

Washington School Improvement Framework: English Language Proficiency

How Is It Calculated?

English Language Proficiency Progress is the percentage of students taking the WIDA English Language Proficiency Assessment that showed enough progress to be on track to transition out of language development services within six years.

The most recent three years of progress data is combined when calculating this measure. A single year of progress data would include progress made from the previous year's WIDA results and any students that entered and transitioned out of services in that year.

Which Grade Levels Are Included?

English Language Learners in Kindergarten through twelfth grade are included in this measure.

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Proficiency	X	X	X	X	X	X	X	X	X	X	X	X	X

How Is the Score Assigned?

The English Language Proficiency rate is scored from 1 to 10, representing a school's performance in comparison to the rest of the state.

The indicator is only available for students who are multilingual learners. A school's results are reported under the All Students category if there are more than 20 students in the measure over the three years of combined data.

Supporting English Learner Students with Language Services

Students who are learning English as a second language need additional assistance. These students are identified by the WIDA screener and monitored throughout services on the WIDA end of year exam. We expect students to test out of services within a six-year period.

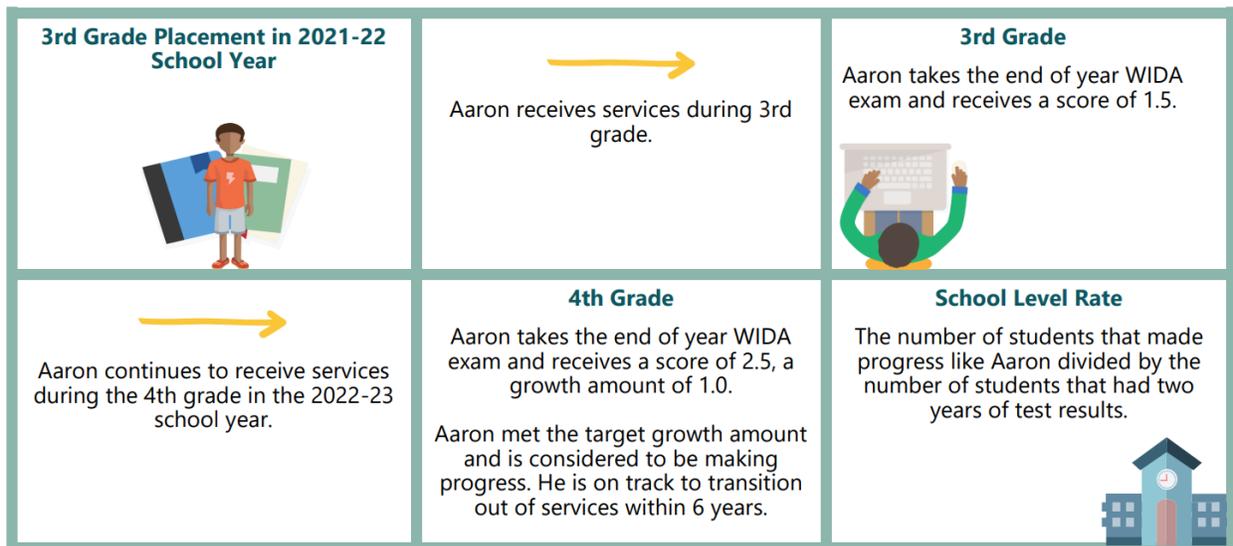
For the Washington School Improvement Framework, a target amount of growth is set based on a student's WIDA score from the previous year and the amount of progress needed to meet proficiency within six years. Student progress from the year is compared to the target growth amount and if the target is met, the student is considered to be progressing. Progress towards transition is not cumulative for purposes of calculating this measure and the annual progress target will be reset each year for each student.



This table below shows the target amount of growth from baseline level needed for a student to be considered progressing. If a student tests into services and transitions out in the same year, that counts as progress for the year.

Baseline/Prior Year Score	Target Growth Amount
1.0 to 1.5	1.0
1.5 to 1.7	0.9
1.8 to 2.2	0.8
2.3 to 2.5	0.7
2.6 to 2.8	0.6
2.9 to 3.5	0.5
3.6 to 4.3	0.4
4.4	0.3
4.5	0.2
4.6	0.1

Student Example – Aaron the English Learner



Additional Resources

[OSPI Migrant and Multilingual Education Program](#)

[Promoting the Educational Success of Children and Youth Learning English](#)

[What do Educators & Parents Need to Know about Children’s Language Development?](#)

For more information about the Framework, visit the [Every Student Succeeds Act](#) webpage.

For data-related inquiries, email us at AccountabilityData@k12.wa.us