for ELLs
Introduction to the ELD Framework
Dynamic Differentiation
Facilitators' Retreat

Idaho
SEA-Sponsored
Introduction to the ELD Framework Webinar
Dynamic Differentiation Webinar
Academic Language Webinar
Alternate ACCESS for ELLs Q&A Webinar

Illinois
SEA-Sponsored
ACCESS for ELLs 2.0 Score Reports for Instruction
ELD Standards in Action: Unit Planning
Dynamic Differentiation
Formative Language Assessment
Facilitators' Retreat
LEA-Sponsored
Introduction to the SLD Standards
Introduction to the ELD Framework

Indiana
SEA-Sponsored
Facilitators' Retreat
ACCESS for ELLs 2.0 Score Reports for Instruction
Data Analysis: Focus on Classrooms
Dynamic Differentiation
ELD Standards in Action: Unit Planning

Kentucky
SEA-Sponsored
Dynamic Differentiation
Standards-Based Lesson Planning for ELLs
Learning in Action: Classroom Application Extension Webinar
Learning in Action for Teacher Leaders Extension Webinar

Maine
SEA-Sponsored
Dynamic Differentiation
Engaging English Language Learners in Science
Introduction to the ELD Framework Webinar
ACCESS for ELLs 2.0
LEA-Sponsored
Dynamic Differentiation

Maryland
SEA-Sponsored
Dynamic Differentiation
Standards-Based Lesson Planning for ELLs
Introduction to the ELD Framework
Formative Language Assessment
Formative Language Assessment Q&A Webinar
ACCESS for ELLs 2.0 Q&A Webinar

LEA-Sponsored
Standards-Based Lesson Planning for ELLs

Massachusetts
SEA-Sponsored
Workshop Series: Intro to ELD Standards, Differentiation, FLA (customized)
ACCESS for ELLs 2.0 DRC Technology & Systems Overview Webinar
Facilitators' Retreat
Introduction to Standards for Administrators (customized)
Data Analysis: Focus on Schools & Districts
LEA-Sponsored
ACCESS for ELLs 2.0 Score Reports for Instruction
Blended Series: Introduction to the ELD Framework, Content & Language Objectives
Working with the ELD Framework (customized)

Michigan
SEA-Sponsored
ELD Standards in Action: Collaboration
ACCESS for ELLs Score Reports for Instruction
Standards-Based Lesson Planning for ELLs
Data Analysis: Focus on Schools and Districts
ACCESS for ELLs 2.0
ACCESS for ELLs 2.0 Q&A Webinar
Introduction to the ELD Framework
ELD Standards in Action: Unit Planning
Formative Language Assessment

Minnesota
SEA-Sponsored
ACCESS for ELLs 2.0
Alternate ACCESS for ELLs
Standards-Based Lesson Planning for ELLs
Data Analysis: Focus on Schools & Districts
ACCESS for ELLs 2.0
ACCESS for ELLs 2.0 DRC Technology & Systems Overview Webinar
LEA-Sponsored
Data Analysis: Focus on Schools and Districts

Missouri
SEA-Sponsored
Dynamic Differentiation
ELD Standards in Action: Collaboration
LEA-Sponsored
Data Analysis: Focus on Classrooms

Montana
SEA-Sponsored
ELD Standards in Action: Unit Planning
Standards-Based Lesson Planning for ELLs

Nevada
SEA-Sponsored
Facilitators' Retreat
Dynamic Differentiation
Formative Language Assessment
Learning in Action: WIDA Tools Exploration
Extension Webinar
ELD Standards in Action: Collaboration
Collaboration Q&A Webinar
Data Analysis: Focus on Schools & Districts

New Hampshire
SEA-Sponsored
ELD Standards in Action: Unit Planning
Data Analysis: Focus on Classrooms
ACCESS for ELLs 2.0
Dynamic Differentiation
ACCESS for ELLs 2.0 DRC Technology &
Systems Overview Webinar

New Jersey
SEA-Sponsored
Formative Language Assessment
Dynamic Differentiation
ELD Standards in Action: Collaboration
ACCESS for ELLs 2.0 Q&A Webinar
Data Analysis: Focus on Schools and Districts

New Mexico
SEA-Sponsored
Dynamic Differentiation
ELD Standards in Action: Collaboration
Data Analysis: Focus on Schools and Districts

Dynamic Differentiation
Data Analysis: Focus on Classrooms
Introduction to the SLD Standards

North Carolina
SEA-Sponsored
ACCESS for ELLs 2.0 DRC Technology &
Systems Overview Webinar
ACCESS for ELLs 2.0
Introduction to the ELD Framework
Dynamic Differentiation
ACCESS for ELLs 2.0 Score Reports for
Instruction
Data Analysis: Focus on Classrooms

