WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

English Learner Data in WISEdash for Districts

Introduction

The Wisconsin Department of Public Instruction (DPI) is committed to every student receiving an equitable education — regardless of learning environment — so all students have the knowledge, skills, and habits to graduate career and college ready. To better support our English Learners (ELs), DPI has been adding additional data elements related to the WIDA ACCESS assessment to WISEdash for Districts. This document is intended to highlight these data elements to assist districts in making data-driven decisions to improve student achievement and close achievement gaps for ELs.

To access these data, you will need to have student detail analyst permissions in WISEdash for Districts. If you do not have this level of access, you will need to work with your district administrators to get it. The data in WISEdash for Districts are largely the same as those found in the district Student Information System (SIS). However, they include some additional calculated values, along with students' educational history from around the state.

EL-Related Data Elements

Three major data elements related to WIDA ACCESS can be found in WISEdash for Districts. The base data are the annual WIDA ACCESS test scores for each student. Those data are used to calculate student growth percentiles (SGPs) and an on-track measure for students with at least two consecutive years of ACCESS tests.

WIDA ACCESS Test Scores

Within WISEdash for Districts you can find a record of all WIDA ACCESS test administrations taken in any public school in the state for each student in your district. These scores include the four domain scores (Listening, Reading, Writing, and Speaking) and the four composite scores

(Comprehension, Literacy, Oral, and Overall). The Scale Score for each of these is provided, as well as the Proficiency Level.[1]

Scale Scores run from 100-600 and Proficiency Levels run from 1.0-6.0. The Proficiency Levels are based on the underlying Scale Scores, and the Proficiency Level cuts increase by grade, to account for the increased language demands in higher grades. WIDA provides a table of the Proficiency Level Cuts in their Secure Portal Download Library.

Student Growth Percentiles

To calculate Student Growth Percentiles (SGPs), all students with an identical grade and ELP level are pooled, and their Overall Composite Scale Score growth from the previous year is ranked from 1 (lowest of the group) to 99 (highest of the group). A student with a SGP of 50 thus represents the average growth of a student in that ELP level and grade within the state of Wisconsin. SGPs are divided into Low (1-35), Typical (36-65), and High (66-99) growth categories.

The average SGP across all ELs in a school is a reliable indicator of how that school is doing in supporting their ELs. While individual students' SGP may vary by year, as their growth varies and as the other students in that SGP pool vary, school average SGPs tend to be more stable. Average school SGP is the ELP Progress indicator used for federal (ESSA) accountability reports.

SGPs provide a relative measure of growth as compared to very similar students in the state. This allows districts to understand what normal growth looks like, and understand when students are not growing as expected. As they differentiate based on grade and ELP level, SGPs can be more meaningful than just looking at scale score growth or proficiency level growth, as those vary widely across grades and ELP levels.

With these benefits in mind, SGPs do not tell you if a student is on track to becoming proficient. If the average student at that grade and ELP level is not on track, a student with a SGP above 50 is growing above the state average, but they may still not be on track. Thus, care must be taken when analyzing SGPs. They are meaningful measures of how well a school is doing in aggregate, and they show how a student is growing relative to their peers, but they don't tell the full story for individual students.

On-Track Measure

Under ESSA, states are required to set long-term goals for ELs. Wisconsin chose to create an on-track measure for ELs' growth to proficiency, with an annual goal of increasing the percent of students on track to become proficient.[2]

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[1] https://dpi.wi.gov/wisedash/districts/about-data/access

[2] https://dpi.wi.gov/esea/wisconsin-consolidated-state-plan (p. 25)

To create an on-track measure, we started by calculating the average amount of time it has historically taken ELs to reach full English proficiency, based on their starting English Language Proficiency (ELP) level and grade. For each new EL, we find the Scale Score which aligns with an Overall Composite ELP of 5.0 in the expected grade of exit, and set this as their target exit score.

Each year the student's current Overall Composite Scale Score on the WIDA ACCESS is subtracted from their target exit score and divided by the number of years left to their expected exit year. This results in a target scale score increase for the next year.[3] Their actual scale score increase is then compared against that target score to determine whether they are on track to become proficient by their target exit year.

A major benefit of this annual recalculation is that it takes into account past performance when setting the growth target for the next year. If a student needs to grow 120 points to reach their target exit score within five years, their first target will be **24 points**. (120/5 = 24).

- If they grow **20 points** the first year, their goal for the next year will be **25 points**.
    - (120 - 20 = 100; 100/4 = 25)
- If they grow **40 points** the first year, their goal for the next year will be **20 points**.
    - (120 - 40 = 80; 80/4 = 20)

The annual recalculation of growth targets within this model allows us to accommodate the tendency for ELs to grow faster at younger ages and lower ELP levels and slower at older ages and higher ELP levels. This allows us to fairly set growth targets as a student becomes more proficient and their growth slows, as we incorporate past growth into future goals.

