

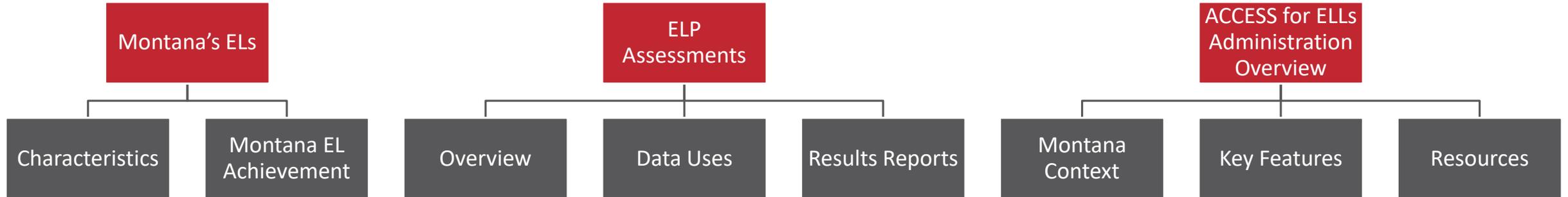


WIDA ELP ASSESSMENTS AND MONTANA'S ENGLISH LEARNER DATA

Yvonne Field, OPI
Accessibility and Data Based
Accountability Specialist

Putting Montana Students First **A+**

OBJECTIVES





DEFINITION OF ENGLISH LEARNER

Students who currently lack the academic English language proficiency to be successful in school.

Speak dialects of English

Speak languages other than English

Represent every socioeconomic class

May or may not be literate in their home language

May be born in the US or internationally.



English Learners Can Be:

American Indian children

- impacted by the heritage language of their family and/or community such as Crow or Blackfoot.

Hutterite children

- learn German as their first language,

American-born children of immigrants

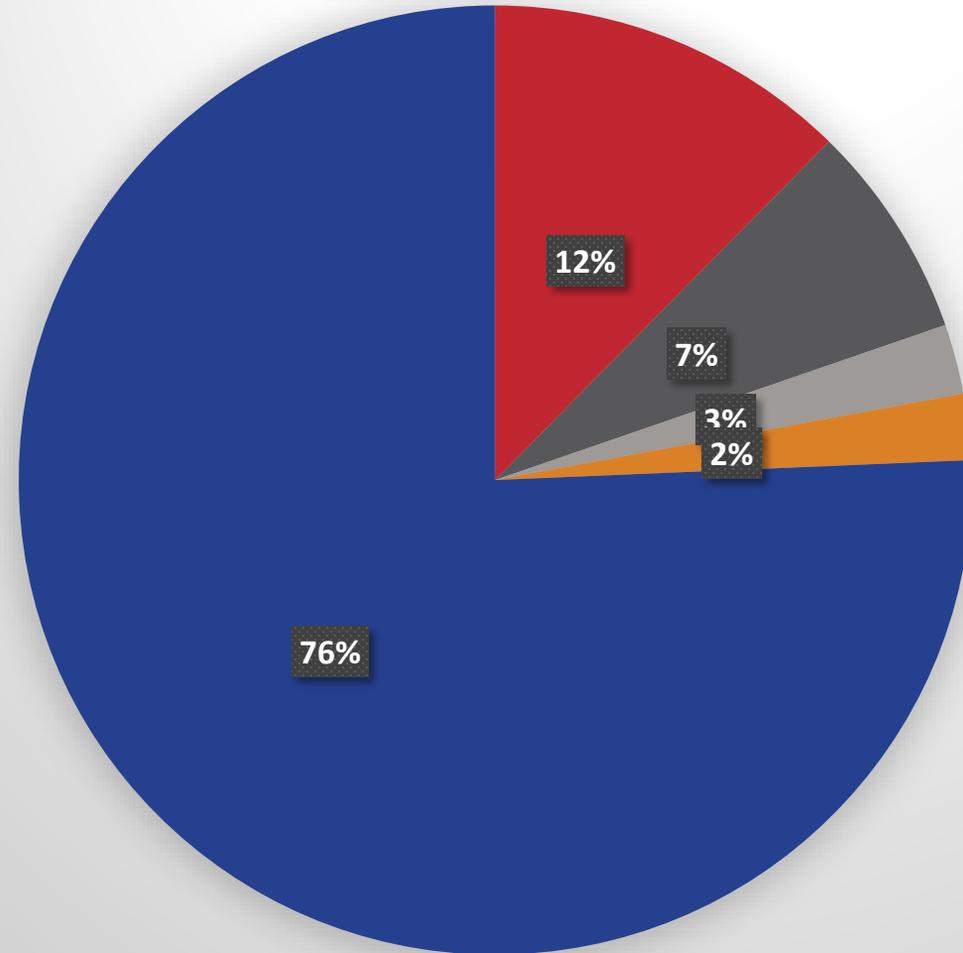
- learn their native language in the home from their parents or guardians.

Children who come to the United States with their parents or alone

- as immigrants
- as children of international professors and students at the university level
- as migrant workers
- as international exchange students*
- as refugees

Children who are adopted internationally by American parents.

