

## WIDA ACCESS SCORES

### Determining Progress Toward Exiting



Supporting Equity  
in Education

Note: South Dakota's WIDA Exit Score is 5.0. The student is then reclassified as Monitoring Status.

- ✓ Based on the new SD Accountability Measure for ELs, this worksheet may be helpful in determining, "adequate progress toward exiting".
- ✓ This worksheet will help determine if a student is on track to exit from EL Identification and be reclassified to Monitoring Status.
- ✓ Once you know the student's individual "Yearly Progress toward Exiting" it would be helpful to keep that in the Cumulative file or on the LAP to refer to in subsequent years.
- ✓ The Baseline ACCESS Score is the composite score in 2017, or moving forward, the composite score in the first year of ACCESS participation.
- ✓ This will help us make sure, that based on our new EL Accountability, our students are making enough "progress toward exiting" each school year.

Student Name: \_\_\_\_\_  
Baseline ACCESS Score: \_\_\_\_\_  
Baseline ACCESS Score Year: \_\_\_\_\_  
Yearly Progress Toward Exiting: \_\_\_\_\_

Long term goals- EL indicator	Level 1- Exit in 5 years Level 2- Exit in 5 years Level 3- Exit in 4 years Level 4- Exit in 3 years Level 5- Exit in 1 year
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### WORKSHEET TEMPLATE

#### Step One: Determine Years to Exit.

1. 2017 Composite: \_\_\_\_\_
2. 2018 Composite: \_\_\_\_\_
3. Years to exit: \_\_\_\_\_ (based on chart below using 2017 composite score)

#### Step Two: Determine Overall Progress to Exit EL Identification on time

4. Progress needed to Exit EL Identification on time: \_\_\_\_\_  
(5.0 - \_\_\_ Baseline score/line 1) = \_\_\_\_\_ (overall progress needed to exit)

#### Step Three: Determine Yearly Progress Needed

5. \_\_\_\_\_ (overall progress needed) divided by \_\_\_\_\_ (years to exit) = \_\_\_\_\_ yearly progress needed toward exiting.

#### Step Four: Did the student make enough progress to exiting this year?

6. Yearly gain from 2017 to 2018: \_\_\_\_\_ (subtract 2107 from 2018 composite score, provided their score increased.)
7. Yearly Progress Needed: \_\_\_\_\_ (refer to line 5)
8. Did the student make adequate progress toward exiting? \_\_\_\_\_

## SAMPLES

### Scenario #1

2017 composite score: 1.5 (first time they took the ACCESS)

2018 composite scores: 2.2

They started at level 1, so they have 5 years to exit.

$5.0$  (exit score)  $- 1.5$  (where they started) =  $3.5$  progress to exit within 5 years.

Time to exit: 5 years

$3.5$  divided by  $5 = .7$  each year progress to exit in time.

Yearly growth needed:  $.7$

This student went from  $1.5$  to  $2.2$ . That is  $.7$  progress, so this student made enough progress toward exiting.

### Scenario #2

2017 composite score:  $3.3$  (baseline)

2018 composite score:  $3.9$

Time to exit: 4 years

$5.0$  (exit scores)  $- 3.3$  (baseline) =  $1.7$  overall progress to exit on time.

$1.7$  (desired yearly growth) divided by 4 years to exit =  $0.4$  progress each year.

Yearly progress needed:  $.4$

Did this student make enough yearly progress?

$3.9 - 3.3 = .6$

Yes, this student needed  $.4$  progress, but he made  $.6$  progress.

### Scenario #3

A: 2017 Composite: **2.8 (Baseline)**

B: 2018 Composite: **4.1**

C: Years to exit: 5 (based on chart below using 2017 composite score)

progress needed to exiting: 2.2 ( $5.0 - 2.8$  Baseline score = 2.2 overall progress needed to exit)

D: What yearly progress is needed? **.4**

(2.2 Overall progress needed divided by 5 (years to exit) = .4 yearly progress needed toward exiting.)

E. Did the student make adequate progress toward exiting? **YES, because he made 1.3 progress toward exiting.**

(He needed  $.4$ . But he went from  $2.8$  to  $4.1$ . He made  $1.3$  progress toward exiting.)