2016

Washington's ESSA Consolidated Plan

Fulfilling the requirements of Section 8302 of the
Elementary and Secondary Education Act of 1965 (ESEA),
as amended by the Every Student Succeeds Act (ESSA)

SUPERINTENDENT OF PUBLIC INSTRUCTION
WASHINGTON

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U.S. Department of Education

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If you wish to provide public comment during the 30-day public comment period, please go to bit.ly/ESSA-comment. For more information on ESSA, please go to www.k12.wa.us/ESEA/ESSA.

The SEA, through its authorized representative, agrees to the enclosed assurances.

Check all programs listed below that the SEA included in its consolidated State plan:

☒	Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
☒	Title I, Part B, Section 1201: Grants for State Assessments and Related Activities
☒	Title I, Part C: Education of Migratory Children
☒	Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
☒	Title II, Part A: Supporting Effective Instruction
☒	Title III, Part A: Language Instruction for English Learners and Immigrant Students
☒	Title IV, Part A: Student Support and Academic Enrichment Grants
☒	Title IV, Part B: 21st Century Community Learning Centers
☒	Title V, Part B, Subpart 2: Rural and Low-Income School Program
☒	Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act: Education for Homeless Children and Youths

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November 1, 2016

Dear Citizens,

Please find the following document as Washington's DRAFT Consolidated Plan for implementation of the Every Student Succeeds Act (ESSA).

The new law's potential is a welcome change. The initial goals of No Child Left Behind (NCLB) were valiant; specifically, highlighting so-called achievement gaps has raised the education of thousands upon thousands of underrepresented students. But NCLB's fatal flaw was in using sticks more than carrots. The law's punitive overtones too easily divided schools into "pass" or "fail."

Washington state is highly encouraged by the opportunities that are included in ESSA, including the flexibility that states have been provided to think comprehensively about implementation of programs across ESSA, and specifically how districts may leverage Title program funding to ensure a focus on equity and excellence for all students.

We are committed to building and maintaining an educational system that ensures that all children have significant opportunities to receive a fair, equitable, and high-quality education. ESSA's emphasis on removing silos among different funding streams and supporting collaboration and efficiency across multiple programs supports our commitment. This is especially important to us as more support is needed to provide districts and schools resources to assist them in their work to close achievement gaps.

Washington's DRAFT Consolidated Plan is the result of 10 months of work, comprising 12 workgroups, a leadership team and a consolidated plan team. The workgroups contained a total of more than 200 members, from education, business, legislative and parent organizations from around the state. In addition to public comments each workgroup received, our leadership team traveled throughout the state, holding regional forums for the public. Our Plan is, without a doubt, the most collaborative we've ever written. It is, truly, a *state* plan – one that will guide education policy in Washington for many years to come. We have all our stakeholders to thank for that.

The mission of the Office of Superintendent of Public Instruction is straightforward: "To provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives." With Washington's ESSA Consolidated Plan, and with ESSA's guidance, we will be able to continue that work.

Sincerely,

Randy I. Dorn
State Superintendent
of Public Instruction

Executive Summary

This Consolidated Plan is a critical turning point in our state's educational system, building on our path of innovation and excellence in education for our 1.1 million students. This Plan is a requirement of the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, entitled Every Student Succeeds Act (ESSA).

Our state laws align closely with ESSA's intent. Standards-based education started nearly 23 years ago with the passage of the Education Reform Act. Since then the Office of Superintendent of Public Instruction (OSPI) has built a high-quality education system to support the learning of students from kindergarten through high school. It sets K–12 academic learning standards in English language arts, mathematics, science, social studies, the arts, and health and fitness.

Simultaneously, the state also implemented an assessment system to measure student progress meeting academic standards. Those standards and assessments have evolved over time to meet our students needs and to focus on college and career readiness. Our state is phasing in additional credits requirements to earn a high school diploma, which will be completed with the class of 2019.