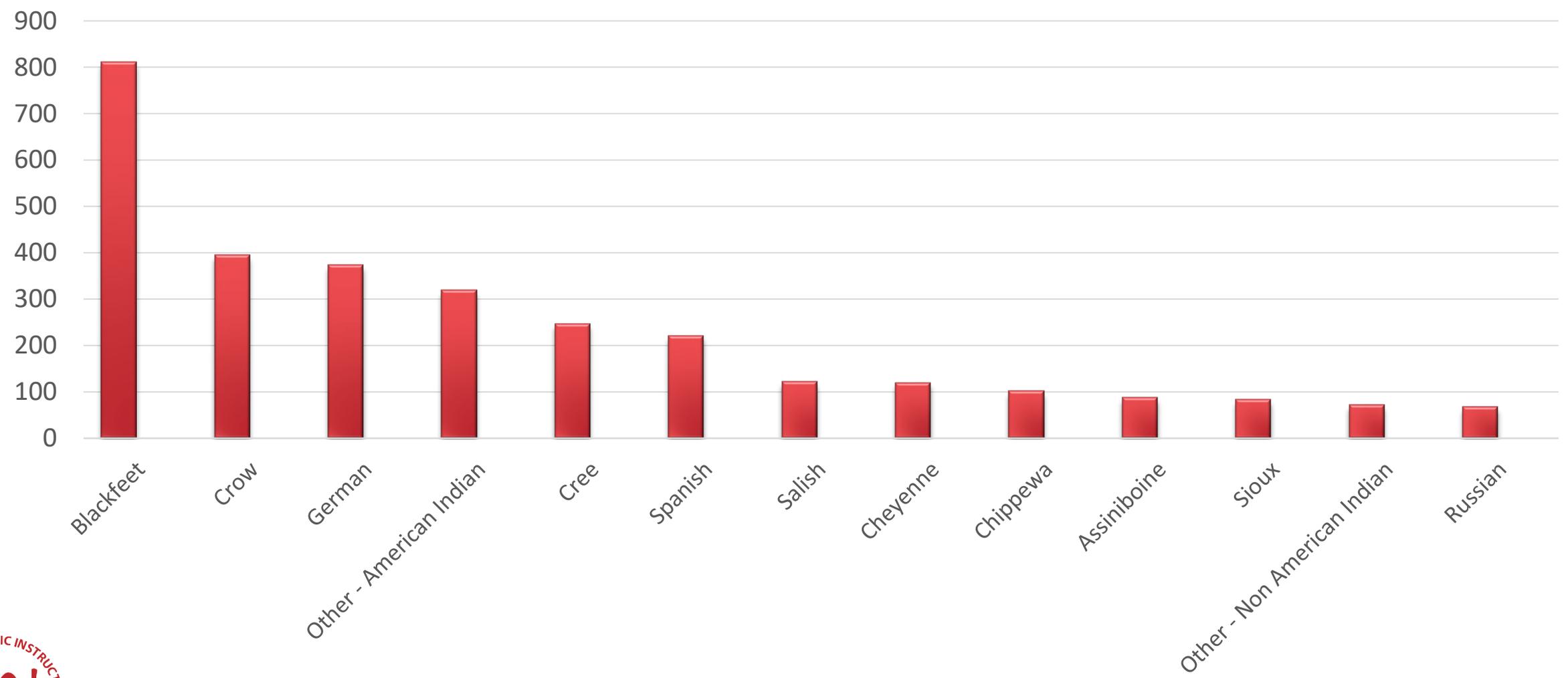
LANGUAGES OF IMPACT 2016-2017



- German
- Spanish
- Other
- Russian
- Indigenous Languages



NUMBER OF STUDENTS BY LANGUAGE OF IMPACT



*Includes all Current EL students and only Languages of Impact with 50 or more students



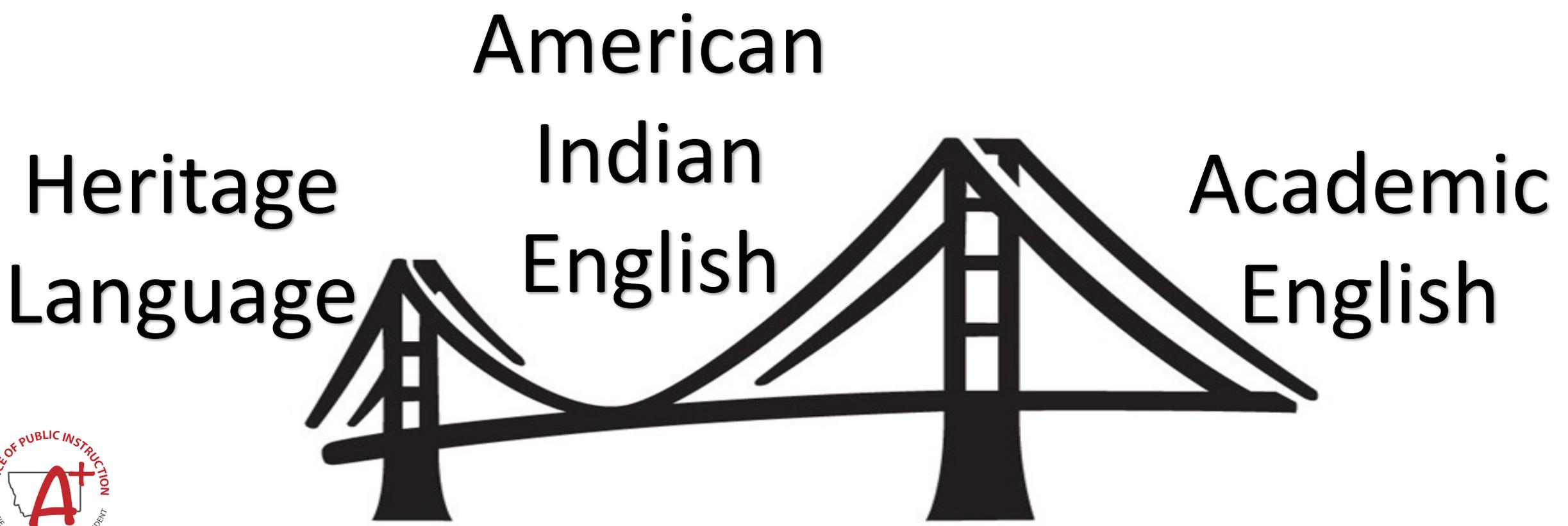


Wait! American Indian students can be ELs?

- Syntax, rhetorical style and sociolinguistic patterns of heritage language may impact student's proficiency in Academic English.



ANOTHER WAY TO THINK ABOUT IT...



ELs on Hutterite Colonies

Second largest group of ELs in MT

Special characteristics

- Varying exposure to English prior to school
- English is not the first language
- Dual language learners-continue to develop first language
- Tend to gain proficiency around 4th grade