North Dakota
SEA-Sponsored
Introduction to the ELD Framework
WIDA MODEL
Data Analysis: Focus on School and Districts

Oklahoma
SEA-Sponsored
Facilitators' Retreat
Dynamic Differentiation
ELD Standards in Action: Collaboration

Pennsylvania
SEA-Sponsored
ELD Standards in Action: Unit Planning
Facilitators' Retreat
Data Analysis: Focus on Schools & Districts
Dynamic Differentiation
Formative Language Assessment
ELD Standards in Action: Collaboration
ACCESS for ELLs 2.0 Q&A Webinar

Rhode Island
SEA-Sponsored
Standards-Based Lesson Planning for ELLs
Formative Language Assessment
Dynamic Differentiation
Introduction to the Spanish Language
Development Standards
ACCESS for ELLs 2.0

South Carolina
SEA-Sponsored
Introduction to the ELD Framework
ACCESS 2.0 Q&A Webinar

South Dakota
SEA-Sponsored
Data Analysis: Focus on Schools and Districts

Tennessee
SEA-Sponsored
ACCESS for ELLs 2.0 Score Report
Interpretation
Introduction to the ELD Framework Webinar
Standards-Based Lesson Planning for ELLs
ACCESS for ELLs 2.0

Utah
SEA-Sponsored
Dynamic Differentiation
Facilitators' Retreat
Alternate ACCESS for ELLs
ACCESS for ELLs. 2.0

Vermont
SEA-Sponsored
Standards-Based Lesson Planning for ELLs

Virginia
SEA-Sponsored
ACCESS for ELLs 2.0
Introduction to the ELD Framework

Dynamic Differentiation
Standards-Based Lesson Planning for ELLs
LEA-Sponsored
Complementary Strands

Washington, DC
SEA-Sponsored
Introduction to the ELD Framework Webinar
ACCESS for ELLs 2.0 Q&A Webinar
Academic Language Webinar
Dynamic Differentiation Webinar
Dynamic Differentiation
Standards-Based Lesson Planning for ELLs
Data Analysis: Focus on Schools and Districts

Wisconsin
SEA-Sponsored
Standards-Based Lesson Planning for ELLs
Dynamic Differentiation
ELD Standards in Action: Unit Planning
ELD Standards in Action: Collaboration
ACCESS for ELLs 2.0

Wyoming
SEA-Sponsored
Formative Language Assessment
Facilitators' Retreat
ELD Standards in Action: Collaboration
Dynamic Differentiation
Learning in Action: Classroom Application
Extension Webinar

2015 Academy Offerings

Collaborating to Meet the Needs of ELLs
Salt Lake City, UT
January 28–30, 2015

**Creating Language-Focused College & Career
Readiness Units**
Denver, CO
April 8–10, 2015

Standards-Based Lesson Planning for ELLs
Orlando, FL
December 10–12, 2015

**Engaging Language Learners in Science
Practices**
Orlando, FL
December 10–12, 2015

Appendix C: WIDA Publications

Assessment Publications and Presentations

Bishop, K. L. (2015). Empirical analysis of validation of theoretical framework of English language assessment, Paper presented at the meeting of World Educational Research Association (WERA), Budapest, Hungary.

Brown, C. L., & Bishop, K. L. (2015). Meta-analysis: Building theory through relationship between content-based instruction and grammar accuracy, Poster presented at the meeting of American Educational Research Association (AERA), Chicago, IL.

Kim, A., Park, A., & Lust, B. (2016). Simultaneous vs. successive bilingualism among preschool-aged children: A study of four-year-old Korean-English bilinguals in the U.S. *International Journal of Bilingualism and Bilingual Education.* In press.

Kim, A. A., Kondo, A., & Castro, M. (2016). *Examining preschool-aged dual language learners' language use: From a functional approach* (WCER Working Paper No. 2016-1). Retrieved from University of Wisconsin– Madison, Wisconsin Center for Education Research website: http://www.wcer.wisc.edu/publications/workingpapers/papers.php

Kim, A., Chapman, M., & Wilmes, C. (2015, October). *Development of the new Individual Student Report for WIDA ACCESS for ELLs.* Poster presented at the meeting of the East Coast Organization of Language Testers (ECOLT), New York, NY.

Kemp, J., & MacGregor, D. (2015, March). *WIDA PODER: Spanish language assessment system.* Poster presented at the Research, Policy and Practice Conference at the School District of Philadelphia.

Accessibility and Accommodations Publications

Olsen, P., Shafer Willner, L., Wilmes, C., & Reichert, A. (2015). Practical approaches for leveraging English language proficiency assessment data. Presentation at the NCES STATS-DC Conference, Washington, DC. Available: http://ies.ed.gov/whatsnew/conferences/?id=1347

Shafer Willner, L. (2015). Preview of WIDA ACCESS for ELLs 2.0 accessibility/accommodation framework. Presentation at the Council of Chief State School Officers (CCSSO) Winter ASES SCASS Meeting. Austin, TX.