ELs who have not become proficient by or past their target exit year do not have a calculated growth target. Their goal should be to meet the exit criteria during the next school year.

As they are beyond the target exit year, their initial target scale score is also no longer valid, as it's tied to the expected grade of exit, which they have passed. Thus, in this dashboard, most of the target scores are blank for students who fall into the category *Further Support Needed to Exit*. Within our accountability system these students will remain in the denominator of the percent on track calculation.

[3] Ibid, (p. 31-32)

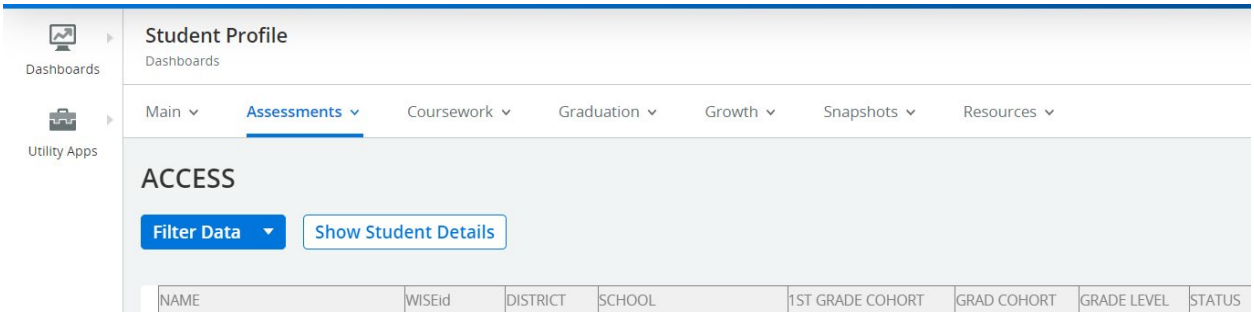
EL Data Pages in WISEdash for Districts

There are three main pages which house this EL-specific information in WISEdash for Districts.

Student Profiles

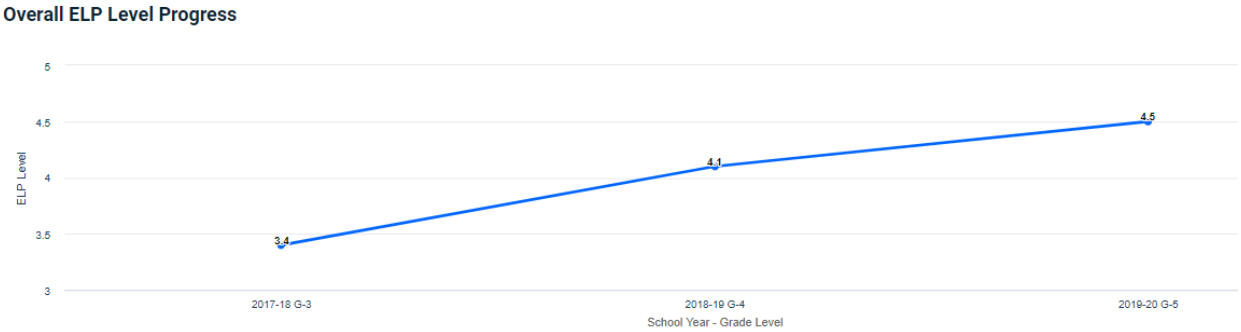
There are many ways to get to an individual student profile. Clicking on a student name from any screen will take you to their profile. Individual student profiles can be arrived at from enrollment lists, assessment result lists, from the student search menu, etc.

Once you have an individual student's profile on screen, the top menu will change to show the possible data elements associated with their profile. To get to their WIDA ACCESS information, choose Assessments > ACCESS.



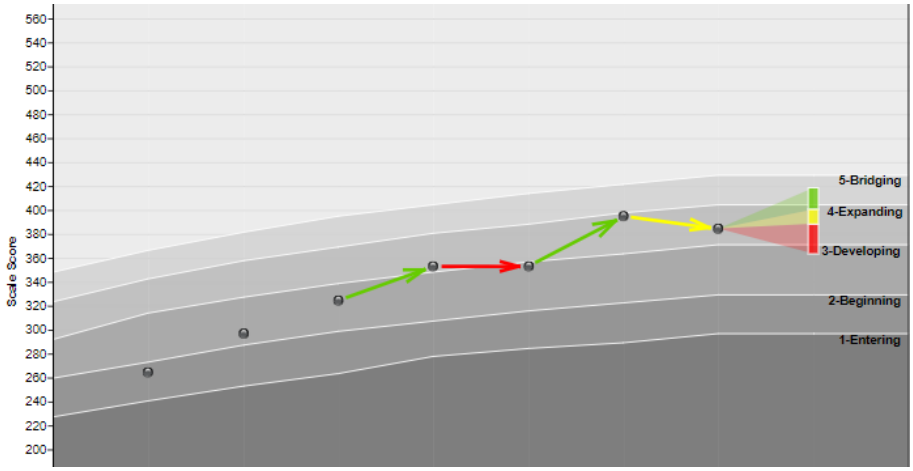
Within this screen there are five graphs or tables containing information regarding the student's performance on the WIDA ACCESS:

1. **Overall ELP Level Progress**



   a. This graph shows the Overall Composite ELP Level for each of the WIDA ACCESS test occurrences.

