

Washington School Improvement Framework

Business Rules



Washington Office of Superintendent of
PUBLIC INSTRUCTION

2024

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK

Business Rules

2024

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

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REVISION LOG

Changes to this document made after March 26, 2025, will be noted in the table below.

Section	Page	Description of Revision	Revision Date

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 approved in January 2018, and an [amended](#) version of the Consolidated Plan was approved by the US Department of Education in January 2024.

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	- English Language Arts (ELA) proficiency - Math proficiency
Student growth or another academic indicator	- Student growth percentiles (SGPs) – ELA - Student growth percentiles – Math
Graduation	- Four-year graduation rate - Extended-year graduation rate (five-, six-, and seven-year rates)
English language progress	Progress in achieving English language proficiency
School quality or student success	- Regular attendance - Ninth grade on-track - Dual credit

There are three high-level steps for calculating WSIF:

1. Each measure is mapped to a 1–10 score. The scores between 1 and 10 are determined by deciles. 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.

When calculating the 2024 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 to create the school's composite score.

Indicators and Measures

Table 1. WSIF Data: Measures and Years Included in the 2024 Calculation

ESSA Accountability Term		School Year		
Indicator	Measure	2021-22	2022-23	2023-24
Academic Achievement	ELA Proficiency	√	√	√
	Math Proficiency	√	√	√
Other Academic Achievement	ELA SGP	N/A	√	√
	Math SGP	N/A	√	√
Graduation Rate	4-Year Adjusted Cohort	√	√	√
	Extended Cohorts	√	√	√
School Quality or Student Success (SQSS)	Regular Attendance	√	√	√
	Ninth Grade on Track	√	√	√
	Dual Credit	√	√	√
English Language Progress	EL Progress		WIDA (2022 to 2023)	WIDA (2023 to 2024)

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: 2021–22, 2022–23, and 2023–24.

Each Indicator is made up of one or more Measures.

- 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:
 - Median [SGPs](#) in ELA and Math.
- The English Language Progress Indicator is obtained from the English Language Proficiency Assessment results for the [WIDA](#) Assessments.
- The Graduation Rate Indicator is based on the 4-year adjusted cohort graduation rate, with extra credit points possible for schools with relatively more significant increases in their extended-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 with 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.

WSIF Cycle and Annual Identification

A typical WSIF Cycle will span three years. In the first year of the cycle, decile score ranges and identification thresholds are calculated and set for the remainder of the cycle. Levels determining the amount of support a school is eligible to receive throughout the cycle are established. In the following two years, annual identification scores will be calculated to facilitate monitoring of performance and progress, but score ranges, identification thresholds, and support levels established in the first year of the cycle remain until the next cycle begins.

The 2024 WSIF is part of Cycle 3, which began with the 2023 WSIF. The 2024 WSIF was calculated using thresholds and decile ranges established for Cycle 3 with the 2023 WSIF. Decile ranges, identification thresholds, and support levels identified as part of Cycle 3 will remain in place until the next cycle begins with the 2026 WSIF.

School Supports and Designations

The lowest 5% of school scores establish a support threshold. For Cycle 3 calculations, the 5% threshold is 2.25. 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 three 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. For more information, refer to OPSI's Office of System and School Improvement webpage.

2024 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 following section.

Indicator Score Assignment: In the WSIF methodology, each measure is mapped to a 1–10 score. Deciles determine the scores between 1 and 10. 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) and added to 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 measures or indicators meeting the minimum N size requirement will still be displayed.

- 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 Indicators: A student group must have either ELA SGP or math SGP Measure scores to calculate the Other Academic Achievement Indicator. If a school has both, the Indicator will be the average of the ELA SGP and the math SGP Measures.
- Graduation cohorts are established by the year in which students first enter 9th grade. The class of 2024 (4-year cohort) were first-time ninth graders in the 2020–21 school year and had a designated graduation requirement year of 2024.
- Graduation Rate Indicator: To be eligible for extra points for the extended graduation rate, a student group must score on 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 the first business day of October. This requirement applies to Proficiency, SGP, and ELP Measures.
- Students are connected to their primary enrollment records only.
- A student's demographic designation is pulled from that student's most recent enrollment file and mapped by SSID to Proficiency, Other Academic Achievement, ELP, and SQSS Indicators.

"Minimum N" Rule: 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 Measure's denominator. The rule is applied to all Measures for each student group and the All Students group. Details 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 December 19, 2024, 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

WSIF Decile Scores

The 2024 WSIF uses decile score ranges calculated during the 2023 Cycle 3 Identification. The score ranges established in Cycle 3 will be used until they are recalculated as part of Cycle 4 Identification with the 2026 WSIF.