More recently, the state collaboratively built and schools fully implemented the Teacher/Principal Evaluation Program (TPEP) to ensure teachers and principals receive the feedback and tools needed to be effective in the classroom.

Our state has recently taken significant steps addressing the opportunity gap through implementation of laws aimed at reducing the time students are excluded from school due to suspensions and expulsions, a focus on equity and civil rights, deeper disaggregation of student data to analyze disproportionality, family engagement, expansion of full-day kindergarten and early grade support, and improved focus on students' equitable access to educators.

Washington fully implemented the No Child Left Behind (NCLB) Act after it passed in 2002. Unfortunately, NCLB lacked the flexibility to recognize our state's important work in the areas of challenging state standards, assessments, teacher effectiveness, and student equity. As a result, it imposed restrictions on the use of federal funds that negatively impacted schools.

ESSA is a welcome change. Its intent is to "provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close the achievement gap," aligning it well with Washington's efforts.

Washington's Consolidated Plan has been developed collaboratively and with an eye on equity to support districts and schools as they work to improve educational outcomes for all students. The Plan emphasizes greater cross-program coordination, planning, and service delivery. One goal of the plan: local education agencies (LEAs) will use a consolidated application for the federal programs under ESSA. This will allow LEAs to take a big picture, rather than segmented, approach to meeting student needs with their federal, state, and locally dollars.

Six Overarching Components

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This Plan is organized into six major sections that address the requirements of ESSA.

1. **Long Term Goals and Measurement of Interim Progress** looks at three key areas for students: academic achievement, graduation rate, and English language proficiency, and identifies the goals and interim steps necessary to achieve those goals.

2. **Consultation and Coordination** describes how the state education agency (SEA)[1] and other stakeholders, including the public, worked together to develop the Plan.

3. **Challenging Academic Standards and Academic Assessments** illustrates the state education standards in mathematics, English language arts and other disciplines. It shows the assessment systems used in Washington state and explains how our students will be career and college-ready through application of the standards and assessment processes.

4. **Accountability, Support and Improvement for Schools** defines key thresholds for schools—in academic achievement, graduation rates, English language proficiency, school quality and other measures. It outlines the support that will be provided to schools when necessary.

5. **Supporting Excellent Educators** defines what it takes to be an excellent educator and describes the professional development and other supports offered to educators in Washington state.

6. **Supporting All Students** describes how all students in our state will have access to a fair, equitable, and high-quality education. It addresses the academic and non-academic

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[1] In Washington, the SEA is the Office of Superintendent of Public Instruction (OSPI).

needs of subgroups of students, and how the state will collect and use data to ensure a well-rounded and supportive education for all students.

There are several cross-cutting themes for each of these sections, including:

- How the state will define expectations and review and approve LEA plans.
- What indicators will be used to measure progress.
- How the education system will collect and use data, including input from stakeholders.
- When and how the state will monitor implementation of the Plan.
- How the SEA and LEAs will continuously improve implementation of the defined strategies.
- What differentiated technical assistance will be provided.
- How OSPI and local school districts can make equity for all students an enduring value and a realized goal.

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1. Long Term Goals and Measurement of Interim Progress

1.1.A   Academic Achievement

1.1.A.i   Description

Describe how the SEA established its ambitious long-term goals and measurements of interim progress for academic achievement.

Washington proposes setting long-term goals that are ambitious and achievable, but also innovative. The new goals emphasize student growth where possible, and focus on closing achievement gaps between subgroups, rather than school averages that may mask inequities between higher performing and historically underserved students of color, students in poverty and students receiving English learner and special education services. By emphasizing achievement via growth and proficiency, and focusing on subgroups, Washington's goals move in a different direction than those previously required under No Child Left Behind.

In elementary and middle school, where student growth data are available, Washington proposes a goal to have all students on track to standard in 20 years. In 10 years, the goal is to cut the "learning gap" in half, as a half-way point to this goal. In this context, "on track to standard" means students are either already meeting standard, or are making enough growth to be on pace to meet standard within 3 years. Overall proficiency levels can mask tremendous gains in learning that are occurring in the best schools, and incorporating growth can highlight those gains.

