



WIDATM

CONSORTIUM
REPORT

JULY 1, 2017-JUNE 30, 2018



Consortium News

- WIDA Screener continues to gain in popularity. During 2017-2018, approximately 132,000 students took WIDA Screener Online, which is provided to Consortium members.
- In response to feedback from SEAs and LEAs, we updated our website to make it more streamlined and easier to navigate.
- The Alternate English Language Learner Assessment (ALTELLA) grant allowed us to begin research and data collection that will inform the future development for Alternate ACCESS for ELLs, including a Kindergarten form of the assessment.
- We held another successful conference in Tampa, FL, reaching approximately 1700 educators from across the US.
- A new communications effort, Monday Mail has proven to be a successful way to reach 119,790 educators in 30 states.
- Also in response to SEA feedback, we introduced a new subcommittee structure. This allows us to better gather SEA input and develop recommendations to support WIDA's decision-making. We also introduced an action item tracker to keep SEAs informed on status of committee recommendations.

Professional Learning Activities

In 2017-2018, the Professional Learning Department offered 231 workshops, 77 webinars, 29 eLearning offerings and 3 academies. Of the workshops, 132 were standards workshops and 99 were assessment workshops. An additional 7 workshops were either customized for individual audiences, or were conference presentations. WIDA Professional Learning also implemented two pilot projects aimed at providing more eLearning options for the consortium in 2019-2020.

Technical Assistance Projects

WIDA worked with 22 states on a variety of technical assistance projects, including ESSA policy and Peer Review submission consultations, analyses of growth and exiting rates of ELs, and examinations of proficiency for state ELs on ACCESS for ELLs and their state content assessments. WIDA also worked with one state on a special project. For example, for the state of Hawaii, WIDA provided an evaluation report for EL educators at the state, complex area, and school level with actionable information to better understand and close achievement and opportunity gaps for their Asian American and Pacific Islander (AAPI) EL populations. This evaluation is designed to support the state in reaching its five-year U.S. Department of Education's Office of English Language Acquisition (OELA) grant objectives.

10 Most Frequently Reported Home Languages

Language	Number of students	Language	Number of students
Spanish; Castilian	1,173,156	Portuguese	24,326
English	45,378	Somali	23,554
Arabic	45,185	Vietnamese	21,118
Haitian; Haitian Creole	27,533	Hmong; Mong	19,143
Chinese	26,592	Russian	12,711

State	ELS TESTED						Total number of students tested
	Kindergarten ACCESS	ACCESS for ELLs, Grades 1-12				Alternate ACCESS	
		Paper	Online	Mixed Mode	Total		
Alabama	3,530	4,307	17,106	28	21,441	337	25,308
Alaska	1,218	3,243	10,543	47	13,833	92	15,143
Bureau of Indian Education	478	3,338	851	0	4,189	26	4,693
Colorado	10,141	26,618	64,950	24	91,592	1,229	102,962
Delaware	1,749	18	11,067	-	11,087	92	12,928
District Of Columbia	1,088	46	6,769	-	6,818	118	8,024
Florida	35,499	248,555	0		248,555	1,220	285,274
Georgia	16,152	6,819	92,891	10	99,720	1,087	116,959
Hawaii	1,931	-	13,401	-	13,413	215	15,559
Idaho	2,089	20	15,903	20	15,943	221	18,253
Illinois	25,911	22,046	161,794	674	184,514	3,735	214,160
Indiana	7,535	444	51,249	30	51,723	949	60,207
Kentucky	2,940	137	23,034	104	23,275	272	26,487
Maine	473	14	4,874	-	4,892	61	5,426
Maryland	10,351	91	69,959	-	70,059	442	80,852
Massachusetts	10,962	11,185	72,225	48	83,458	1,461	95,881
Michigan	9,630	1,334	89,895	-	91,237	892	101,759
Minnesota	8,268	418	62,296	15	62,729	863	71,860
Missouri	4,690	117	29,474	-	29,594	219	34,503
Montana	207	-	2,886	-	2,890	17	3,114
Nevada	6,504	47	68,453		68,500	908	75,912
New Hampshire	473	249	4,305	-	4,558	25	5,056
New Jersey	12,712	990	69,864	14	70,868	407	83,987
New Mexico	4,310	97	44,527		44,624	627	49,561
North Carolina	11,958	766	92,737	-	93,510	1,304	106,772
North Dakota	427	51	3,170		3,221	33	3,681
Northern Mariana Islands	95	0	1,520	0	1,520	-	1,616
Oklahoma	6,651	10,294	34,264	12	44,570	698	51,919
Pennsylvania	5,286	5,029	55,911	23	60,963	1,303	67,552
Rhode Island	1,117	104	11,678	0	11,782	109	13,008
South Carolina	3,297	1,140	40,986	-	42,130	433	45,860
South Dakota	778	158	4,431	0	4,589	83	5,450
Tennessee	5,756	18	40,212	-	40,236	377	46,369
Utah	4,666	20	41,658	-	41,679	470	46,815
Vermont	208	14	1,448	-	1,467	17	1,692
Virginia	14,039	8,859	83,435	17	92,311	1,943	108,293
Wisconsin	5,486	196	47,474	46	47,716	578	53,780
Wyoming	335	27	2,319	-	2,349	39	2,723
Total Students Tested	238,940	356,819	1,449,559	1,177	1,807,555	22,903	2,069,398