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

% Met Standard	Score
78 – 100%	10
70 – 77.9%	9
64 – 69.9%	8
58 – 63.9%	7
53 – 57.9%	6
49 – 52.9%	5
43 – 48.9%	4
38 – 42.9%	3
29 – 37.9%	2
0 – 28.9%	1

*If the participation rate requirement is unmet, one score point will be removed from the subject's score.

2. The **Math Proficiency Measure** is based on the percentage of students meeting standards in mathematics on the SBA or WA-AIM assessments. *

% Met Standard	Score
69 – 100%	10
58 – 68.9%	9
51 – 57.9%	8
45 – 50.9%	7
41 – 44.9%	6
35 – 40.9%	5
30 – 34.9%	4
24 – 29.9%	3
16 – 23.9%	2
0 – 15.9%	1

*If the participation rate requirement is unmet, one score point will be removed from the subject's score.

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

Median SGP	Score
≥ 60.5	10
57.0 – 60.4	9
54.5 – 56.9	8
52.5 – 54.4	7
50.5 – 52.4	6
48.5 – 50.4	5
46.0 – 48.4	4
44.0 – 45.9	3
40.0 – 43.9	2
< 40.0	1

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

Median SGP	Score
≥ 62.0	10
58.0 – 61.9	9
55.0 – 57.9	8
53.0 – 54.9	7
50.0 – 52.9	6
48.0 – 49.9	5
45.5 – 47.9	4
42.0 – 45.4	3
38.0 – 41.9	2
< 37.9	1

5. The **Graduation Measure** is based on a composite 3-year Adjusted 4-year Cohort Graduation Rate. This indicator applies only to schools that serve students in grade 12 who are expected to graduate with their Adjusted 4-year Cohort.

Graduation Rate	Score
≥ 95%	10
93 – 94.9%	9
91 – 92.9%	8
89 – 90.9%	7
86 – 88.9%	6
80 – 85.9%	5
67 – 79.9%	4
50 – 66.9%	3
10 – 49.9%	2
<10.0%	1

6. The **Extra Credit for Graduation** is based on the percentage increases in 5-, 6-, and 7-year graduation rates across cohorts. This indicator applies only to schools that serve students in grade 12 who were expected to but did not graduate with their Adjusted 4-year Cohort.

Extended Cohort Graduation Rate	Extra Credit
≥ 22%	2
13 – 21.9%	1

7. The **English Language Progress Measure** is based on the percentage 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
63 – 100%	10
55 – 62.9%	9
49 – 54.9%	8
44 – 48.9%	7
39 – 43.9%	6
33 – 38.9%	5
25 – 32.9%	4
18 – 24.9%	3
12 – 17.9%	2
0 – 11.9%	1

8. The **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
98 – 100%	10
86 – 97.9%	9
82 – 85.9%	8
78 – 81.9%	7
75 – 77.9%	6
72 – 74.9%	5
69 – 71.9%	4
66 – 68.9%	3
60 – 65.9%	2
0 – 59.9%	1

9. The **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
92 – 100%	10
87 – 91.9%	9
81 – 86.9%	8
76 – 80.9%	7
71 – 75.9%	6
67 – 70.9%	5
60 – 66.9%	4
54 – 59.9%	3
41 – 53.9%	2
0 – 40.9%	1

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

% Enrollment	Score
82 – 100%	10
70 – 81.9%	9
61 – 69.9%	8
53 – 60.9%	7
42 – 52.9%	6
30 – 41.9%	5
16 – 29.9%	4
5 – 15.9%	3
1 – 4.9%	2
0 – 0.9%	1

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. Smaller schools may fall outside a typical category if there are not enough students in a student group to generate a value for a particular indicator.

Table 2. WSIF Indicator Weighting

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

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 (2021–22, 2022–23, 2023–24).

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 have 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.
- Combines three years of data

Data Source: Proficiency: Student ELA and math state assessment results were pulled from internal OSPI databases.

For the 2024 WSIF, data from school years 2021–22, 2022–23, and 2023–24 were used. School districts can find assessment results in WAMS or WAQuery.

A minimum N of 20 is applied to the denominator, which is the number of students expected to test. Three years of data are pooled.

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 Indicators

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 2024 WSIF calculation includes SGP data from 2023 and 2024.
- Student growth is calculated for grades 4–8.

Data Source: SGPs were pulled directly from internal OSPI databases. For the 2024 WSIF, data from school years 2022-23 and 2023-24 were used. Results can be found in WAMS.

A minimum N of 20 is applied to a number of students with a Student Growth Percentile over a two-year period per content area per school.

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 entry into the ninth-grade cohort.