2. **Student Growth Percentile (SGP) ACCESS**



   a. This graph shows the student's SGPs, if any, and a predictive fan for probable next growth categories, if applicable.
   b. High, Typical, and Low growth categories are denoted by Green, Yellow, and Red arrows respectively.
   c. The height of the fan colors indicate the likelihood of the student falling into each of these categories on the next administration of ACCESS, based on the historical trajectory of similar students.

3. **ACCESS Proficiency Level Summary - Regular Assessment Only**
   a. This table summarizes the student's performance on the WIDA ACCESS by year, and includes the ELP levels for the four domain scores (Listening, Reading, Writing, and Speaking) and the four composite scores (Comprehension, Literacy, Oral, and Overall).

4. **WIDA ACCESS Progress Tracking**

ACCESS for ELLs Progress Tracking

SCHOOL ...	GRADE	PROF LEVEL	ON TRACK STATUS	SCALE SCORE	TARGET CHANGE	ACTUAL CHANGE	MIN PROF SCALE SCORE	POINTS REMAINING TO PROF
2019-20	5	4.3	Additional Support Needed	370	16	2	399	29
2018-19	4	4.5	Additional Support Needed	368	15	14	399	31
2017-18	3	4.4	Progress Goal Met	354	23	45	399	45
2016-17	2	3.5	Progress Goal Met	309	26	38	399	90
2015-16	1	2.8	Progress Goal Met	271	50	171	399	128
2014-15	KG	1.0	Baseline Year	100	--	--	399	299

   a. This table displays current and historical On-Track information. Data elements include:
      i. Prof Level - That year's Overall Composite Proficiency Level
      ii. On Track Status - Result of the On-Track Calculation
      iii. Scale Score - That year's Overall Composite Scale Score
      iv. Target Change - Scale Score growth target for that year

v. Actual Change - Scale Score increase from previous year
vi. Min Prof Scale Score - The Scale Score required to achieve ELP 5.0 in the target exit year and grade for the student
vii. Points Remaining to Prof - How many total Scale Score points the student needs to grow to reach their Min Prof Scale Score
viii. Expected Year of Prof - Target exit year for the student
ix. Years Remaining to Prof - Expected Year of Prof minus the test year
x. Grade in Expected Year of Prof - The grade in which the student should reach proficiency

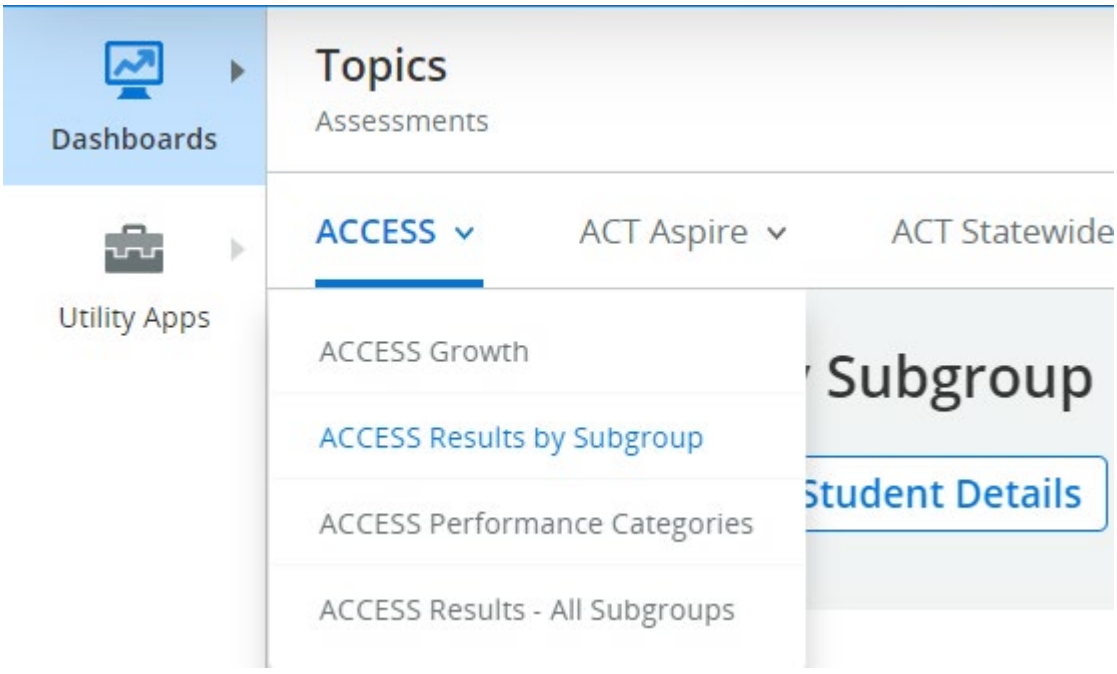
b. While this table does not show next year's growth target, this can be quickly calculated by dividing the "Points Remaining to Prof" value by the "Years Remaining to Prof" in the current year, and rounded up.

