

Washington School Improvement Framework

Business Rules

2022



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Revision Log

Changes to this document made after March 15, 2023, will be noted in the table below.

Section	Page	Description of Revision	Revision Date
Table 4	15	Correction of typo in Bridging ELPA21 to WIDA table	4/26/2023

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Overview of the Washington School Improvement Framework

Framing

The Washington accountability system, called the Washington School Improvement Framework (WSIF), is part of the state's Every Student Succeeds Act (ESSA) Consolidated Plan. The plan was originally approved in January 2018, and an [amended](#) version Consolidated Plan was approved by the US Department of Education in February 2020. Due to COVID-19 disruptions, Washington submitted and was approved for a one-year [Addendum](#) to accountability plan. The Addendum applies to the 2022 WSIF.

The Washington School Improvement Framework uses five broad Indicators, as required by ESSA. Each indicator is comprised of one or more specific measures.

Broad Indicator	Specific Measures
Academic achievement	<ul style="list-style-type: none">English Language Arts (ELA) proficiencyMath proficiency
Student growth or another academic indicator	<ul style="list-style-type: none">Student growth percentiles (SGPs) – ELAStudent growth percentiles – MathAverage Achievement Level (AAL)*
Graduation	<ul style="list-style-type: none">Four-year graduation rate
English language progress	<ul style="list-style-type: none">Progress in achieving English language proficiency
School quality or student success	<ul style="list-style-type: none">Regular attendanceNinth grade on-trackDual credit

* AAL is a temporary measure because SGPs are not available for 2022.

There are three high level steps for calculating WSIF:

1. Each of the Measures is mapped to a 1–10 score. The scores between 1 and 10 are determined by deciles. That is, for each Measure, 10% of schools receive a 1, 10% of schools receive a 2, etc.
2. The Measure scores (within each Indicator) are combined into an Indicator score between 1 and 10.
3. Indicator scores are combined into an overall or composite score. The composite is a weighted average of the available Indicator scores.

Each Indicator and the overall score are reported at the school level by these student groups, outlined in our plan: All Students, American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, Two or More Races, English Learner, Students with Disabilities, and Students from Low-income Families.

Because of COVID-19-related data disruptions, the Measures included in the 2022 WSIF will use data points spanning the 2017–18 through 2021–22 school years. When calculating the 2022 WSIF, OSPI used the most recent three years of valid and reliable data, which varied by Measure. Table 1 shows the school years used for each Measure in creating the composite school scores.

Indicators and Measures

Table 1. WSIF Data: Measures and Years included in the 2022 Calculation

ESSA Accountability Term		School Year				
Indicator	Measure	2017–18	2018–19	2019–20	2020–21	2021–22
Academic Achievement	ELA Proficiency	√	√	N/A	N/A	√
	Math Proficiency	√	√	N/A	N/A	√
Other Academic Achievement	Student Growth Percentile and Average Achievement Level	SGP	SGP	N/A	N/A	AAL
Graduation Rate	4-Year Adjusted Cohort			√	√	√
School Quality or Student Success (SQSS)	Regular Attendance		√	Adjusted (Sept–Feb)	N/A	√
	Ninth Grade on Track			√	√	√
	Dual Credit			√	√	√
English Learner Progress	EL Progress					ELPA21 (2021) to WIDA (2022)

Table reads: For the ELA Proficiency Measure, which is part of the Academic Achievement Indicator, data will be used from the following three school years: 2017–18, 2018–19, and 2021–22. Data for the 2019–20 school year is not available and the 2020–21 data were waived from being included in accountability.

Each Indicator is made up of one or more Measures. For the 2022 WSIF, there were some notable changes to overcome COVID-19 data collection disruptions.

