

To: Indiana School Superintendents and Principals

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Subject: English Language Progress Indicator and WIDA ACCESS Growth

This memorandum provides a summary of the new English Language Progress Indicator included in federal accountability, and information on the WIDA ACCESS 2.0 assessment.

English Language Progress Indicator

The Every Student Succeeds Act requires an indicator that measures progress for English learners toward attaining English language proficiency on the WIDA ACCESS for ELLs 2.0 assessment. The English language progress indicator measures whether an English learner is on track to attaining English language proficiency. Each school receives a score for the indicator based on the total number of English learners that meet annual growth targets or demonstrate English language proficiency. The indicator is aligned to the State's long-term goal that English learner students attain English language proficiency within six years of initial identification as an English learner.

The English language proficiency progress indicator applies to grades 1 through 12, and accounts for 10% of a school's final grade. A school must have at least 20 English learners to receive a score for the indicator. Please note that this indicator is only included in the federal accountability determinations; the English language progress indicator is not included in the state accountability determinations.

For more information on the English language progress indicator, please participate in the ESSA moodle course at <https://moodle.doe.in.gov> (enrollment key: accountability2018).

2017-2018 WIDA ACCESS Results

As a reminder, WIDA conducted a standard setting process in 2016. WIDA, in consultation with Indiana, determined that the scoring standards for ACCESS for ELLs 2.0 would be raised beginning with the 2016-2017 administration of WIDA ACCESS. Students need to demonstrate a higher level of English skills to achieve WIDA ACCESS proficiency levels (1.0 – 6.0). The higher level of rigor for proficiency also produces more ambitious growth targets for students.

The Indiana Department of Education (IDOE) continues to engage in conversations to ensure data points best represent student proficiency. In partnership with Ball State University, a survey was developed to receive feedback from the field on their experience with WIDA assessments and the interpretation of results. Data were gathered from over 300 educators from across the state. These data indicated that the current Indiana proficiency cut score of an overall 5.0 composite proficiency level was appropriate.

The 2017-2018 WIDA ACCESS administration was the second year under the new standard setting expectations, and the first time to consider growth over two comparable years of assessment data. The IDOE conducted analysis with ISTEP+ performance and anticipates conducting further data analysis in 2018-2019 with ILEARN. The IDOE wants to ensure the proficiency target for English learners is attainable and maintains rigor to prevent students from exiting English learner status prematurely. As such, the IDOE will consider all analyses conducted, including linking studies between WIDA ACCESS and ISTEP or ILEARN, as well as feedback from stakeholder groups regarding uniform entrance and exit procedures for Indiana English learners for this school year and beyond.

Impact on Evaluation Systems

For the first time, student growth on the WIDA ACCESS will be available to schools. Indiana schools may incorporate WIDA ACCESS results into teacher evaluation systems in various ways according to local determination. IDOE recommends that schools utilizing WIDA ACCESS growth in the teacher evaluation system consider a comparison of student- and school-level growth to the state average growth on WIDA ACCESS. Schools are encouraged to look at the number or percentage of students whose actual scores increased from the 2016-2017 administration of WIDA ACCESS to the 2017-2018 test administration in addition to the percentage of English learner students who met individual growth targets.