5. **WIDA ACCESS Detail Results**
   a. This table contains information used in the graphs on this page, with both Proficiency Level and Scale score, as well as the error bars for the scale score, and a Full Academic Year (FAY) indicator.

ACCESS Results by Subgroup[4]

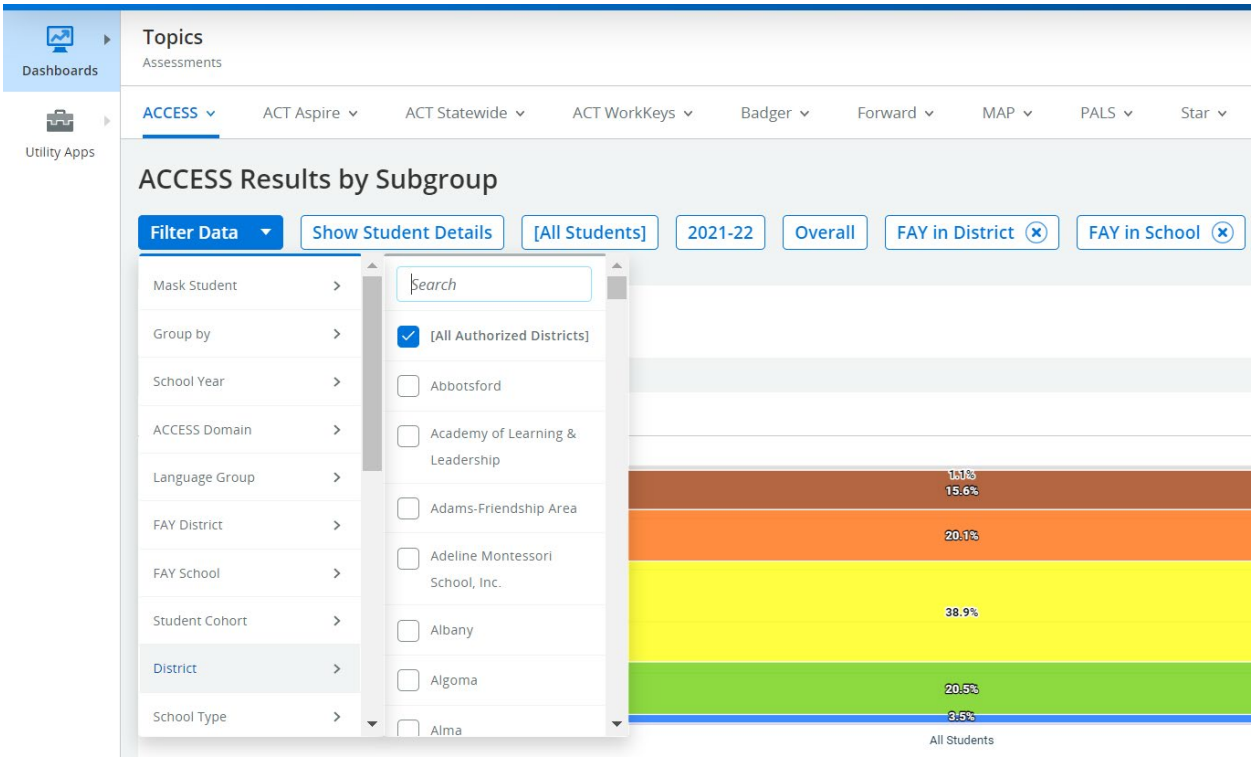
This page provides information on the distribution of ACCESS scores and on-track categories, with the ability to create subsets of students and to filter by various demographics.