- The Proficiency Indicator is made up of two Measures:
 - English Language Arts and Math percent met Washington’s proficiency standard on the [Smarter Balanced Assessment](#) (SBA) or the [Washington Access to Instruction and Measurement](#) (WA-AIM) alternative assessment.
- The Other Academic Achievement Indicator is made up of two Measures:
 - Three-year school median Student Growth Percentiles (SGPs) in English Language Arts (ELA) and Math based on [Student Growth Percentiles](#) (SGPs).
 - Average Achievement Levels (AAL) in ELA and Math on the SBA and WA-AIM assessments.
- The English Language Progress Indicator is derived from the results on the English Language Proficiency Assessment for the 21st Century (ELPA21) and [WIDA](#). Note: For the 2022 WSIF only, OSPI will bridge these two assessments.
- The Graduation Rate Indicator is based on the 4-year adjusted cohort graduation rate, with extra credit points possible for schools with relatively larger increases in their 5-, 6-, and 7-year adjusted cohort graduation rates.

- The School Quality and Student Success Indicator (SQSS) is made up of three Measures:
 - Regular Attendance is the number of students who have less than an average of 2 absences per month of enrollment.
 - Ninth Grade on Track is the number of first-time 9th graders that have earned all attempted credits in their 9th grade year.
 - Dual Credit is the number of high school students that have completed a dual credit course.

School Supports and Designations

The lowest 5% of school scores establish a support threshold. For the 2022 calculation, the 5% threshold is 2.19. The 5% threshold is used to identify schools for school improvement support for schools with the All Students group below the threshold or schools with 3 or more student groups below the threshold. Schools can also receive support if their 4-year adjusted cohort graduation rate is below 66.7% or if their school is among the lowest 5% of schools when considering only the EL Progress Measure. Refer to OPSI's [Office of System and School Improvement](#) webpage for more information.

2022 Calculations

General Business Rules

This section contains general or overarching business rules as applied to the All Students group and each student group. Measure-specific details are in the section that follows.

Indicator Score Assignment: In the WSIF methodology, each of the measures is mapped to a 1–10 score. The scores between 1 and 10 are determined by deciles. That is, for each measure, 10% of schools receive a 1, 10% of schools receive a 2, etc. Within each indicator, the measure scores are combined so that each indicator has a score between 1 and 10. Then the Indicator scores are averaged (using the weights in Table 2) into an overall or composite score.

General WSIF Rules:

- To receive a composite score, student groups need to have at a minimum:
 - a. Scores in Proficiency, Other Academic Achievement, and SQSS Indicators; OR
 - b. Proficiency, Graduation Rate, and SQSS Indicators.

Student groups without the minimum indicators will not receive a composite school score, but Measure or Indicators meeting the minimum N size requirement will still display.

- Proficiency Indicator: A student group must have either ELA or math Measure scores to calculate the Proficiency Indicator. If a school has both, the Indicator will be an average of the ELA and math Measures.
- Other Academic Achievement Indicator: To calculate the Other Academic Achievement Indicator, a student group must have at least one of the following scores: ELA SGP, math SGP, ELA Average Achievement Level, or Math Average Achievement Level. If a school has any of these scores, the Indicator will be the average of all available Measures.
- Graduation cohorts are established by the year in which students first enter 9th grade. The class of 2022 (4-year cohort) were first time ninth graders in the 2018–19 school year and had a designated graduation requirements year of 2022.
- Graduation Rate Indicator: To be eligible for Extended Graduation Rate extra points, a student group must have a score for the Adjusted 4-year Cohort Graduation Rate measure.
- Half-year Enrollment Requirement: A student must be enrolled 150 days during the period of September 1st through June 1st and enrolled on October 1st. This requirement applies to Proficiency, SGP, Average Achievement Level, and ELP Measures.
- Students are connected to their primary enrollment records only.
- A student's demographic designation is pulled from the most recent enrollment file for that student and mapped by SSID to Proficiency, Other Academic Achievement, ELP, and SQSS Indicators.

"Minimum N" Rule: In general, to be included in a Measure, each student group must have at least 20 students over the three years of data. This rule is often called "minimum N-size," meaning the minimum number

necessary for the denominator of the Measure. The rule is applied to all Measures for each student group and the All Students group. Details or exceptions to this rule are in the measure-specific sections.