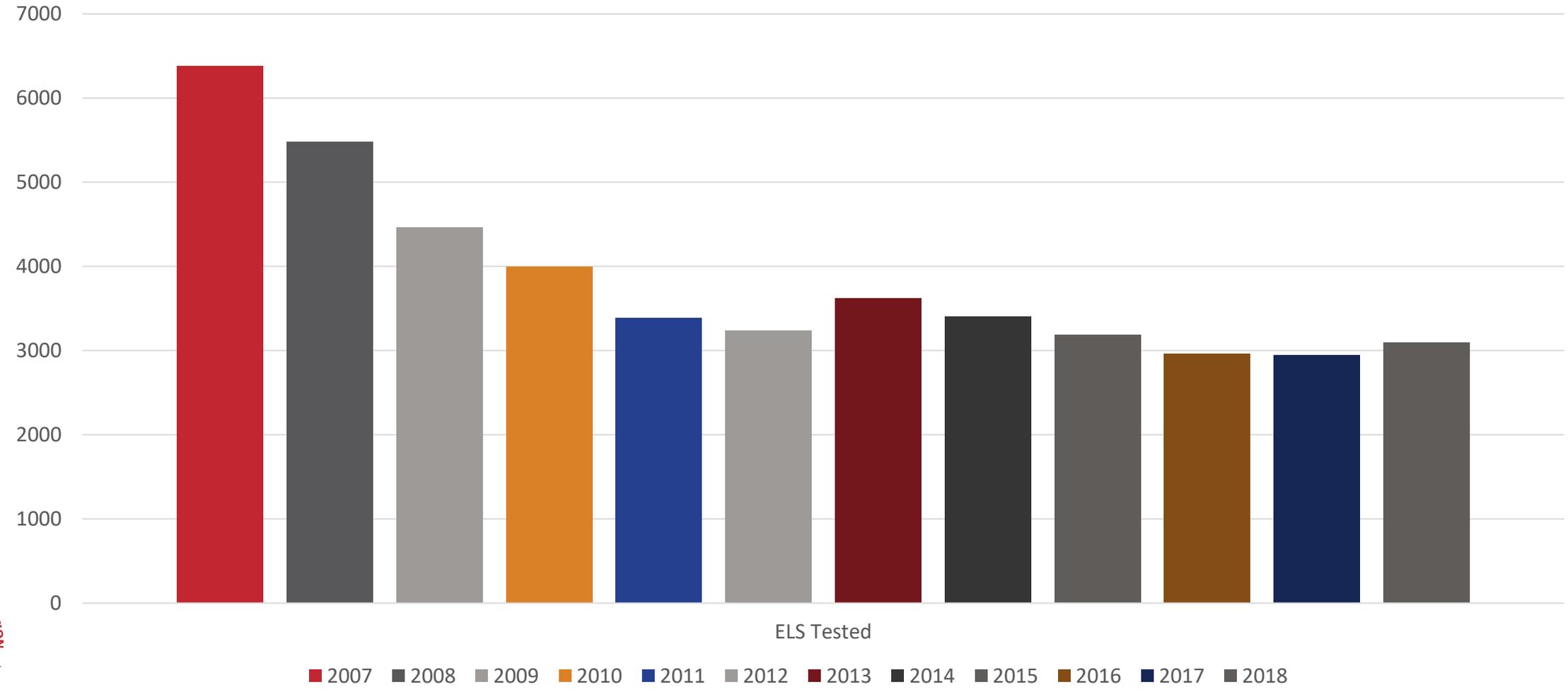
MONTANA'S ELS: CHARACTERISTICS AND ACHIEVEMENT





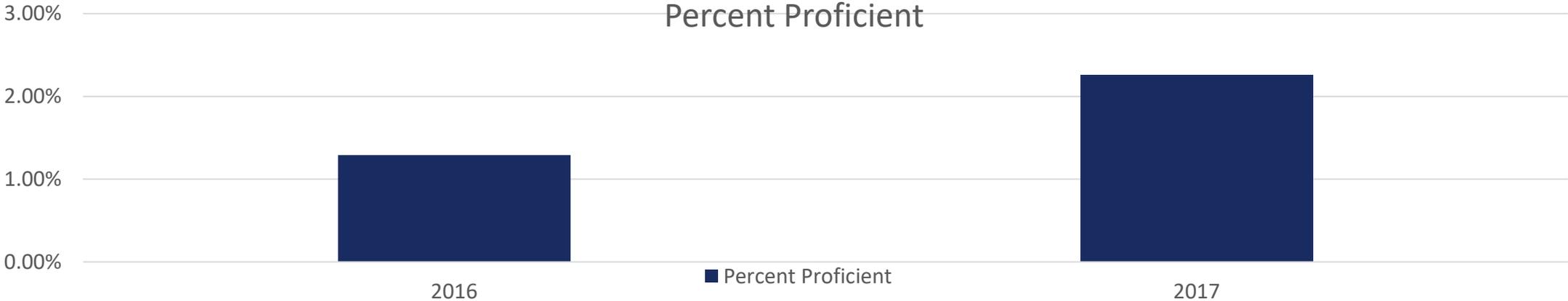
2016-2017 ENGLISH LEARNER DATA

Chart Title





PROFICIENCY AND ESSA EXPECTATIONS:

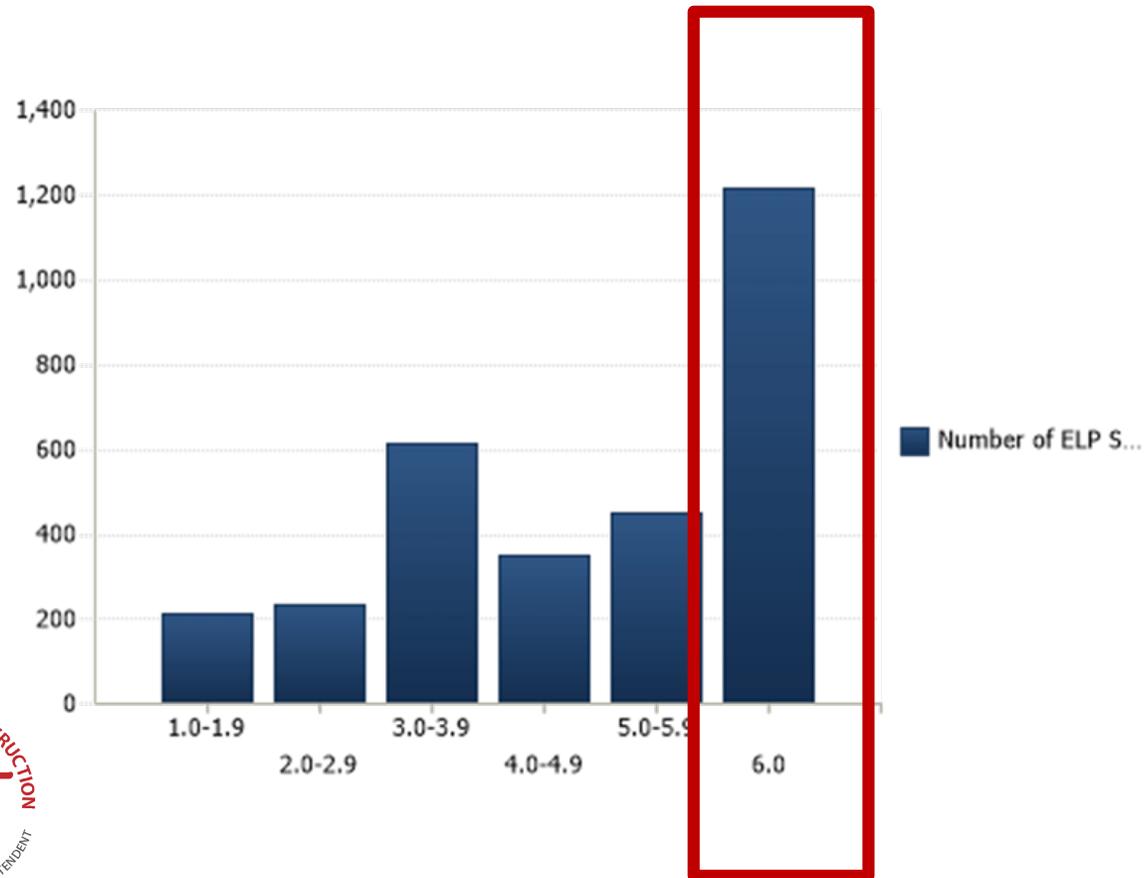


World-Class Instructional Design and Assessment (WIDA): Students Showing Progress Toward Proficiency							
Subgroups	Baseline (2016)	WIDA: Year 1: (2017)	WIDA: Year 2: (2018)	WIDA: Year 3: (2019)	WIDA: Year 4: (2020)	WIDA: Year 5: (2021)	WIDA: Year 6: (2022)
English Learners	44.6%	47.3%	49.8%	52.3%	54.7%	57.0%	59.1%