1. Under 'Dashboards' choose Assessments > ACCESS > ACCESS Results by Subgroup



[4] https://dpi.wi.gov/wisedash/wisedash-districts-access-results-subgroup

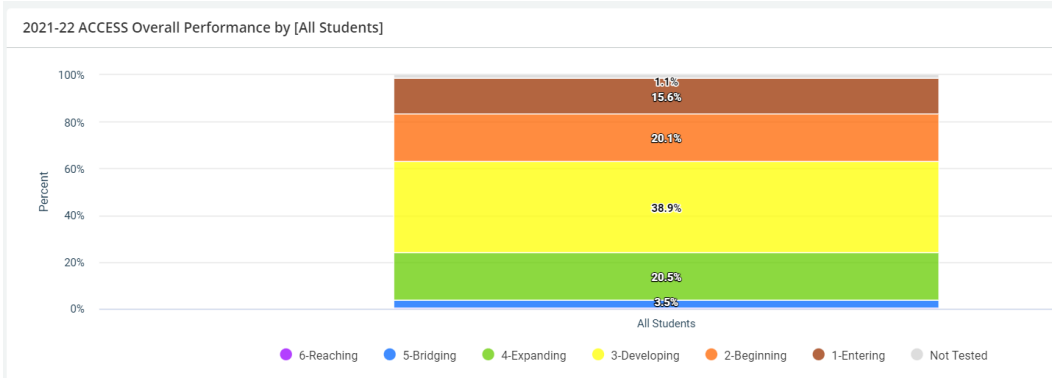
2. If the District is not filled in with your district, you might need to check that before seeing data. Click the Filter Data menu to open it, select District, and check your district.



By default, all ELs who took ACCESS in the last year in the district will be displayed. You may use Filter Data / Group by to display all categories of a subgroup or filter by a specific category of a subgroup. This may help in identifying trends and gaps. When you have filtered or grouped like this, you can remove filters and groups by clicking the (x) next to the filters, displayed along the top of the data.

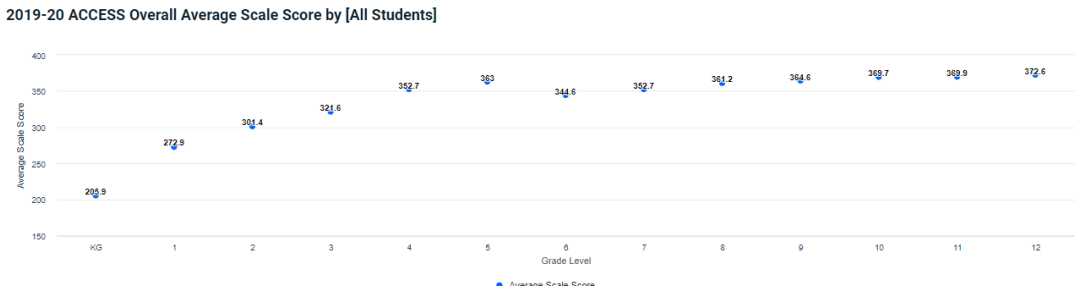
There are five dashboards on this page:

1. **ACCESS Overall Performance**



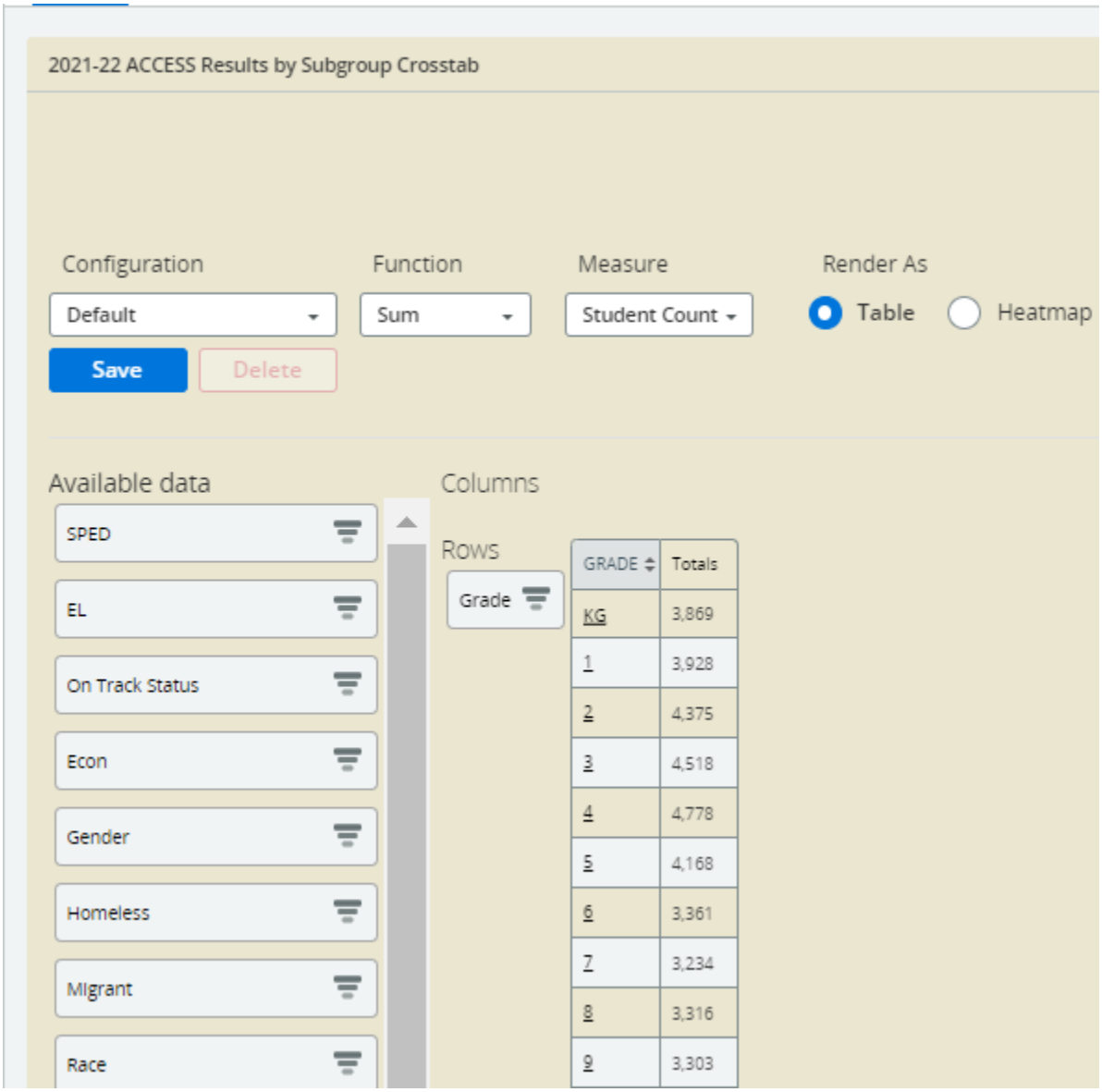
a. The first graph shows the distribution of overall composite ELP levels for the selected students. Hovering over the graph will show the number of students in each category.
b. Clicking on a category will bring up a list of the students who scored at that level.
    i. To see all students, remove the Proficiency Level filter.
c. Clicking on a student's name will bring up their individual Student Profile, as described above.