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

Additional Graduation Considerations:

- For the Adjusted 4-year cohort rate, three years of data are combined (Classes of 2022, 2023, 2024).
- 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 the 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 2023 4-year to 5-year cohort, plus the change of the 2022 5-year to 6-year cohort, plus the change of the 2021 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 2023) + (6-year rate minus 5-year rate for the Class of 2022) + (7-year rate minus 6-year rate for the Class of 2021).

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 two bonus points. Schools in the 81–90 percentile will receive 1 point, and schools in the 0–80 percentile 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 2024 WSIF, the 4-year cohort includes the 2022 4-year cohort, 2023 4-year cohort, and 2024 4-year cohort. Extended graduation change calculations use the 2021 7-year cohort, 2022 6-year cohort, and 2023 5-year cohort.

A minimum N of 20 is applied to the 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 two 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.

Additional Regular Attendance Measure Considerations:

- Each student's attendance will be reviewed 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.
- Multiple partial-day absences are not combined into composite full-day absences.
- Excused and unexcused absences are included in the "absence" calculation.
- Combines three years of data.

Data Source: Student regular attendance data were pulled directly from CEDARS on December 19, 2024, specifically the following CEDARS elements:

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

For the 2024 WSIF, data from school years 2021–22, 2022–23, and 2023–24 were used and included student enrollment and absence data.

A minimum N of 20 is applied to the 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 December 19, 2024, specifically the following CEDARS elements:

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

For the 2024 WSIF, data from school years 2021–22, 2022–23, and 2023–24 were used and included student grade history and course data.

A minimum N of 20 is applied to the number of first-time 9th graders who have attempted one or more credits over a three-year period.

Dual Credit Measure

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

Dual Credit Numerator: Number of high school students (grades 9, 10, 11, and 12) who 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 a student has completed any dual credit course, 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 grades 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 December 19, 2024, specifically the following CEDARS elements:

- Letter Grade: H10
- Credits Attempted: H11
- Student Course Designation Code: H13

For the 2024 WSIF, data from school years 2021–22, 2022-23, and 2023-24 were used and included student enrollment data.

A minimum N of 20 is applied to a 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

ELP Numerator: Number of students who made adequate progress to be on the path to transition out of services within six years (see Table 4), as measured by an annual growth target (see Table 5). The 2024 WSIF includes student progress from the 2021-22 to 2022-23 school year and progress from the 2022-23 to 2023-24 school year. It also includes the number of students who enter the program and transition out in the same year, in school years 2022-23 and 2023-24.

ELP Denominator: Number of students with at least two consecutive years of valid WIDA results, plus the number of students who enter the program and transition in the same year. For the 2024 WSIF, valid WIDA results from 2021-22 and 2022-23 will be included in the 2023 progress data, and valid WIDA results from 2022-23 and 2023-24 will be included in the 2024 progress data.

Additional English Language Progress Measure Considerations:

- ELP is only calculated for the All Students group.
- The 2024 WSIF calculation includes progress data from the 2023 and 2024 school years.
- Washington will calculate the ELP measure by comparing a student's baseline year WIDA results to their results from the following year to determine if they are progressing.
 - For example, for the 2023 ELP calculation, a student's 2021-22 WIDA results are compared to their 2022-23 WIDA results to determine if they are progressing

- Student progress is estimated one year at a time and compared to the target for that year; progress toward transition is not cumulative for purposes of calculating this measure. In other words, the annual progress target and baseline will reset each year for each student. See Table 5 for the growth needed for annual progress.
- Students who 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.
- Exit criteria needed for a student to transition out of services was updated beginning with the 2024 ELP data.
 - For the 2023 ELP data, a score of 4.7 or above was needed to transition out of services.
 - Beginning with the 2024 ELP data:
 - Students in kindergarten and grade 1 who score at least a 4.0 will transition out of services.
 - Students in grades 2-12 who score at least a 4.7 overall will transition out of services.
 - Students in grades 2-12 who score between 4.3 and 4.6 and earn a level 3 or 4 on the ELA portion of the SBA test will transition out of services.
 - For more information, see [English Language Proficiency Annual Assessments](#).

Table 4. Adequate Progress Toward English Language Proficiency

Baseline Score	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	2.4	3.1	3.6	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					

Table 5. Growth Needed for Annual Progress

Baseline Score Range	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

Data Source: English Language Progress: Student assessment results pulled directly from internal OSPI databases.

The 2024 WSIF includes WIDA results from the 2021-22, 2022-23, and 2023-24 school years. Annual WIDA results can be found in WAMS.

A minimum N of 20 is applied to the number of students with progress data per school. Two years of progress are included in the measure.

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