Multilingual Learner Expected Progress

for WIDA ACCESS Overall Composite Scores

Baseline	YR1	YR2	YR3	YR4	YR5	YR6
1.0	2.0	2.8	3.4	3.9	4.3	4.7
1.1	2.1	2.9	3.4	3.9	4.3	4.7
1.2	2.2	3.0	3.5	4.0	4.4	4.7
1.3	2.3	3.0	3.5	4.0	4.4	4.7
1.4	2.3	3.0	3.5	4.0	4.4	4.7
1.5	2.4	3.1	3.6	4.0	4.4	4.7
1.6	2.5	3.2	3.7	4.1	4.5	4.7
1.7	2.6	3.2	3.7	4.1	4.5	4.7
1.8	2.6	3.2	3.7	4.1	4.5	4.7
1.9	2.7	3.3	3.8	4.2	4.6	4.7
2.0	2.8	3.4	3.9	4.3	4.7	
2.1	2.9	3.4	3.9	4.3	4.7	
2.2	3.0	3.5	4.0	4.4	4.7	
2.3	3.0	3.5	4.0	4.4	4.7	
2.4	3.1	3.6	4.0	4.4	4.7	
2.5	3.2	3.7	4.1	4.5	4.7	
2.6	3.2	3.7	4.1	4.5	4.7	
2.7	3.3	3.8	4.2	4.6	4.7	
2.8	3.4	3.9	4.3	4.7		
2.9	3.4	3.9	4.3	4.7		
3.0	3.5	4.0	4.4	4.7		
3.1	3.6	4.0	4.4	4.7		
3.2	3.7	4.1	4.5	4.7		
3.3	3.8	4.2	4.6	4.7		
3.4	3.9	4.3	4.7			
3.5	4.0	4.4	4.7			
3.6	4.0	4.4	4.7			
3.7	4.1	4.5	4.7			
3.8	4.2	4.6	4.7			
3.9	4.3	4.7				
4.0	4.4	4.7				
4.1	4.5	4.7				
4.2	4.6	4.7				
4.3	4.7					
4.4	4.7					
4.5	4.7					
4.6	4.7					

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Expected Progress Chart

The above chart shows the expected progress for multilingual learners for the WIDA ACCESS Overall Composite score on the annual assessment under the Washington School Improvement Framework (WSIF). Students typically should reach full proficiency within 6 years of their baseline assessment, which is the first time they take the WIDA ACCESS, not the WIDA Screener.

| 4.7 | Green boxes represent the typical Grades 2-12 exit criteria for WIDA ACCESS. |

4.3	Blue boxes represent exit criteria for students in grades 3-12 who also score
4.4	a 3 or 4 on the ELA SBA.
4.5	
4.6	

Progress Calculations

To determine these requirements, the average progress was calculated for Washington students in grades 1-12 who made positive growth on the 2023 WIDA ACCESS for each of the starting proficiency levels from the 2022 baseline WIDA ACCESS test administration. This was used to determine what reasonable progress was for each level. The expected amount of progress decreases as the levels go up, which aligns with typical student data.

The chart shows expected progress for each year, based on the previous year, but it was also adjusted to ensure that any student, starting at any level, would reach proficiency within 6 years as required by the Elementary and Secondary Education Act (ESEA). These targets were typically adjusted by no more than .1 either up or down from the average positive growth. They were adjusted up in the lower range (1.0-1.7) for a few outliers and down for most of the higher levels (4.0-4.6).

Washington School Improvement Framework

For purposes of the Washington School Improvement Framework (WSIF), progress will be recalculated each year based on the previous year only. In that way, schools and districts will not be held accountable for the previous growth of students they just received that year.

The ML Expected Progress Chart can also be used to help teachers set goals for student improvement. However, caution should be taken when setting individual goals. Keep in mind that expected progress is based on an average across many students and some students will undoubtedly make more or less progress than the average.