2. ACCESS Overall Composite Average Scale Score



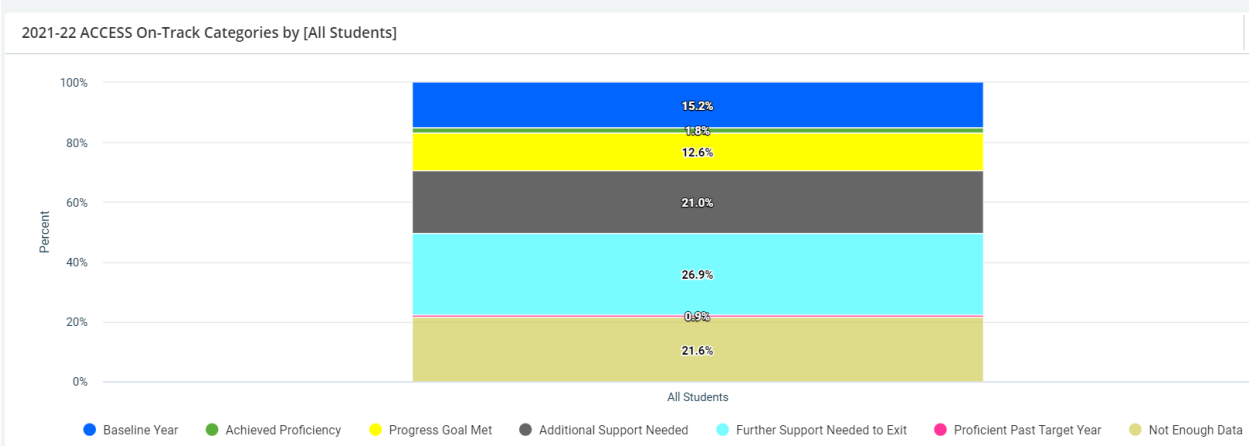
a. This graph shows the average overall composite scale score for the selected students. As above, hovering over the data brings up a tool-tip with the number of students in each grade, and clicking (very precisely) on the dot brings up the list of students whose data make up that chart element.

3. **Dynamic Crosstab**



a. This very handy tool allows you to drag and drop data elements from the left into the Row and Column categories. It then creates a chart based on those data elements with a number of students in each cell. Clicking on the number in each cell will open a roster of the students who fall into those categories.

4. ACCESS On-Track Categories



a. These categories describe the on-track status of the selected students. As above, hovering over the categories shows the number of students in each one, and clicking on them brings up a list of the students in each category.

