



**WIDA™**



# **Consortium Report 2018–2019**



The WIDA Consortium Report is prepared annually to provide a concise year-in-review that highlights Consortium-wide activities, ACCESS participation counts, and selected publications. The report is published each June for the previous reporting year.

## Consortium Activities/Events

The WIDA Consortium continues to add members and to expand our reach and services to educators. Highlights from the year include the following:

- The Department of Defense Education Activity (DoDEA) joined the WIDA Consortium.
- Making Science Multilingual was established through an agreement between WIDA and the National Science Teaching Association.
- The 2018 Annual WIDA Conference was held in Detroit, Michigan. More than 1600 educators from across the United States attended the conference.
- A research collaboration with Albuquerque Public Schools was established to support Native American multilingual learners' literacy development through culturally sustaining practices.

## Professional Learning

In a banner year for WIDA Professional Learning, the team successfully introduced Consortium-wide eLearning offerings of self-paced online courses and eFacilitated workshops.

WIDA also partnered with the International Coalition for Multilingual Education and Equity (ICMEE) at the University of Nebraska-Lincoln to pilot three ICMEE course offerings.

In total, WIDA Professional Learning offered 275 workshops, 32 webinars, 10 eLearning offerings, and 3 open-enrollment academies. Of the workshops, 168 were related to standards and 87 were focused on assessment. An additional 20 workshops were either customized for individual audiences, or were conference presentations.

## Assessment

To reduce the complexity of the ACCESS for ELLs assessment, the three-tier structure of the test was transformed into a two-tier structure by consolidating Tier B and Tier C. This resulted in new Tier B/C forms for the Listening and the Reading domain tests. Also this year, the ACCESS for ELLs Braille version was made available in Unified English Braille code (UEB) for grades 1-8.

With the grades 1-12 WIDA Screener fully in place, WIDA began development of the WIDA Screener for Kindergarten. The new kindergarten screener is intended to replace the Kindergarten W-APT and will be available to WIDA Consortium members in the spring of 2021.

## English Learner Students Tested in 2018–2019

State	ELS TESTED						Total Number of Students Tested
	Kindergarten ACCESS	ACCESS for ELLS Grades 1-12				Alternate ACCESS	
		ACCESS Paper	ACCESS Online	Mixed Mode	Total ACCESS		
AK	1,201	1,672	12,092	-	13,764	92	15,060
AL	3,342	40	25,333	10	25,383	358	29,083
BI	550	2,447	1,737	-	4,184	38	4,776
CO	9,896	2,629	85,470	12	88,111	1,186	99,193
DC	1,135	30	7,276	-	7,306	101	8,545
DE	1,547	32	12,106	-	12,138	48	13,737
FL	34,325	245,496	0	0	245,496	1,320	281,141
GA	15,870	5,665	100,651	20	106,336	1,330	123,536
HI	1,982	18	15,311	0	15,329	266	17,577
ID	2,035	54	17,127	-	17,181	231	19,448
IL	24,286	22,841	170,000	442	193,283	4,228	221,797
IN	7,376	220	58,422	61	58,703	1,065	67,144
KY	3,569	76	24,728	-	24,804	312	28,688
MA	11,070	1,005	83,365	81	84,451	1,549	97,070
MD	10,389	102	74,879	10	74,991	570	85,950
ME	520	134	4,450	12	4,596	63	5,179
MI	9,584	1,252	89,009	-	90,261	1,038	100,888
MN	8,336	549	63,067	117	63,733	995	73,064
MO	4,475	81	29,768	-	29,849	230	34,556
MP	84	0	1,638	0	1,638	-	1,728
MT	327	-	2,999	0	2,999	20	3,350
NC	11,479	189	102,144	-	102,333	1,494	115,315
ND	388	37	3,429	-	3,466	36	3,893
NH	466	284	4,603	16	4,903	29	5,398
NJ	12,380	755	76,841	30	77,626	433	90,439
NM	4,031	69	47,080	-	47,149	542	51,724
NV	6,269	36	65,772	-	65,808	1,034	73,114
OK	6,529	1,349	45,974	25	47,348	765	54,642
PA	5,423	2,829	60,632	43	63,504	1,355	70,282
RI	1,222	53	12,837	-	12,890	156	14,269
SC	3,278	12,248	30,485	-	42,733	377	46,395
SD	813	166	4,919	-	5,085	67	5,966
TN	5,929	31	41,295	-	41,326	432	47,693
UT	4,395	30	45,833	-	45,863	497	50,756
VA	13,963	4,653	89,854	46	94,553	2,075	110,591
VI	79	815	267	0	1,082	-	1,164
VT	168	15	1,532	-	1,547	21	1,740
WI	5,127	112	49,354	64	49,530	613	55,270
WY	282	51	2,349	-	2,400	52	2,736
<b>Total</b>	<b>234,120</b>	<b>308,069</b>	<b>1,564,628</b>	<b>1,053</b>	<b>1,873,750</b>	<b>25,027</b>	<b>2,132,897</b>

