



Washington School Improvement Framework: English Language Proficiency

HOW IS IT CALCULATED?

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. Includes progress from the 2022 WIDA to the 2023 WIDA and progress from the 2023 WIDA to the 2024 WIDA, in addition to those that qualified for services in 2023 or 2024 and transitioned out of services in the same year.

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

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. The school's results are reported under the All Students category.



WHAT ELSE IS THERE TO KNOW?

Students are included if they have two consecutive years of valid WIDA test results or transitioned out of services for their first year. Students must qualify for English language development services through the WIDA Screener, which is used to determine initial eligibility.

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?](#)



SUPPORTING ENGLISH LEARNER STUDENTS WITH LANGUAGE SERVICES

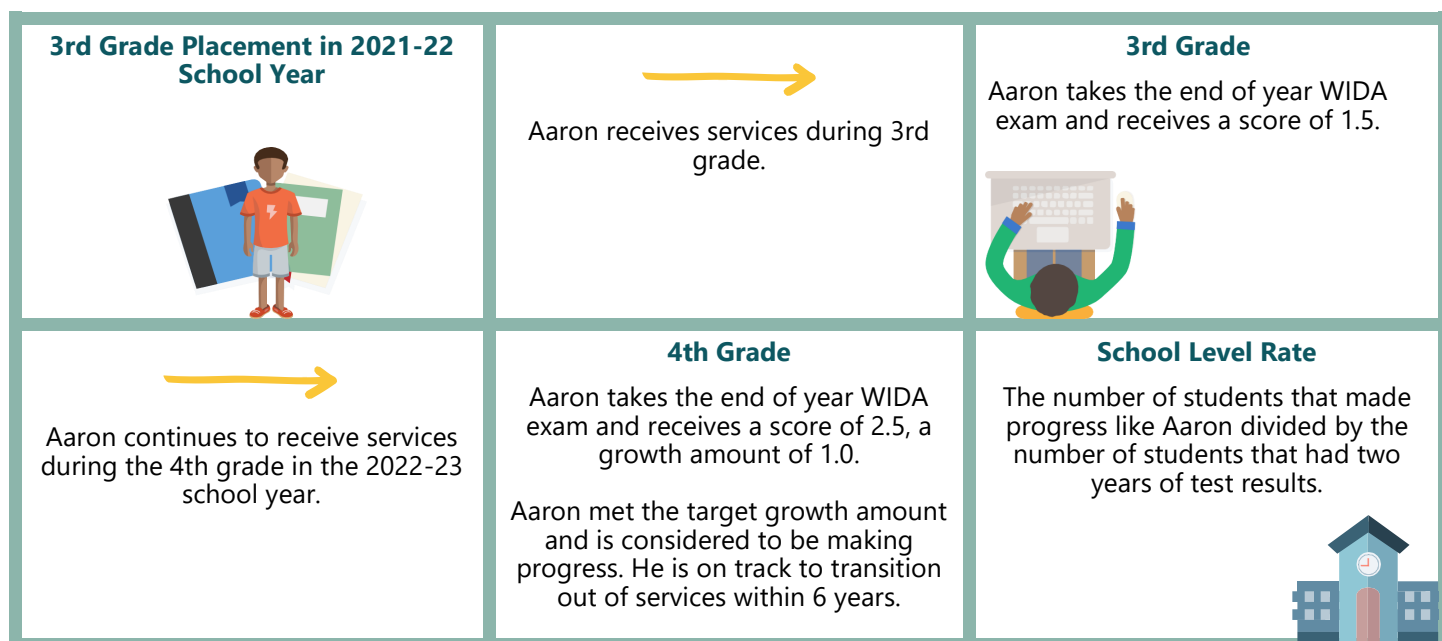
Students who are learning English as a second language need additional assistance. These students are identified by the WIDA screener, and monitored throughout services on the WIDA end of year exam. We expect students to test out of services within a 6-year period.

For the Washington School Improvement Framework, a target amount of growth is set based on the student's WIDA score from the previous year and the amount of progress needed to meet proficiency within 6 years. Student progress for the year is compared to the target growth amount and if the target is met, the student is considered to be progressing. Progress toward transition is not cumulative for purposes of calculating this measure and the annual progress target will reset each year for each student.

This table 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 1.4	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



For more information about the Framework, visit <https://tinyurl.com/WAESSA>

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