



English Learners Curriculum Review

Position Statement

In 1983, under the jurisdiction of the U.S. District Court for the Ninth Circuit, the State Board of Education signed a consent decree in which the Board agreed to ‘ensure equal opportunity to limited English proficient (LEP) students in the State of Idaho.’

A limited English proficient student, also known as an English Learner (EL), is defined as an individual who:

- Has a native language other than English and comes from an environment where a language other than English is dominant;

or

- Is a Native American and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency;

and

- Who has difficulty speaking, reading, writing or understanding the English language, whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to fully participate in our society.

To determine the proficiency level of a student who has indicated a primary home language other than English, English Language assessment scores from the ELL Placement Test, WIDA Screener or Kindergarten W-APT, and Idaho English Language Assessment, WIDA ACCESS, must indicate he/she qualifies for EL programming and services based upon Idaho’s Statewide Standardized Entrance and Exit Criteria.

A student who is determined an EL through the above assessments must be placed in a Language Instruction Educational Program (LIEP) and be given services according to the individual student needs.

Schools are held accountable to meeting English language growth and proficiency targets for the EL student population.

For the 2018 EL Curricular Materials Review, the state of Idaho utilized the WIDA Protocol for Review of Instructional Materials for ELs (PRIME) Tool, which was used to analyze materials for the presence of key components of the WIDA Standards Framework.

The Curricular Review process included an initial training of all evaluators, a remote review of assigned materials, and a consensus review where evaluators who were assigned the same materials partnered up for a final rating on each textbook based on the following ratings:

- Comprehensive EL Program- a complete stand-alone program which meets the focus, coherence and rigor of the English Language Development Standards, with minimal or no need for supplemental materials. Substantial evidence clearly supports the designation of this program as Comprehensive.
- Component EL Program- a program designed and intended to be used with another program. This program supports and/or enhances the focus, coherence and rigor of the English Language Development Standards. Substantial evidence clearly supports the designation of this program as Component.
- Intervention Program- a program designed and intended to target and support students' specific needs. Substantial evidence clearly supports the designation of this program as Intervention.

For the 2018 review cycle, 14, educators and/or administrators across the State of Idaho reviewed 22 mathematics textbooks. For the final review results, please see <http://www.sde.idaho.gov/academic/curricular/materials.html>. More specific information about the WIDA PRIME tool can be found on [the Idaho State EL and Title III](#) webpage or the [WIDA Assessment Consortium](#) website.