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.



## 10 Most Frequently Reported Home Languages

Language	Number of students	Language	Number of students
Spanish; Castilian	1,217,892	Chinese	26,360
English	51,685	Somali	22,508
Arabic	45,125	Vietnamese	20,949
Haitian; Haitian Creole	28,047	Hmong; Mong	19,300
Portuguese	27,674	Russian	13,291

## Selected Publications July 1, 2018 to June 30, 2019

Catedral, L., & Djuraeva, M. (2018). Language ideologies and (im)moral images of personhood in multilingual family language planning.

*Language Policy*, 17(4), 501-522. <https://doi.org/10.1007/s10993-018-9455-9>

Djuraeva, M., & Tochon, F. V. (Eds.). (2018). *Language policy and politics of language: Re-imagining the role of language in a neoliberal society*. Deep University Press.

Daniels, J., & Westerland, R. (2018). Scaffolding learning for multilingual students in math. *WIDA Focus Bulletin*. Board of Regents of the University of Wisconsin System. <https://wida.wisc.edu/resources/scaffolding-learning-multilingual-students-math>

Kim, A., Molle, D., Kemp, J., & Cook, H. G. (2018). *Examination of identification and placement decisions made for K-12 English Learners* (WCER Working Paper No. 2018-12). <http://www.wcer.wisc.edu/publications/working-papers>

Nordmeyer, J., Cranley, E., Westerland, R., & Katz, A. (2019). Supporting multilingual students with WIDA and International Baccalaureate resources. *WIDA Focus Bulletin*. Board of Regents of the University of Wisconsin System. <https://wida.wisc.edu/resources/supporting-multilingual-students-wida-and-international-baccalaureate-resources>

Porter, T., Cook, H. G., & Sahakyan, N. (2019). *Less Than four domains: Creating an overall composite score for English learners with individualized education plans*. (WIDA Technical Report No. 2019-3). <https://wida.wisc.edu/resources/less-four-domains-creating-overall-composite-score-english-learners-individualized>

Sahakyan, N., & Ryan, S. (2018). *Exploring the long-term English learner population across 15 WIDA states* (WIDA Research Report No. RR-2018-1). Board of Regents of the University of Wisconsin System. <https://wida.wisc.edu/resources/exploring-long-term-english-learner-population-across-15-wida-states>

Wei, J., Bitterman, T., Westerlund, R., & Norton, J. (2018). Domain analysis of a large-scale writing test for English language learners. In K. Bailey & S. Papageorgiou (Eds.), *Global research on teaching and learning English*. Routledge.

WIDA. (2019). *Using WIDA MODEL in international contexts: Findings from the 2018 educator survey* (WIDA Working Paper No. WP-2019-1). WIDA at the Wisconsin Center for Education Research. <https://wida.wisc.edu/resources/using-wida-model-international-contexts-findings-2018-educator-survey>



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