Data Sources for School Enrollment and Student Demographic Fields: Student enrollment and student demographics were pulled directly from CEDARS on January 30, 2023, specifically the following CEDARS elements:

- District Code: Element B02
- School Code: Element C02
- State Student ID (SSID): B05
- Student Federal Race and Ethnicity: Combination of L05 and M05
- Student Low Income Status: I06
- Student English Learner Status: File J
- Student Disability Status: File K

2022 WSIF Decile Scores

1. ELA Proficiency Measure is based on the percent of students meeting standard in English Language Arts on the SBA or WA-AIM assessments.*

% Met Standard	Score
79 – 100%	10
73 – 78.9%	9
67 – 72.9%	8
61 – 66.9%	7
57 – 60.9%	6
52 – 56.9%	5
47 – 51.9%	4
41 – 46.9%	3
33 – 40.9%	2
0 – 32.9%	1

*If participation is not met, 1 score point will be removed from the subject's score.

2. Math Proficiency Measure is based on the percent of students meeting standard in Mathematics on the SBA or WA-AIM assessments.*

% Met Standard	Score
71 – 100%	10
61 – 70.9%	9
54 – 60.9%	8
49 – 53.9%	7
44 – 48.9%	6
39 – 43.9%	5
33 – 38.9%	4
28 – 32.9%	3
19 – 27.9%	2
0 – 18.9%	1

*If participation is not met, 1 score point will be removed from the subject's score.

3. ELA Growth Measure is based on the two-year median growth percentile in English Language Arts.

Median SGP	Score
≥ 61.0	10
58.0 – 60.9	9
55.0 – 57.9	8
53.0 – 54.9	7
51.0 – 52.9	6
49.0 – 50.9	5
46.5 – 48.9	4
43.0 – 46.4	3
39.0 – 42.9	2
< 39.0	1

4. Math Growth Measure is based on the two-year median growth percentile in Mathematics.

Median SGP	Score
≥ 64.0	10
59.0 – 63.9	9
56.0 – 58.9	8
53.0 – 55.9	7
50.0 – 52.9	6
47.5 – 49.9	5
45.0 – 47.4	4
41.5 – 44.9	3
37.0 – 41.4	2
< 37.0	1

5. Graduation Measure is based on a composite 3 year Adjusted 4-year Cohort Graduation Rate from the 2020, 2021, and 2022 cohorts. This indicator applies only to schools that graduate students.

Graduation Rate	Score
≥ 96%	10
93 – 95.9%	9
91 – 92.9%	8
89 – 90.9%	7
86 – 88.9%	6
81 – 85.9%	5
67 – 80.9%	4
44 – 66.9%	3
8 – 43.9%	2
<8.0%	1

- 6. Extra Credit for Graduation** points based on the percentage increases in 5-, 6-, and 7-year graduation rates across cohorts. This indicator applies only to schools that graduate students.

Extended Cohort Graduation Rate	Extra Credit
≥ 21%	2
12 – 20.9%	1

- 7. English Language Progress Measure** is based on the percent of students making sufficient progress to exit English language learning services in a 6-year timeframe, based on the annual English Language Proficiency (ELP) assessment.

% Progressing	Score
48 – 100%	10
42 – 47.9%	9
37 – 41.9%	8
34 – 36.9%	7
31 – 33.9%	6
29 – 30.9%	5
25 – 28.9%	4
21 – 24.9%	3
17 – 20.9%	2
0 – 16.9%	1

- 8. Regular Attendance Measure** is based on the percentage of students who regularly attended school (missed less than two days of school per month, on average).

% Regularly Attending	Score
99 – 100%	10
89 – 98.9%	9
86 – 88.9%	8
83 – 85.9%	7
80 – 82.9%	6
78 – 79.9%	5
75 – 77.9%	4
72 – 74.9%	3
66 – 71.9%	2
0 – 65.9%	1

9. Ninth Grade On Track Measure is based on the percentage of first time ninth grade students who are on track to graduate with their cohort in a 4-year timeframe.