The expectation is that all students can and should graduate. To step in that direction and to stress the importance of equity across student groups, Washington proposes a goal for high schools that focuses on closing the "graduation gap." While Washington has had some success increasing the overall graduation rate, there are still significant gaps between the graduation rates of student subgroups. To focus on this issue directly, Washington's goal in 10 years is a graduation rate of at least 90 percent for each student subgroup. This goal is more ambitious for the historically underserved student groups, and places additional importance on their achievements, rather than a simpler view of aggregate student performance. There is a similar goal for high school proficiency levels: in 10 years, each student group should have at least 90 percent proficiency in the high school assessments.

These goals value the learning gains that schools produce, regardless of where each student starts their learning journey. They require school districts and schools to focus on the students who need support the most and to achieve higher growth for these students in order to close the achievement gap. They are a commitment to equity and to our focus on getting all high school students career and college-ready.

1.1.A.i.a   Elementary and Middle Schools

Washington proposes to utilize a new achievement measure for long-term improvement goals that includes a combination of those students meeting/exceeding standard (proficient) and those students on track to meeting standards. "On track" is measured by whether a student is demonstrating sufficient growth to reach proficiency within three years or by 8th grade, as demonstrated by an adequate growth percentile. Washington is proposing to use this new measure because the measure is more closely aligned with Washington's vision of moving all students to the career and college ready benchmark.

1.1.A.i.b   Gap Reduction Goal Setting Methodology for Elementary and Middle Schools

Washington proposes to set measurements of interim progress for all schools and subgroups to close learning gaps in academic achievement by more than one-half by the start of the 2027–28 school year. Targets will depend upon each group's baseline, derived from the 2016–17 assessment results. Every school and subgroup will be starting in a different place, and the most underserved groups would have the most progress to make by the end of the 2026–27 school year.

The following steps will be used to determine annual measures of interim progress for the State and schools in the all students group and each student group. Annual gap reduction targets will be developed for grade bands 3–5 and 6–8. The grade band/content area tested will be used in determining school-level, and state-level annual gap reduction targets.

Figure 1 illustrates a conceptual model of state-level annual learning gap reduction targets for elementary schools for English language arts (ELA) and a similar chart could be built for elementary school mathematics and for middle schools. The learning gaps for schools and for student groups within those schools, are expected to be cut by one-half after 10 years. This means that historically underserved student groups or schools have more ambitious annual progress steps in order to meet their goals for the start of the 2026–27 school year. The learning gap is based on an endpoint of 100 percent meeting standard or on-track to meeting standard in 20 years.

The Gap Reduction methodology is as follows:

Base Year: Use 2016–17 state assessment data as the base year.

Calculate the Learning Gap: For each identified group (All students and each student group) subtract the percent meeting standard and on-track to meeting standard for 2016–17 from 100 percent. This represents the Learning Gap to be reduced by more than one-half by fall 2027.

Determine Annual Increment: Divide the Learning Gap by 10. The result represents the annual increment that will be used to determine the annual improvement targets for each year, from 2016–17 through 2026–27.

$$Annual\ Increment = \frac{Learning\ Gap}{10\ years}$$

Calculate the growth rate targets. Every year, add the annual increment to the previous year's target for the *all students* group and each student group.

As Washington approaches ten years into the gap reduction cycle, the state will re-evaluate the annual gap reduction targets.

Annual Measurable Goals

Year

Annual Increment

If Washington determines that the goals should be revised, the SEA will consider the manner in which to reset goals and the gap reduction targets. In addition to the ten-year review of goals and goal-setting, Washington will review the goalsetting process and measures within the first five years to consider issues that may have arisen and whether the goals should be reset.