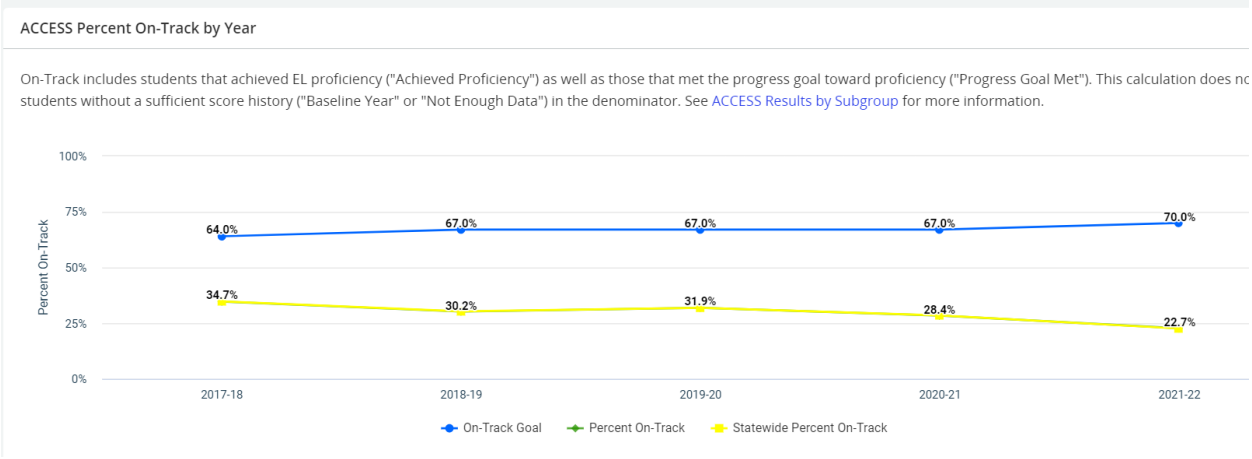
ON TRACK STATUS	SCALE SCORE	TARGET SCORE CHANGE	ACTUAL SCORE CHANGE	EXPECTED YEAR OF PROFIC...
Additional Support Needed	307	39	34	2022
Additional Support Needed	347	18	12	2022
Additional Support Needed	331	22	7	2024
Additional Support Needed	265	32	9	2023

i. On Track Status Definitions:
   1. Baseline Year: First year of ACCESS data
   2. Not Enough Data: Missing prior year test score
   3. Progress Goal Met: Met or exceeded scale score growth target
   4. Achieved Proficiency: Met or exceeded ELP 5.0 at or before expected exit year/grade
   5. Additional Support Needed: Did not meet scale score growth target
   6. Further Support Needed to Exit: Scored below ELP 5.0 at or past the expected exit year/grade
   7. Proficient Past Target Year: Scored ELP 5.0 or greater past expected exit year/grade

ii. The percent on-track calculation does not include students in the categories Baseline Year or Not Enough Data. To show only students included in the percent on-track graph below, click “Baseline Year” and “Not Enough Data” in the legend below this graph to deselect these categories.

iii. Removing the On Track Status filter will show all students with On Track data for the selected year.

5. **ACCESS Percent On-Track by Year**

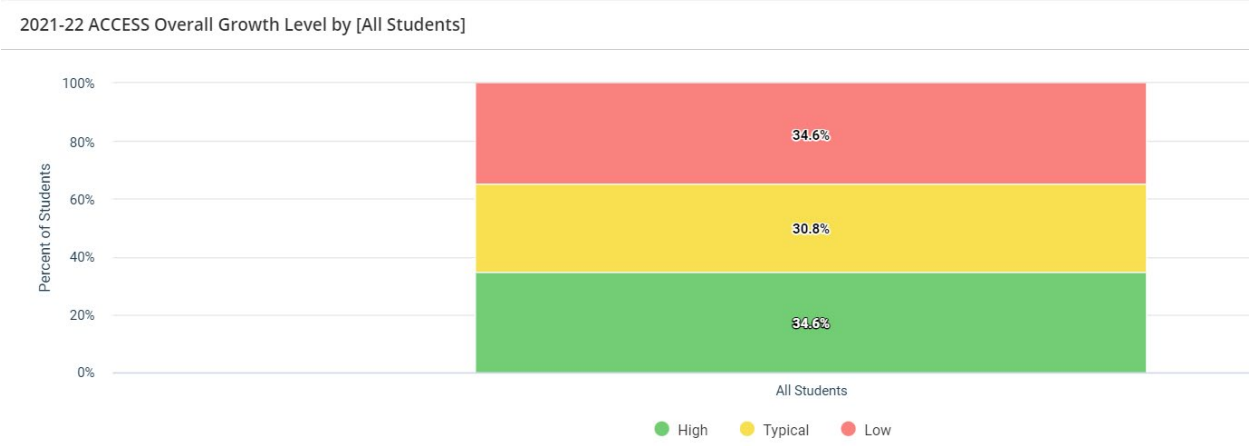


a. This graph shows the ESSA defined goal for the percentage of students on-track to exit, the state average, and the average of the selected students.