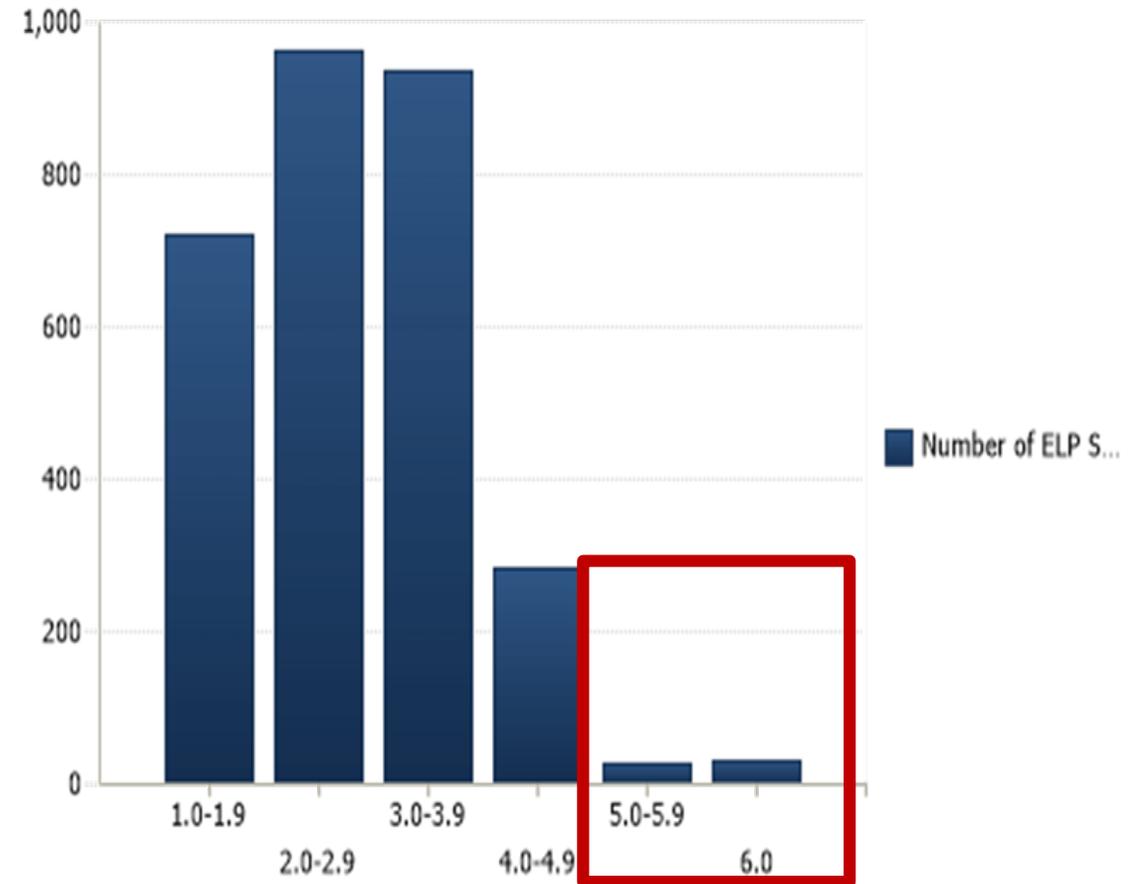


PROFICIENCY LEVELS BY ORAL LANGUAGE DOMAINS

Listening

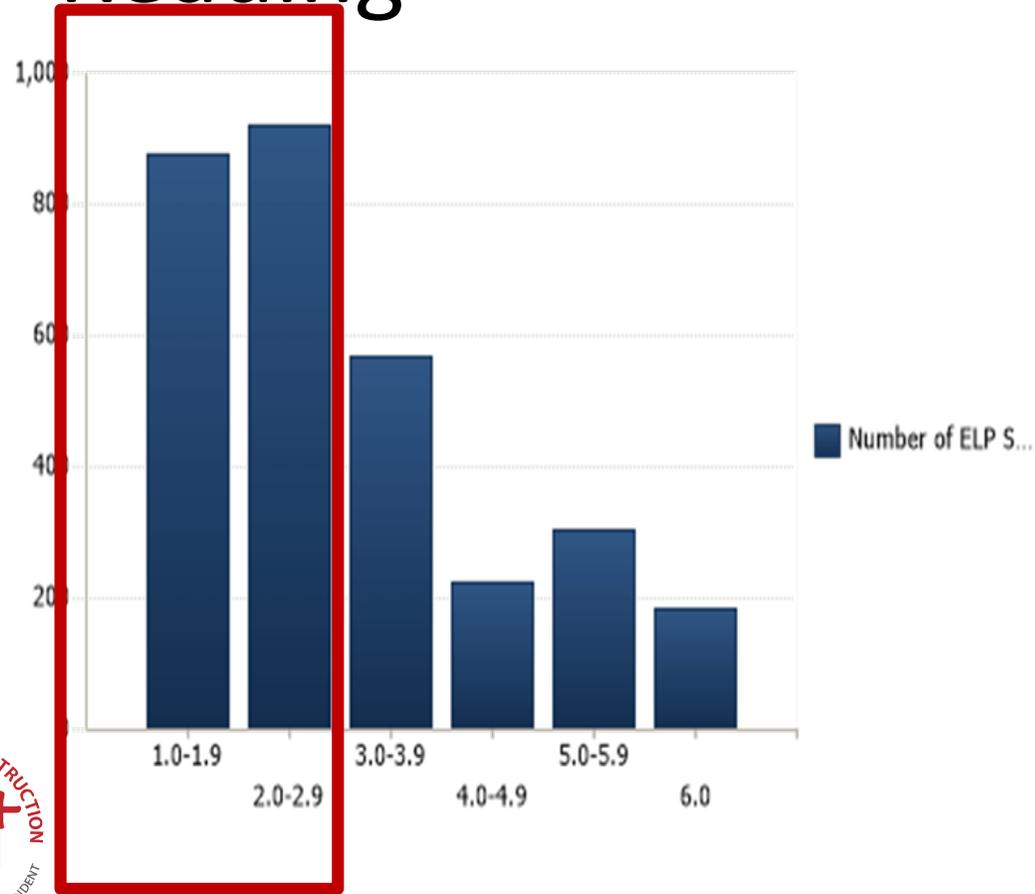


Speaking

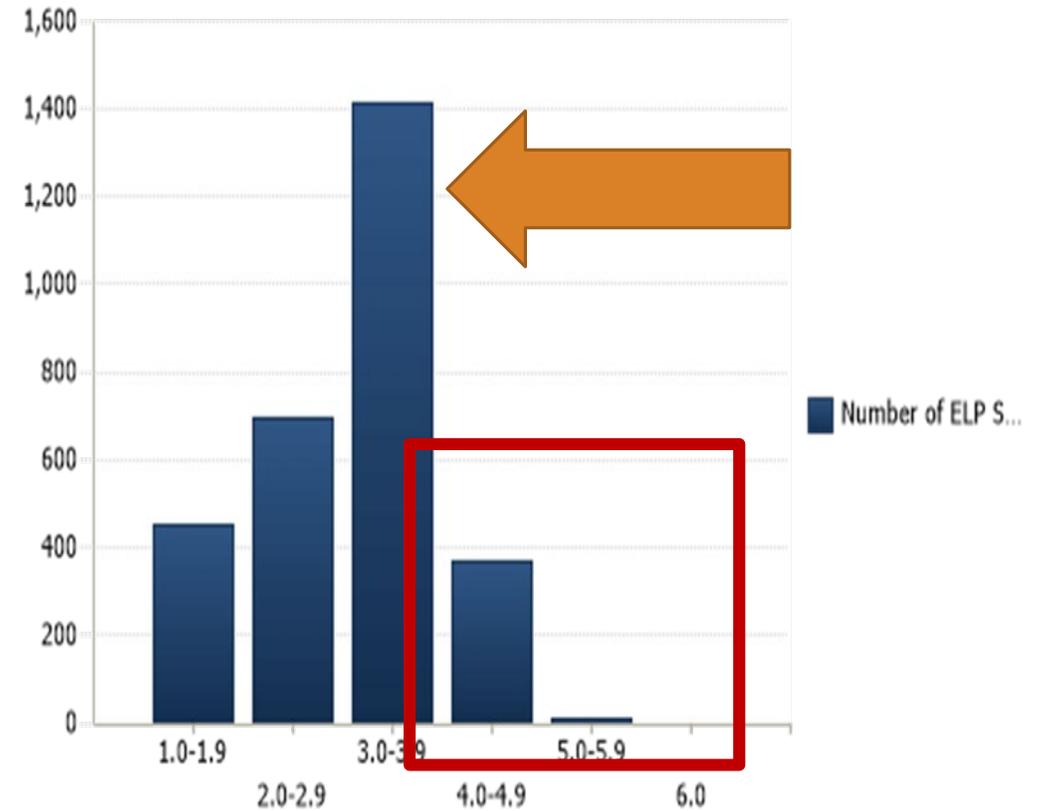