Total may be fewer than the sum of all the columns, reflecting the fact that some students took more than one test (e.g., both Kindergarten ACCESS and ACCESS for ELLs Grades 1-12). Dashes represent totals smaller than 10; too few to report publicly.



Selected Publications

- Chapman, M., Kim, A., Wei, J., & Bitterman, T. (2018). Challenging the deficit mindset: The WIDA Can Do Philosophy in a second language writing context. In T. Ruecker & D. Crusan (Eds.), *The politics of English L2 writing assessments in global contexts* (pp. 216-222). New York, NY: Routledge.
- Cuéllar, D. (2018,). [Review of the book *New perspectives on translanguaging and education*, by B. Paulsrud, J. Rose, B. Straszer, & A. Wedin]. *Education Review*, 25. Retrieved from <http://edrev.asu.edu/index.php/ER/article/view/2353/719>
- Cuéllar, D., Blair, A., & Mancilla, L. (2018). *WIDA focus on bulletin: Language-focused family engagement*. Madison, WI: Board of Regents of the University of Wisconsin System.
- Cuéllar, D., & Blanco, P. (2018). Develop English language skills by considering how young children use language. *ASCD Express*, 13(17), 1-2. Retrieved from <http://www.ascd.org/ascd-express/vol13/1317-cuellar.aspx>
- Ilhan Beyaztas, D. & Gocer Sahin, S. (2018). Investigation of the predictive power of academic achievement, learning approaches and self-regulatory learning skills on university entrance exam scores using path analysis. *World Journal of Education*, 8(2), 114-124.
- Kim, A., Lee, S., Chapman, M., & Wilmes, C. (2017). *ACCESS for ELLs 2.0 Grades 1-3 writing study: Examining paper vs. online second language writing performance of Grades 1-3 English language learners* (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.
- Kim, A., MacGregor, D., and Cook, H. G. (2018). *The Assessment Use Argument for ACCESS for ELLs 2.0* (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.
- Kim, A. & Molle, D. (2018). *Examination of identification and placement decisions made for K-12 English learners* (WIDA Internal Report). Madison, WI: Board of Regents of the University of Wisconsin System.
- Porter, T., Cook, H. G., & Foy, C. (2018). *Hawaii AAPI data disaggregation grant. Using data to improve outcomes of Hawaii's Asian American and Pacific Islander English learners: Year 2 Evaluation Report* (WIDA Evaluation Report No. ER-2018-1).
- Ream, R. K., Ryan, S., & Yiang, T. (2017). Reframing the problematic achievement gap narrative to structure educational success. In G.Q. Conchas & M. Gottfried (Eds.), *Policy goes to school: Case studies on the possibilities and limitations of educational innovations* (pp.231-246). New York, NY: Routledge.
- Ryan, S. (2017). The role of parent social capital and college-aligned actions in explaining differences in intergenerational resource transfer among Hispanic and White youth on the path to college. *Teachers College Record*, 119(10), 1-39.