Research Team 2015 Publications

Cook, H. G., & Linquanti, R. (2015). *Strengthening policies and practices for the initial classification of English learners: insights from a national working session.* Washington, DC: Council of Chief State School Officers (CCSSO). Retrieved from http://www.ccsso.org/Documents/EL Classification Working Paper_FINAL_01 26 2015.pdf

Linquanti, R., & Cook, H. G. (2015). Re-examining reclassification: Guidance from a national working session on policies and practices for exiting students from English learner status. Washington, DC: Council of Chief State School Officers (CCSSO). Retrieved from http://www.ccsso.org/Documents/EL%20Reclassification%20Working%20Paper_11%2005%2015%20Final.pdf

MacDonald, R., & Molle, D. (2015).Creating meaning through key practices in English language arts: Integrating practice, content, and language. In L. de Oliveira, M. Klassen, & M. Maune (Eds.), *The Common Core Standards in English language arts for English language learners: Grades 6-12* (pp. 39-52). Alexandria, VA: TESOL International.

MacDonald, R., Boals, T., Castro, M., Cook, H. G., Lundberg, T., & White, P. A. (2015). *Formative language assessment for English learners: A four-step process.* Portsmouth, NH: Heinemann.

Miller, E., & MacDonald, R. (2015). Rethinking language goals in science: Can three-dimensional learning allow us to shift our thinking around science learning and language goals? *Colorín Colorado, Article 63672.* Retrieved from http://www.colorincolorado.org/article/63672/

Molle, D. (2015). Academic language and academic literacies: Mapping a relationship. In D. Molle, E. Sato, T. Boals, & C. A. Hedgspeth (Eds.), *Multilingual learners and academic literacies: Sociocultural contexts of literacy development in adolescents,* pp. 13-32. New York: Routledge.

Molle, D., & Lee, N. (2015). Opportunities for academic language and literacy development for multilingual students during group work. *International Journal of Bilingual Education and Bilingualism,* 1-18. doi: 10.1080/13670050.2015.1103206

Molle, D., Sato, E., Boals, T., & Hedgspeth, C. A. (Eds.) (2015). *Multilingual learners and academic literacies: Sociocultural contexts of literacy development in adolescents.* New York: Routledge.

Sahakyan, N. (2015). *Evaluating teacher effectiveness using ACCESS for ELLs* (WIDA Research Brief). Madison, WI: Board of Regents of the University of Wisconsin System. Retrieved from WIDA website: www.wida.us/downloadLibrary.aspx

Appendix D: WIDA Consortium Committees, 2015

WIDA Executive Committee

Heather Villalobos Pavia (CO)
Terri Richard (DE)
Vince Verges (FL)
David Nieto (IL)
Ilhye Yoon (MD)
Jen Paul (MI)
Drew Linkon (MO)
Judy Snow (MT)
Lori Nixon (TN)
Robert Fugate (VA)
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Darlene LeDoux (CO-LEA)

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Rachel Davidson (IN)
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Judy Radford (VA)
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Cori Alston (GA)
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David Nieto (IL)
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Lodee Arnold (ND)
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Linda Long (PA)
Yutzil Becker (SD)
Kerri Whipple (SD)
Jan Lanier (TN)
Phil Olsen (WI)
Audrey Lesondak (WI)

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Yvonne Field (MT)
Wendy Wooten (NC)
Jonathan Nesladek (SD)
Lori Nixon (TN)
Robert Fugate (VA)
Linda Moreno (VT)

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Robert Lee (MA)
Dee Davis (GA)
Jasmine Carey (CO)
Seon Hwa Eun (IL)
Daron Kennett (UT)
Barry Peterson (IL)

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Lori Ann Lovato (WY)
Ivona Todorovic (ND)

Benefits of WIDA Consortium Membership

Belonging to the WIDA Consortium provides many benefits for members. These include assessments that provide accurate, timely, useful results and greater ease of administration; professional learning that leads to enrichment for both educators and their students; confidence that data and information are based on the highest quality research; the opportunity to participate in key decisions and discussions that make a difference in the education of ELLs; and many free or low-cost resources, such as publications, sample lessons, and online learning opportunities that can save educators time, eliminate guesswork, and enhance the academic environment of ELLs.

WIDA Consortium

Wisconsin Center for Education Research (WCER)
University of Wisconsin-Madison
1025 W. Johnson Street, MD #23
Madison, WI 53706, U.S.A.
WIDA Client Services Center (866) 276-7735
www.wida.us