PROFICIENCY LEVELS BY LITERACY DOMAINS

Reading

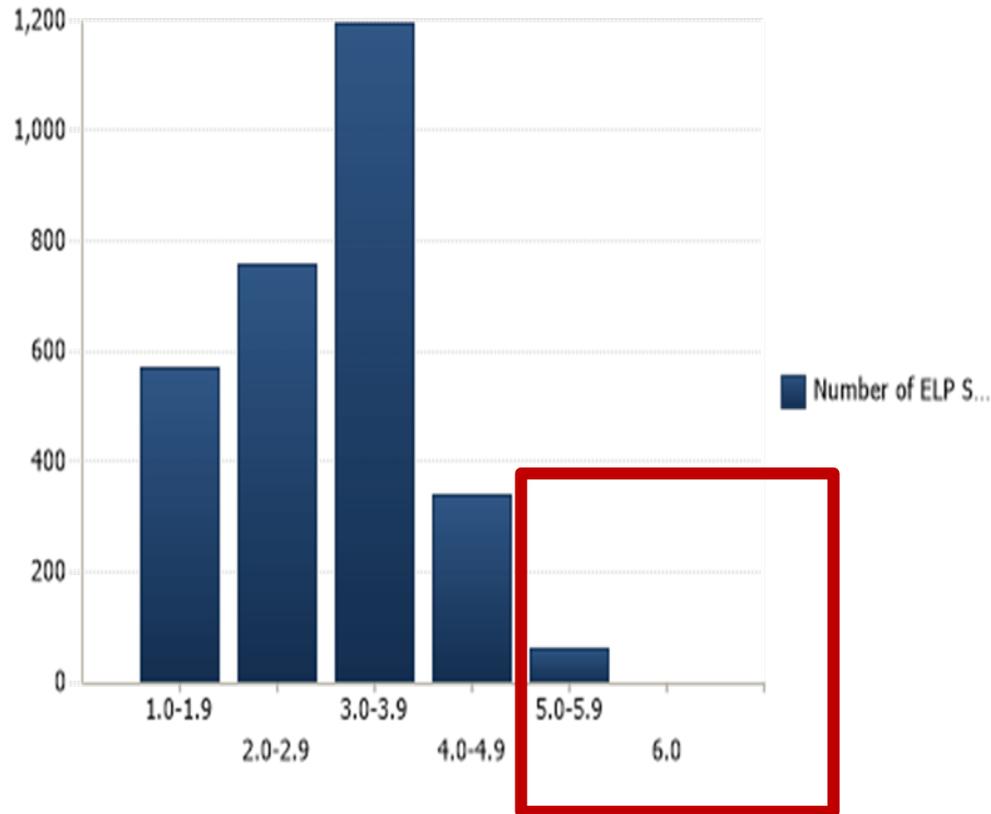


Writing

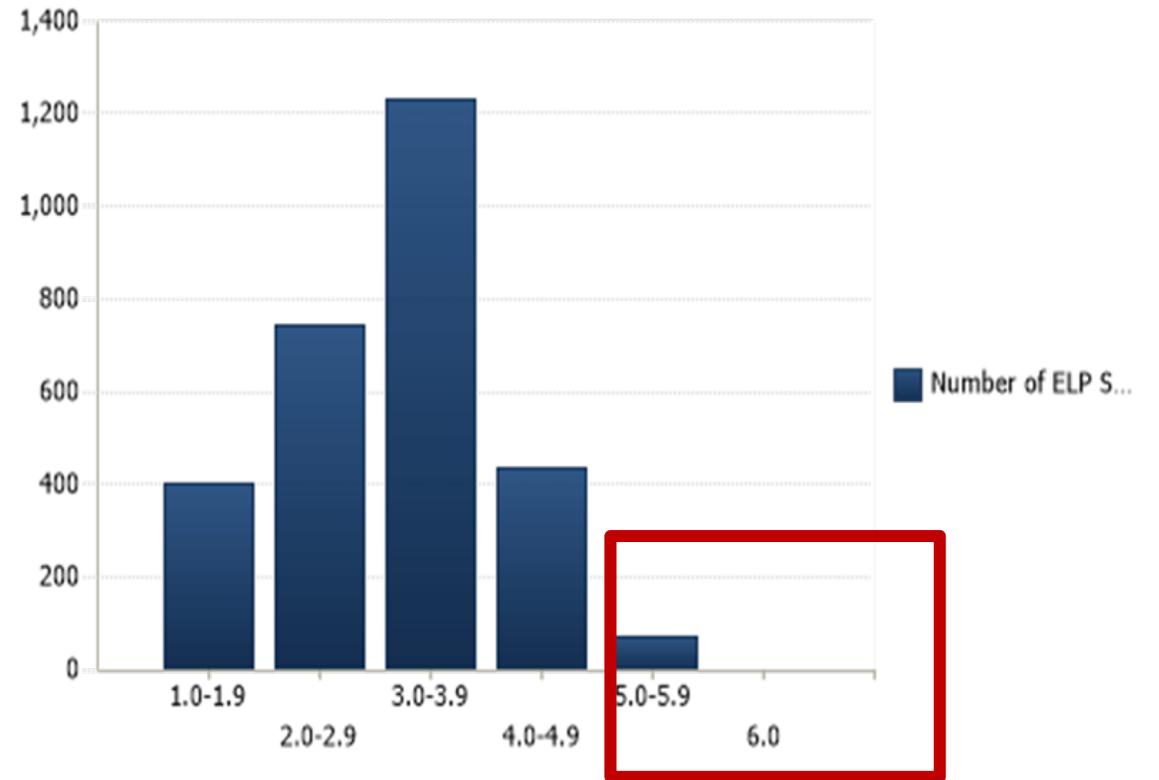