% On Track	Score
93 – 100%	10
88 – 92.9%	9
83 – 87.9%	8
78 – 82.9%	7
74 – 77.9%	6
70 – 73.9%	5
64 – 69.9%	4
56 – 63.9%	3
47 – 55.9%	2
0 – 46.9%	1

10. Dual Credit Measure is based on the percent of students in grades 9–12 enrolled in dual credit programs.

% Enrollment	Score
81 – 100%	10
70 – 80.9%	9
60 – 69.9%	8
51 – 59.9%	7
40 – 50.9%	6
27 – 39.9%	5
14 – 26.9%	4
4 – 13.9%	3
0.01 – 3.9%	2
0 – 0.0%	1

11. Math Average Achievement Level is based on the average achievement level in Mathematics assessments for students in grades 3–8.

Average Achievement Level	Score
2.97 – 4.00	10
2.72 – 2.96	9
2.54 – 2.71	8
2.38 – 2.53	7
2.24 – 2.37	6
2.12 – 2.23	5
2.00 – 2.11	4
1.86 – 1.99	3
1.69 – 1.85	2
0 – 1.68	1

12. ELA Average Achievement Level is based on the average achievement level in English Language Arts assessments for students in grades 3–8.

Average Achievement Level	Score
3.09 – 4.00	10
2.87 – 3.08	9
2.68 – 2.86	8
2.55 – 2.67	7
2.44 – 2.54	6
2.33 – 2.43	5
2.21 – 2.32	4
2.09 – 2.20	3
1.90 – 2.08	2
0 – 1.89	1

2022 WSIF Indicator Weights

Weights are determined by which Indicators are available for a given school or student group. The table below shows the weight assignments for the different possibilities.

Table 2. 2022 WSIF Indicator Weighting

Typical Grades Served Given Indicators	Indicator Availability and Grade Level Notes	Proficiency Indicator	Other Academic Achievement Indicator	Graduation Rate Indicator	EL Progress Indicator	School Quality or Student Success Indicator
K–12	All Indicators	30%	25%	25%	5%	15%
K–8	No Grad	40%	50%	N/A	5%	5%
7–9	Typical junior high	30%	50%	N/A	5%	15%
10–12	No 9th grade	35%	N/A	50%	5%	10%
9–12	No ELP Typical HS	30%	N/A	50%	5%	15%
K–12	No ELP	35%	25%	25%	N/A	15%
K–8	No Grad or ELP	40%	55%	N/A	N/A	5%
7–9	No ELP	35%	50%	N/A	N/A	15%
10–12	No 9th grade or ELP	40%	N/A	50%	N/A	10%
9–12	No growth or ELP	35%	N/A	50%	N/A	15%

Table reads: For schools serving students in grades K through 12 and enrolling enough English Learner students to have all Indicators, 30% of the composite school score comes from the Proficiency Indicator, 25% from the Other Academic Achievement Indicator, 25% from the Graduation Rate Indicator, 5% from the ELP Indicator, and 15% from the SQSS Indicator.

Indicator and Measure Specific Details

Proficiency Measures

Proficiency Numerator: Number of students who were proficient (Level 3 or Level 4) in the three years included in the measure (2017–18, 2018–19, 2021–22).

Proficiency Denominator: For the three years included in the measure, whichever is higher:

- Number of students tested, OR
- Ninety-five percent of students expected to test.

Additional Proficiency Measure Considerations:

- Includes Smarter Balanced Assessment (SBA) and Washington Access to Instruction and Measurement (WA-AIM) Assessment.
- Grades included are 3–8 and 10.
- “Proficient” is earning a level 3 or 4, or previously passed.
- Students who are less than 0.8 full time enrollment are not required to participate and are not included in accountability.
- Students with an F1 visa are not required to participate and are not included in accountability.
- English language arts and math Measures are calculated separately.
- Minimum N of 20 is applied to the denominator, the number of students expected to test. Three years of data are pooled.

Data Source: Proficiency: Student ELA and math state assessment results were pulled from internal OSPI databases. For the 2022 WSIF, data from school years 2017–18, 2018–19, and 2021–22 were used. School districts can find assessment results in WAMS or in WAQuery.

PARTICIPATION RATE

In addition to the proficiency calculation above, if a school fails to meet 95% participation for each of the three data years included in WSIF, the score for that subject is lowered by 1 point.