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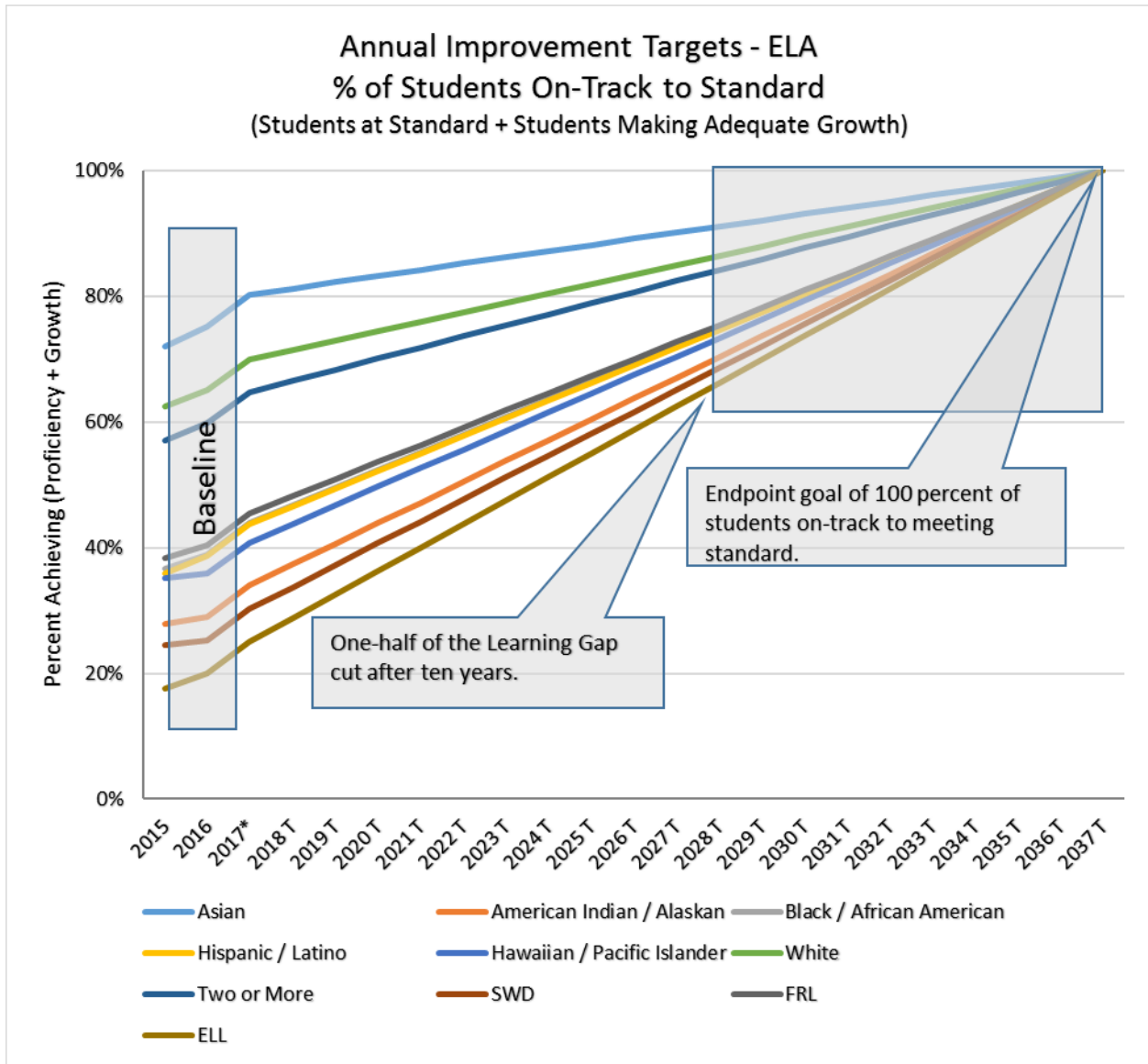
Figure 1. Conceptual illustration of the targets for annual measurements of interim progress for elementary and middle school grade bands, for ELA. The chart shows that the goal is to reduce the learning gap by one-half in ten years, and to eliminate it for all groups in 20 years. The data here are only for illustration purposes, since the baseline data for students making adequate growth will not be available until later in 2016–17.