PROFICIENCY LEVELS BY COMPOSITE SCORES

Literacy

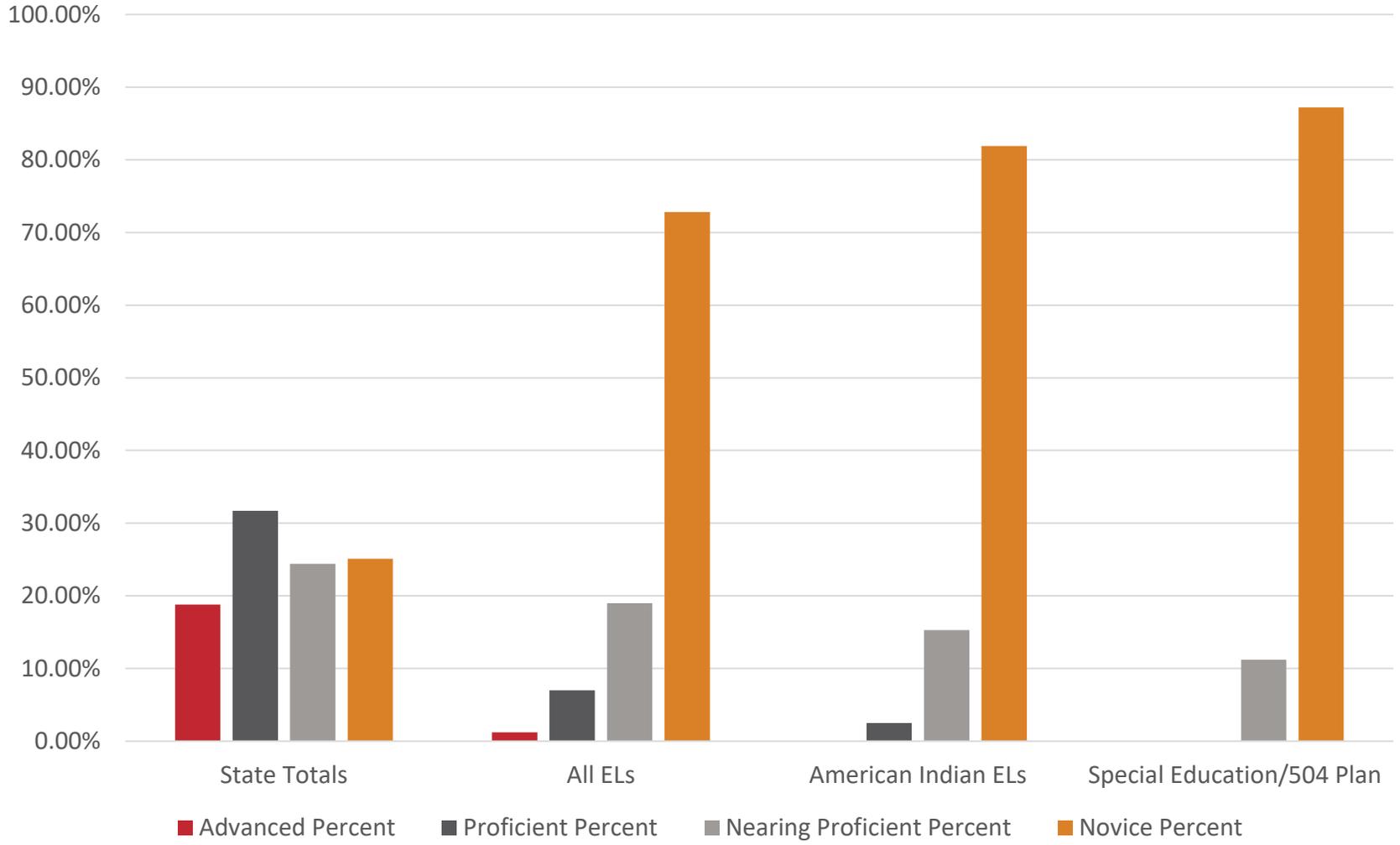


Overall

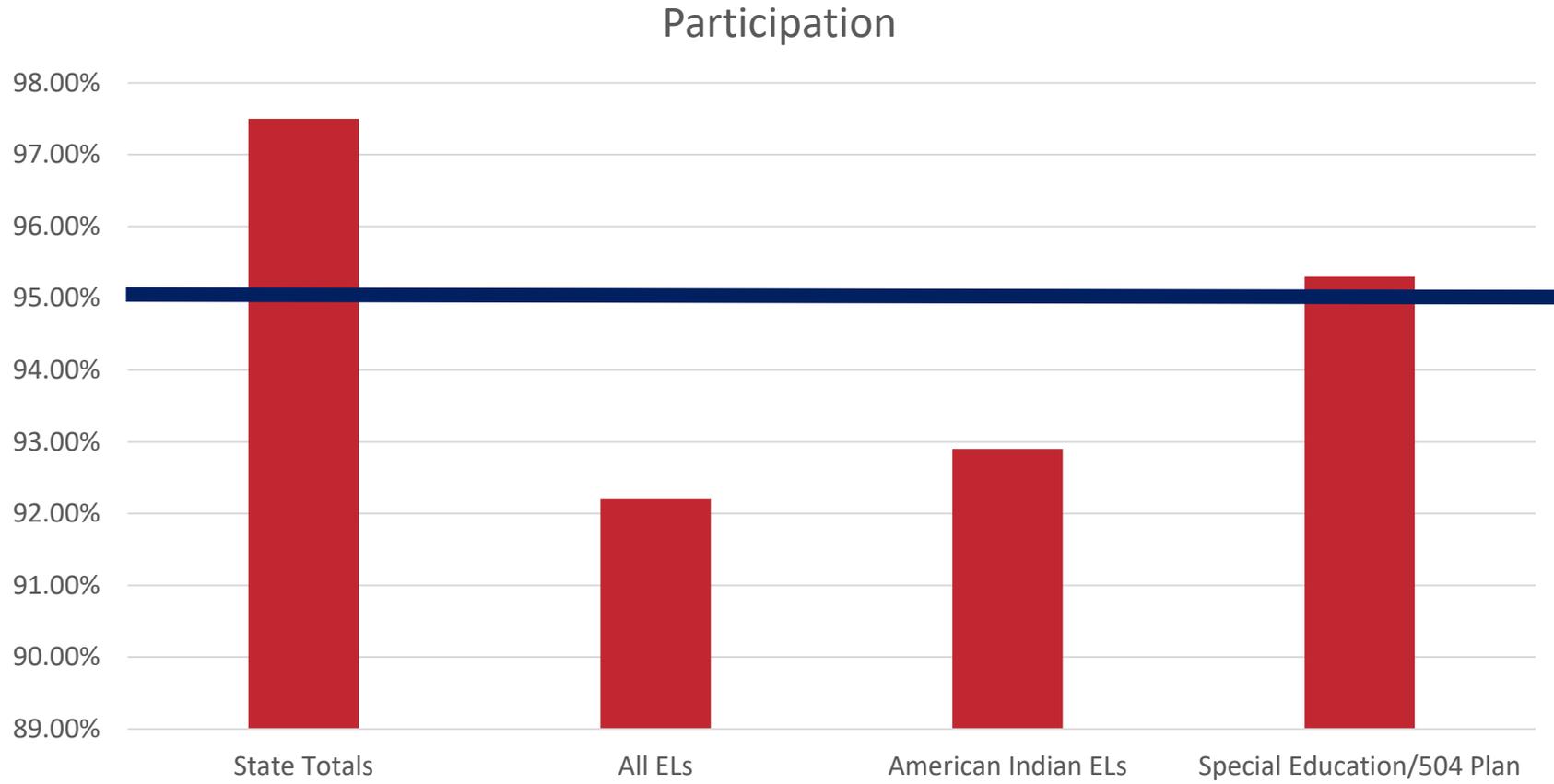




English Language Arts Performance Comparisons.