Other Academic Achievement Indicator

STUDENT GROWTH PERCENTILE MEASURE

Student Growth Percentile: The median Student Growth Percentile (SGP) among students within a student group.

Additional SGP Considerations:

- To receive an SGP, students must have at least two consecutive years of testing data.
- English language arts and math Measures are calculated separately.
- The 2022 WSIF calculation includes SGP data from 2018 and 2019 but does not calculate an SGP for the 2021–2022 school year.

Data Source: Student Growth Percentiles (SGPs) were pulled directly from internal OSPI databases. For the 2022 WSIF, data from school years 2017–18 and 2018–19 were used. Results can be found in WAMS.

- Minimum N of 10 is applied to number of students with a Student Growth Percentile, over a two-year period, per content area per school. Student growth is calculated for grades 4–8.

AVERAGE ACHIEVEMENT LEVEL MEASURE

Average Achievement Level: Weighted average of students’ assessment achievement levels. The Average Achievement Level is calculated for all non-high school students (grades 3 to 8) by student group using data from only the 2022 school year.

Note: The Average Achievement Level measure is being included in the 2022 WSIF calculations only, in lieu of SGPs. SGPs are not available because the 2021 assessment scores are not being used for accountability. The 2022 Average Achievement Level, in conjunction with SGPs from 2018 and 2019, will be used in the “Other Academic Indicator” for WSIF.

Table 3 demonstrates how the Average Achievement Level Measure would be calculated for a hypothetical school with 100 students expected to test and 80 students participating.

Table 3. Example for Calculating the Average Achievement Level Measure

Assessment Score	Student Count	Achievement Level Total	Average Achievement Level
1	20	20	–
2	20	40	–
3	20	60	–
4	20	80	–
Not tested or no score	20	–	–
Total included in AAL	80	200	2.5

Table reads: 20 students scored a level 1 and earned 20 points toward the school’s Average Achievement Level Measure.

Note: Twenty students who were expected to test did not test (or didn’t receive a score) and are not included in the total student count of 80; only students who received a score are included in this measure.

Additional Achievement Level Considerations:

- Includes SBA and WA-AIM Assessments.
- Only includes students who tested and received a score.
- English language arts and math are calculated separately.

Data Source: AAL Student ELA and math state assessment results were pulled directly from internal OSPI databases. For the 2022 WSIF, data from school years 2021–22 were used. Includes SBA and WA-AIM assessments. To align with the grade levels that factor into SGPs, Average Achievement Levels from grades 3–8 are included.

Minimum N of 10 is applied to the number of students with SBA or WA-AIM ELA or math achievement level scores (1–4) in 2022, per content area per school. AAL Measure is calculated for grades 3–8. Note that the minimum N for SGPs and AAL when they are combined is 20 over three years, so they are comparable to the other Measures.

Graduation Indicator

4-YEAR COHORT GRADUATION RATE MEASURE

Adjusted 4-Year Cohort Rate Numerator: Number of students who graduated in 4 years based on their first time ninth grade cohort.

Adjusted 4-Year Cohort Rate Denominator: Number of students in cohort.

Additional Graduation Considerations:

- For the Adjusted 4-year cohort rate, three years of data are combined (Classes of 2020, 2021, 2022).
- Graduation rates are calculated using the “adjusted cohort rate” methodology. Students are placed in a cohort based on the year they enter ninth grade for the first time. The cohort is adjusted for students who officially transfer in or out of a school or out of state.
- There is no minimum N requirement for extended year rate calculation.

EXTENDED GRADUATION RATE BONUS POINTS

The graduation calculation recognizes work schools do to serve students after four years by including possible bonus points for schools that have made the most significant gains in graduating students in years five, six, and seven.

The bonus calculation looks at the percentage increase of students that graduate in extended time frames; for example, the change of the 2021 4-year to 5-year cohort, plus the change of the 2020 5-year to 6-year cohort, plus the change of the 2019 6-year to 7-year cohorts. The three percentage changes from those three cohorts will be combined, and a school will be assigned a bonus score of 0, 1, or 2 based on the distribution of increases statewide. Up to 2 additional extra credit points can be added to a school’s score, with a maximum score of 10.