Some of the important aspects or properties of this goal setting strategy and measure include the following:

- The measure is closely aligned with Washington's vision of all students meeting career and college ready standards.
- The measure values proficiency and growth to proficiency.
- Annual improvement steps are ambitious and attainable.
- Learning gaps are cut by one-half after ten years and are designed to be eliminated after 20 years.

- The endpoint goal of 100 percent meeting standard or on-track to meeting standard is designed for all student groups at all schools.

Washington fully implemented the Smarter Balanced assessments in the 2014–15 and 2015–16 school years, so there are two years of assessment results from which to compute adequate growth percentiles, using the Smarter Balanced student growth percentile data. Washington is generating adequate growth percentiles, and will conduct analyses to be sure the inclusion of adequate growth for purposes of goal-setting in the achievement measure (students who are proficient plus those that are on track to being proficient) is reliable and meaningful. Washington proposes to use the 2016–17 state assessment results (including adequate growth) as the baseline.

1.1.A.i.c   High School ELA and Mathematics

The SEA proposes using the percent meeting or exceeding standard on the high school Smarter Balanced ELA for the long-term goal setting measure. Washington proposes to use the 2016–17 11th grade results as the baseline for long-term goal-setting.

Washington's long-term goals in high school will downplay the school-level average proficiency rates, and instead focus on closing gaps in proficiency rates of student groups. We propose establishing a 90 percent minimum proficiency rate for all student groups by the start of the 2027–28 school year. Schools and subgroups currently performing at a rate exceeding 90 percent will be expected to demonstrate continuous progress toward all students meeting standard. Schools and subgroups not meeting standard at 90 percent will have annual, interim targets set toward meeting this goal.
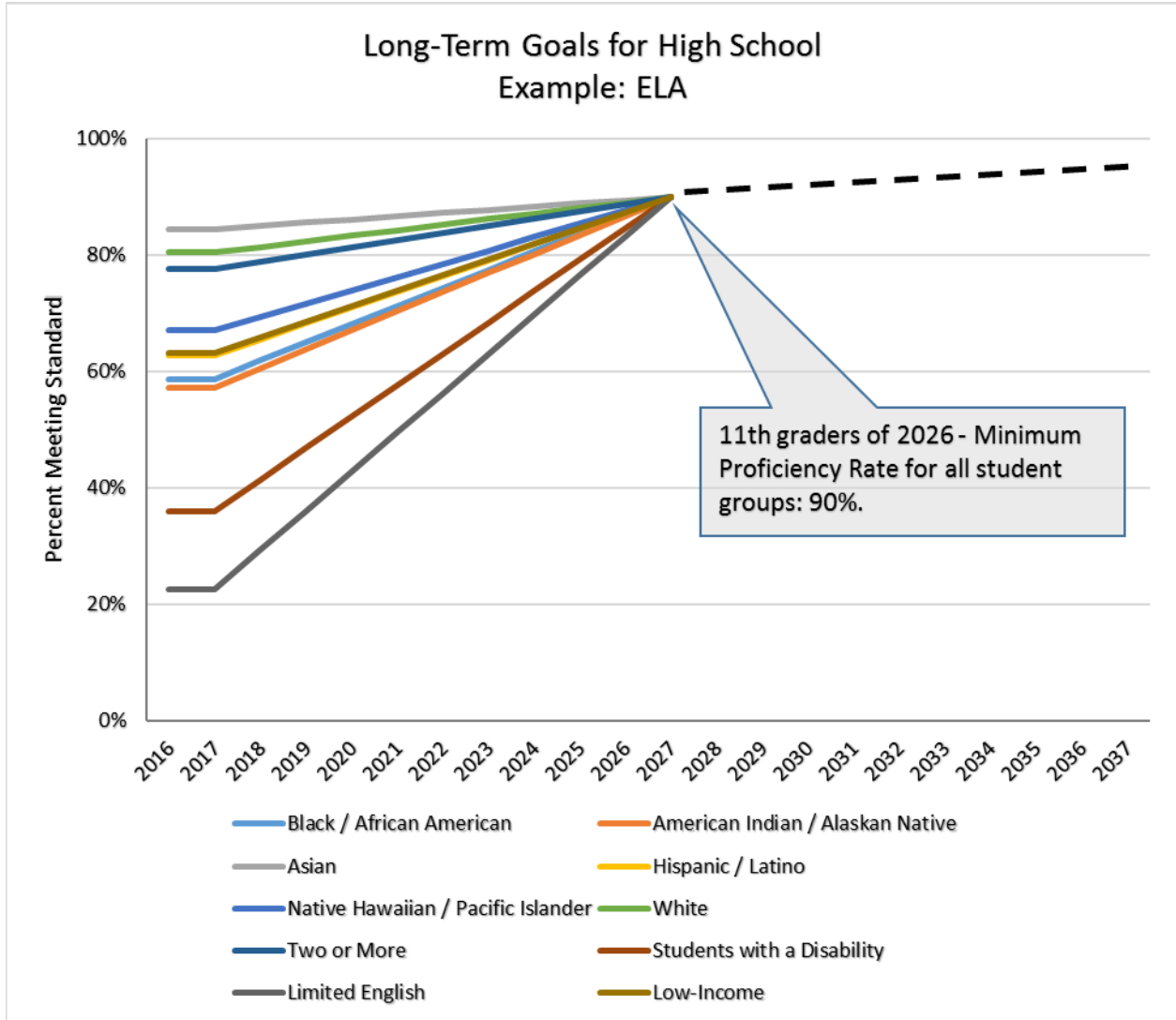
Figure 2. Conceptual model for long-term goals for high school ELA. Baseline data has not yet been established.