PARTICIPATION



■ Participation

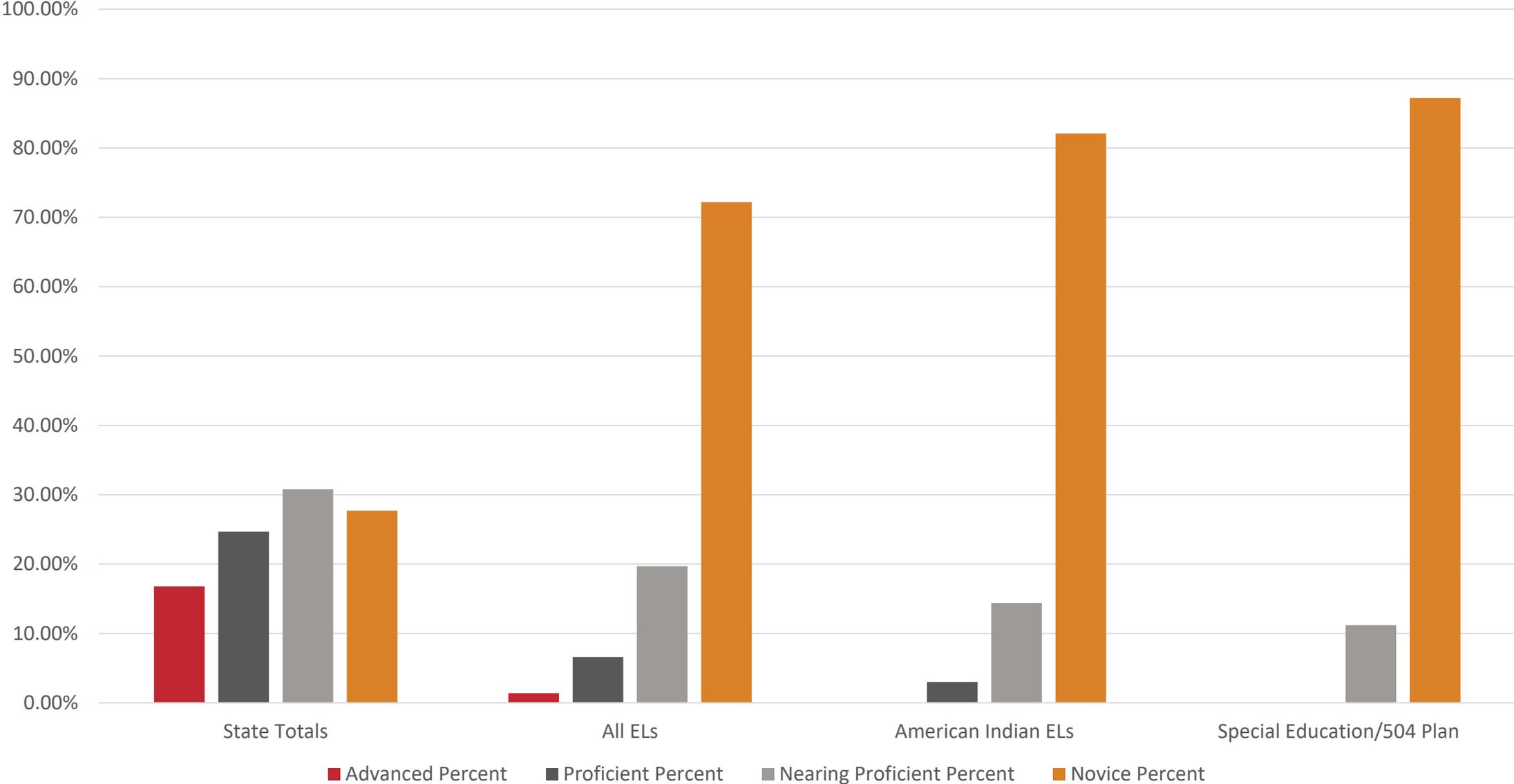


ESSA PLAN EXPECTATIONS:

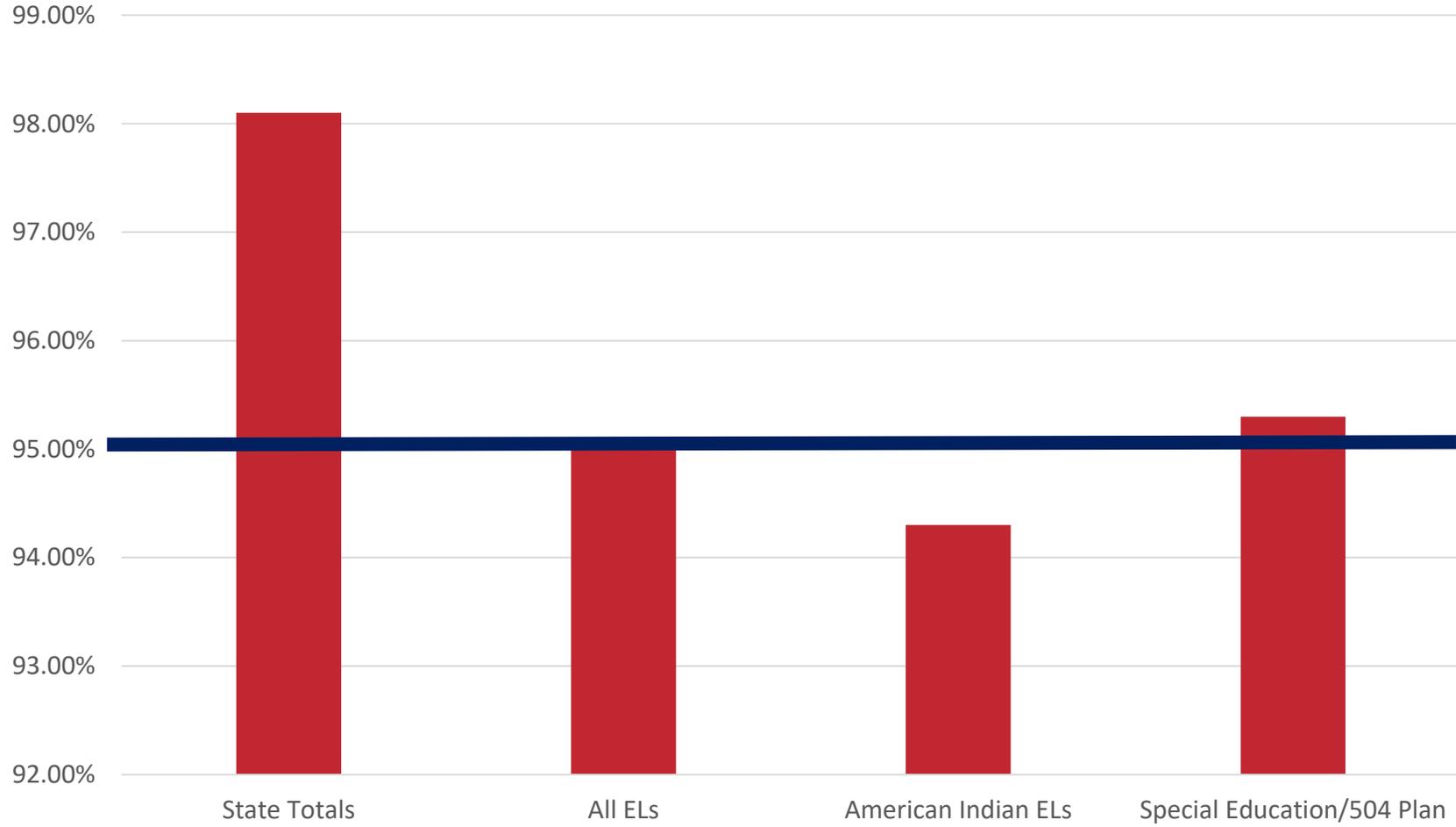
Academic Achievement Goals: English Language Arts Proficiency Rates							
Subgroups	Language Arts: Baseline Data (2017)	Language Arts: Year 1: (2018)	Language Arts: Year 2: (2019)	Language Arts: Year 3: (2020)	Language Arts: Year 4: (2021)	Language Arts: Year 5: (2022)	Language Arts: Year 6: (2023)
All Students	50.3%	52.4%	54.4%	56.3%	58.1%	59.9%	61.5%
Economically Disadvantaged	37.7%	40.3%	42.8%	45.2%	47.5%	49.8%	51.9%
Children with Disabilities	18.3%	21.8%	25.1%	28.3%	31.4%	34.4%	37.3%
English Learners	6.5%	10.6%	14.5%	18.4%	22.1%	25.7%	29.2%
White	55.3%	57.2%	59.0%	60.7%	62.4%	64.0%	65.5%
American Indian	21.4%	24.8%	28.0%	31.1%	34.1%	37.0%	39.8%