Extended Graduation Rate Change: The percentage increase of additional graduates in extended years. Total extended year change = (5-year rate minus 4-year rate for the Class of 2021) + (6-year rate minus 5-year rate for the Class of 2020) + (7-year rate minus 6-year rate for the Class of 2019).

The bonus points related to the graduation rate score are awarded to schools with relatively higher changes in their 5-, 6-, and 7-year graduation rates. Based on the percentile ranking of the extended graduation rate change, schools in the 91–100 percentile will receive 2 bonus points. Schools in the 81–90 percentile will receive 1 point, and schools in 0–80 percentiles receive 0 bonus points.

Data Source for Adjusted 4-, 5-, 6-, and 7-Year Cohort Graduation Rates: Student graduation rates were pulled directly from internal OSPI databases. For the 2022 WSIF, 4-year cohort includes the 2020 4-year cohort, 2021 4-year cohort, and 2022 4-year cohort. Extended graduation change calculations use 2019 7-year cohort, 2020 6-year cohort, 2021 5-year cohort.

Minimum N of 20 is applied to number of students in the 4-year adjusted cohort rate aggregated over a three-year period.

School Quality or Student Success Indicator

REGULAR ATTENDANCE MEASURE

Regular Attendance Numerator: Number of students who have less than an average of 2 absences per month enrolled, for the last three years.

Regular Attendance Denominator: Number of students enrolled for at least 90 calendar days between September 1st and June 1st, in each of the data years. **Note:** A truncated timeline is being used for the 2019–2020 school year.

Additional Regular Attendance Measure Considerations:

- Each student's attendance will be looked at per school year and rolled up to three years of data.
- Only full-day absences are considered a day of not attending.
- Absences and enrollment data are calculated between September 1 and June 1.
- For the 2019–2020 school year, absence and enrollment data are calculated between September 1 and February 28.
- Multiple partial day absences are not combined into composite full day absences.
- Excused and unexcused absences are both included in "absence" calculation.

For the 2022 WSIF, data from school years 2018–19, 2019–20 (adjusted Sept–Feb only), and 2021–22 were used and included student enrollment and absence data.

Data Source: Student regular attendance data were pulled directly from CEDARS on January 30, 2023, specifically the following CEDARS elements:

- Student Enrollment Dates: Element C06 and C09
- Student Absences: Elements N06 and N07

Minimum N of 20 is applied to number of students enrolled for more than 90 calendar days, over a three-year period.

NINTH GRADE ON TRACK MEASURE

On Track Numerator: Number of first-time 9th grade students that have earned all credits attempted.

On Track Denominator: Number of first-time 9th grade students that attempted a credit.

Additional Ninth Grade on Track considerations:

- Letter grade isn't considered, only credits earned and credits attempted.
- Includes all records where a student attempted and earned credits at each school attended (credits only counted at school attended, no transfer credits considered).
- Attempted credit does not include withdrawals.
- Combines three years of data.

Data Source: Student ninth grade on track data was pulled directly from CEDARS on January 30, 2023, specifically the following CEDARS elements:

- Student Courses Attempted: H11
- Student Credits Earned: H12

For the 2022 WSIF, data from school years 2019–2020, 2020–2021, and 2021–2022 were used and included student grade history and absence data.

Minimum N of 20 is applied to number of first-time 9th graders that have attempted one or more credits, over a three-year period.

DUAL CREDIT MEASURE

Description: Among all enrolled students in grades 9–12, the percent of students who completed a dual credit course.

Dual Credit Numerator: Number of high school students (grades 9, 10, 11, and 12) that have completed a dual credit course.

Dual Credit Denominator: Number of high school students that attempted a credit.