The high school goal-setting image above (*Figure 2*) shows how the goalsetting methodology would be expressed using 2016–17 as the baseline. Figure 2 is provided primarily for illustrative purposes, as the 2016–17 results would establish the starting point.

1.1.B   Graduation Rate
Describe how the SEA established its ambitious long terms goals and measurements of interim progress for the four-year adjusted cohort graduation rate and, if applicable, the extended-year adjusted cohort graduation rate.

1.1.B.i   Description
In high school, our primary goal is for students to graduate, ready for college, career, and life. As our students exit the K–8 system and enter high school, our system is less focused on growth measures, and more concerned with a student's ability to demonstrate proficiency, and meet the requirements of high school graduation. Accordingly, our long-term goals for high schools

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will reflect a different approach from that employed in grades K–8: less emphasis on long-term growth, and more emphasis on meeting standard and closing the "graduation gap."

Washington's long-term goals in high school will de-emphasize schoolwide graduation rates, and instead focus on closing gaps in graduation rates by subgroup. To do this, the SEA proposes establishing a 90 percent minimum graduation rate by subgroup. The goal is that in 10 years, no subgroup within a school will graduate at a rate less than 90 percent. Schools and subgroups currently graduating at a rate exceeding 90 percent will be expected to demonstrate continuous progress toward all students graduating. Schools and subgroups not graduating at 90 percent will have annual, interim targets set toward reaching that goal.

In recent years' data at the state level, no student group is performing higher than the 90 percent threshold and some of the most underserved student groups will need to make substantial annual gains to meet the 10-year goal of 90 percent.