ACCESS Growth[5]

Similar to how the Results by Subgroup dashboard is selected above, the SGP dashboard can be found by selecting Topics > Assessments > ACCESS > ACCESS Growth. There are three dashboards in this tab:

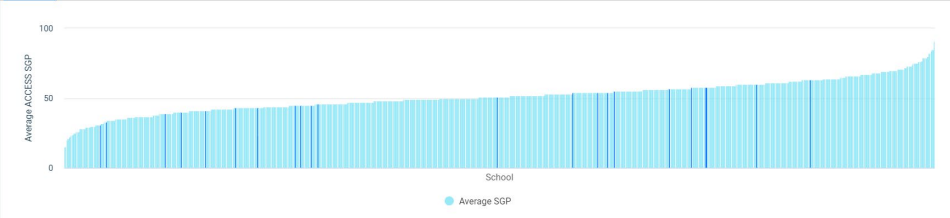
1. **ACCESS Overall Growth Level**



a. This chart shows the distribution of students in each of the growth levels, High, Typical, and Low.

2. **ACCESS Growth by School**

[5] https://dpi.wi.gov/wisedash/districts/about-data/access-growth



a. This chart shows the average SGP of all of the schools in the state. Schools in the district are highlighted in dark blue to show where they fall within the state, and shown by themselves in a graph below.

3. **ACCESS Growth Dynamic Crosstab**
    a. This handy tool allows you to drag and drop the data elements to the left into the table rows and columns to explore your data. This is a flexible way to explore a wide variety of factors to understand the performance of many different combinations of student demographics. Interesting and potentially informative row/column combinations include:

        - SPED vs Growth Level
            - Are ELs who are also Special Education students growing slower than non-Special Education ELs?
        - SPED vs Years in ELL
            - Are ELs who are also Special Education students remaining EL longer than their non-Special Education peers?
        - SPED vs Grade
            - Are ELs who are also Special Education students disproportionately represented (or not represented) in some grades?
        - Gender vs Growth Level
            - Is there a gender disparity in the performance of students?
        - Growth Level vs Grade
            - Are students in some grades routinely showing additional need of support?
        - Growth Level vs Language
            - Are students in some language groups in need of more support than those in others?

Strategic Use of Data

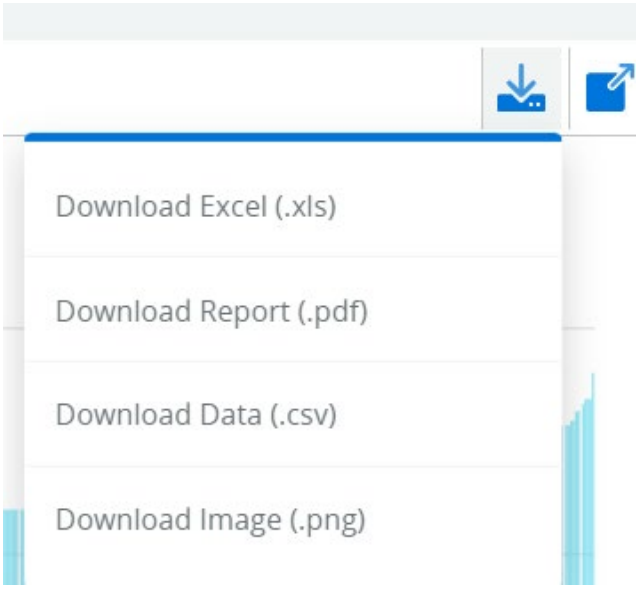
As part of our Continuous Improvement Initiative,[6] DPI suggests a number of ways in which districts can use data to inform decisions. Look for ways you can incorporate EL data to improve

[6] https://dpi.wi.gov/continuous-improvement

decision making and close achievement gaps as your district plans data retreats and builds data-driven systems to inform instruction and supports.

Within our Multi-Level Systems of Support (MLSS) pages, you can find numerous processes for how to use data to inform student interventions.[7] Again, as your district explores ways to use data to drive MLSS decisions, look for places where data specific to ELs can be used to inform support decisions and drive equitable resource allocation.

While WISEdash for Districts dashboards and tables provide many ways to explore data, there are additional tools available. The Data Inquiry Journal[8] is a tool within WISEDash for Districts which structures a custom data inquiry to allow you to undertake a needs assessment using certified data. Additionally, you can export the data behind the charts and graphs in WISEdash for Districts by selecting the Download option (arrow pointed down into a box) in the top right corner.



This will allow you to do a local analysis on the data, exploring it beyond what WISEdash does by default.

DPI partners with the CESA Statewide Network (CSN) to provide coaches for teachers and school leaders in need of assistance when developing a data inquiry process. This team is called WISExplore, and is designed to help school staff grow internal capacity for data inquiry.[9]

[7] https://dpi.wi.gov/rti/resources/strategic-use-of-data
[8] https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/DIJ_At-A-Glance_Update_5-16-19.pdf
[9] https://dpi.wi.gov/wisexplore

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