Mathematic Performance



Participation



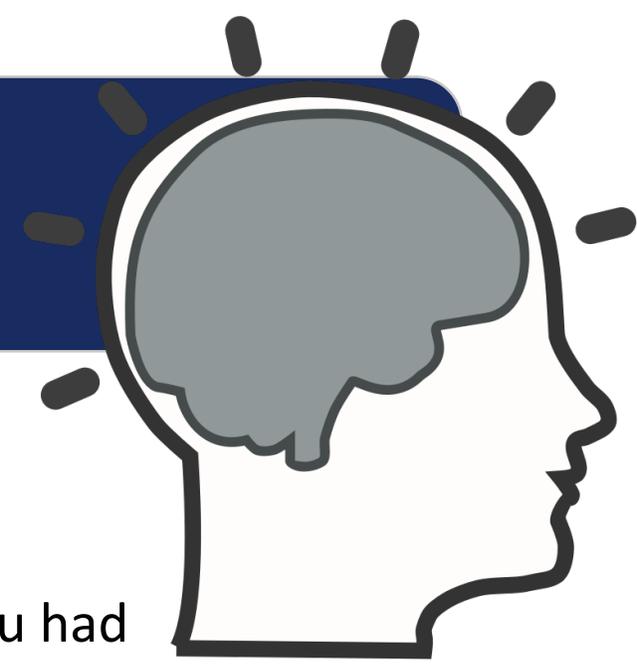
■ Participation



ESSA PLAN EXPECTATIONS:

Academic Achievement Goals: Mathematics Proficiency Rates							
Subgroups	Math Baseline Data (2017)	Math 1: (2018)	Math 2: (2019)	Math 3: (2020)	Math 4: (2021)	Math 5: (2022)	Math 6: (2023)
All Students	41.3%	43.7%	46.1%	48.3%	50.5%	52.5%	54.5%
Economically Disadvantaged	29.3%	32.2%	35.1%	37.8%	40.4%	42.9%	45.3%
Children with Disabilities	14.7%	18.3%	21.8%	25.1%	28.3%	31.4%	34.3%
English Learners	6.9%	11.0%	14.9%	18.7%	22.4%	26.0%	29.4%
White	46.0%	48.3%	50.4%	52.5%	54.5%	56.4%	58.2%
American Indian	15.3%	18.9%	22.3%	25.7%	28.8%	31.9%	34.9%

Check in!



Revisit:

- What are the characteristics of English learners?
- What is the largest language of impact for MTs ELs?
- How does being an EL impact academic achievement?

Discuss:

- What were some misconceptions that you had about ELs?
- What is the biggest take away from this module?



EL ASSESSMENTS

Yvonne Field

HOW DO WE USE SCREENER DATA?



Annual Progress Monitoring

General Population

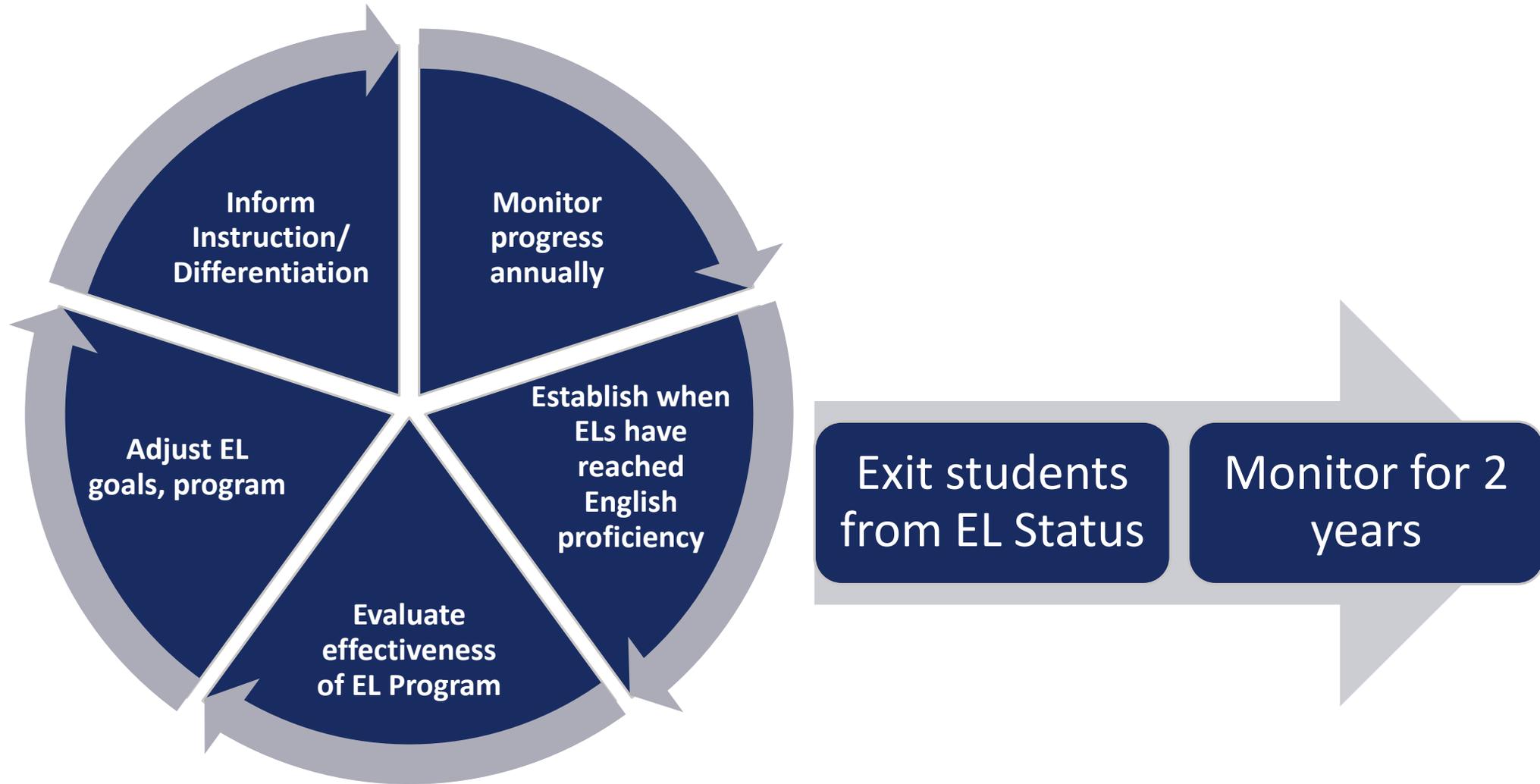
Students with
Significant Cognitive
Disabilities

Kindergarten
ACCESS for ELLs

Online ACCESS for
ELLs Grades 1-12

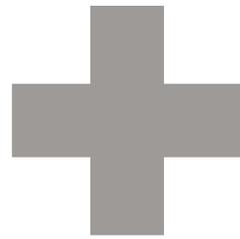
Alternate ACCESS
for ELLs Grades 1-12

HOW DO WE USE ACCESS FOR ELLS DATA?



MONTANA PROFICIENCY CRITERIA- GRADES K-12 ACCESS FOR ELLS

5.0 on the
Overall
Composite
Score



4.0 on the
Literacy
Composite
Score



Proficient
on ACCESS
for ELLs
Test

September

- Create user accounts
- Complete Training
- Screening new students

October

- Ensure AIM is updated

November

- Tech setup
- Check registered students
- Check that users have completed training
- Receive and inventory materials

December

- Order additional materials as necessary
- Test window opens

January

- Testing
- Ensure all online tests are submitted
- Test window closes

February

- Return test materials by the return date

May

- Results reports arrive

TEST ADMINISTRATION

The ACCESS for ELLs PPT is available to STCs on the WIDA.us website with log in to the secure portal. Look for the training materials.