Additional Dual Credit Considerations:

- "Completion" of a dual credit course is defined as any course grade other than "Withdrawn" for any course considered a dual credit course.
- "Attempted a credit" is defined as a student having a record with credits attempted > 0 in the Student Grade History File (H).
- Attempted credit does not include withdrawals.
- Dual credit courses include AP, IB, College in the High School, Cambridge, Running Start, or CTE Dual Credit.
- The measure is student level, not courses. If any dual credit course has been completed by a student, that student will be counted once in the numerator (one completion is counted the same as multiple completions).
- Running Start courses are attributed to the last school in the district where the student was enrolled.
- Letter grade or whether college credits are awarded are not taken into consideration; enrollment and successful completion are the included characteristics.
- Combines three years of data.

Data Source: Student dual credit participation data pulled directly from CEDARS on January 30, 2023, specifically the following CEDARS elements:

- Letter Grade: H10
- Credits Attempted: H11
- Student Course Designation Code: H13
- For the 2022 WSIF, data from school years 2019–2020, 2020–2021, and 2021–2022 were used and included student enrollment data.

Minimum N of 20 is applied to number of students taking any course at a school serving at least one high school grade (9–12), over a three-year period.

English Learner Progress Indicator

ENGLISH LANGUAGE PROFICIENCY PROGRESS MEASURE

For the 2022 WSIF calculation only, it is necessary to calculate a bridge of progress between the ELPA21 and WIDA assessments. For this bridge year, the baseline is ELPA21 from 2020–21 and then WIDA from 2021–22 will be used to gauge student progress. To keep the progress measure as similar as possible to the previous WSIF progress calculation, WA established a crosswalk of WIDA scores (Table 4) to fit within the progress framework of ELPA21 scores. Given those Emerging, Progressing, or Transitioning categories, Table 5 shows the status of whether a student is counted as making adequate progress.

ELP Numerator: Number of students who made adequate progress to be on the path to transition out of services within six years (see table 5), plus the number of students who enter the program and transition in the same year.

ELP Denominator: Number of students with valid ELPA21 testing results in 2021 and valid WIDA results in 2022, plus the number of students who enter the program and transition in the same year.

Additional English Language Progress Measure Considerations:

- Baseline year is school year 2020–2021.
- Washington will calculate the ELP measure by comparing the student’s ELPA21 level in 2021 (Emerging, Progressing 1 (P1), Progressing 2 (P2), or Progressing 3 (P3)) to their 2022 WIDA results (E, P1, P2, P3, or T) to determine if a student is progressing.

Table 4. Bridging ELPA21 to WIDA

Growth Category	ELPA21 Criteria	WIDA Criteria
E	No levels above a 2	Overall Level 1 through 1.9
P1	Some subtests above a 2 but at least one is a 1	Overall Level 2 through 2.9
P2	Some subtests above a 2 but at least one is a 2 and none are lower than 2	Overall Level 3 through 3.9
P3	No subtests below a 3 but some can be higher	Overall Level 4 through 4.9
T	All subtests are a 4 or higher	Overall Level 5 or 6

- Students that test into services and transition in the same year are counted as Progressing.
- Title III Native American students who are in EL program services are also included in these calculations.
- Only students who meet the Half-year Enrollment criteria are included.

Table 5. Adequate Progress Toward English Language Proficiency

First Year Grade	Baseline Year	Year 2	Year 3	Year 4	Year 5	Year 6
All	Emerging	P1	P2	P3	P3	T
All	Progressing 1	P2	P3	P3	T	
All	Progressing 2	P3	P3	T		
All	Progressing 3	P3	T			

Table reads: For a student whose score is categorized as Emerging in the baseline year, they must achieve at least a P1 in Year 2 to be counted as making adequate progress. For a student whose score was categorized as Progressing 1 in the baseline year, they must achieve at least a P2 in Year 2 to be counted as making adequate progress.

Data Source: English Language Progress: Student assessment results pulled directly from internal OSPI databases. For the 2022 WSIF, data from school years 2020–21 ELPA21 and 2021–22 WIDA results. ELPA21 and WIDA results can be found in WAMS.

Minimum N of 20 is applied to number of students with valid ELPA21 scores in 2021 and valid WIDA scores in 2022, per school. One year of progress is included in the measure.

Contacts

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