The on-time (four-year) adjusted cohort graduation rate for 2016–17 would be used as the base year. The annual increment would be calculated by dividing the total graduation gap by 10. The result represents the annual increment that will be used to determine the annual improvement targets for each year, from 2017–18 through 2025–26.
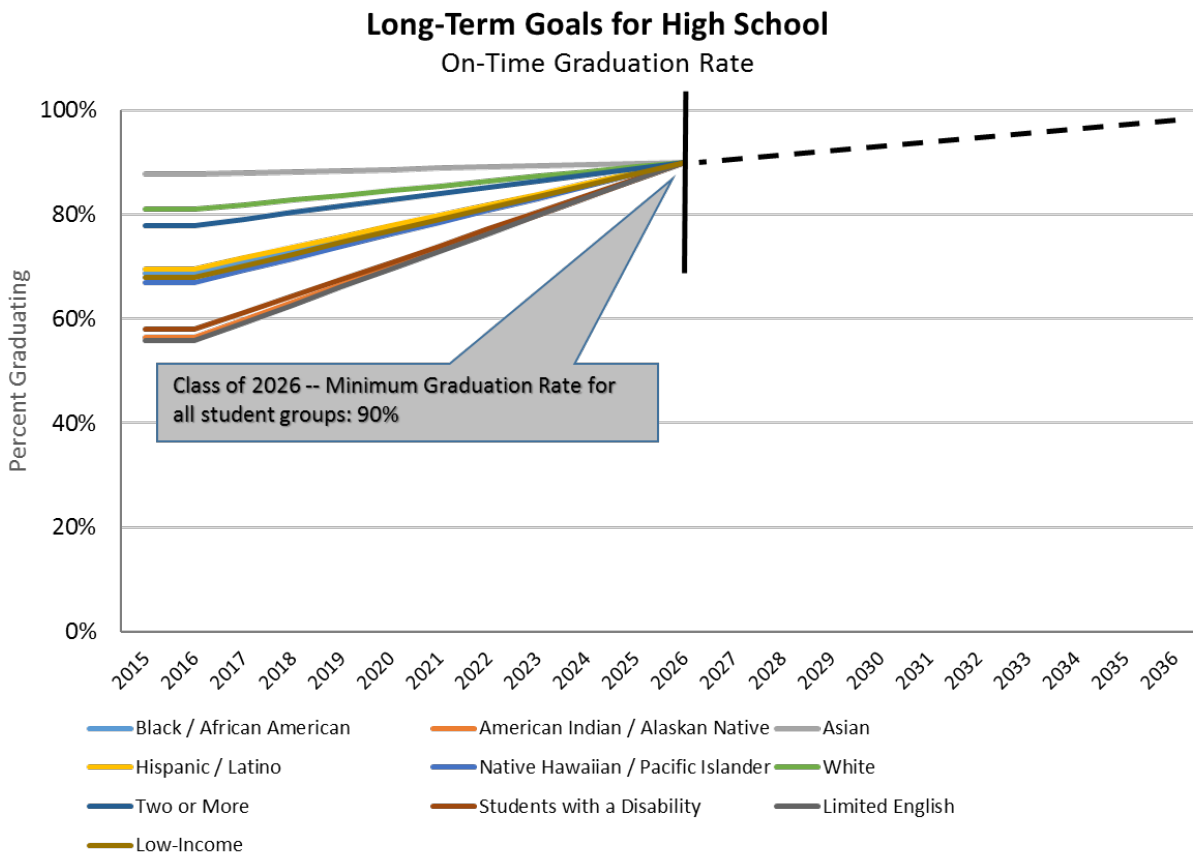
Figure 3. On-time graduation rate by student subgroup.

1.1.B.ii   Extended Graduation Rate Cohort Length

If the State has an extended-year rate or rates, indicate the length of the cohort (i.e., 5-year, 6-year, 7-year).

Washington proposes to establish long-term goals for extended graduation rates in the same manner as the goals for the on-time (4-year) rates. Minimum goals, for each school and subgroup, will be set for the 5-year, 6-year, and 7-year adjusted cohort graduation rates.

The 5-year graduation rate goal shall be 93 percent for each school and subgroup. This is based on recent data showing that the 5-year rate, for each graduating class, is typically 3 percent to 4 percent higher than the 4-year rate. The goals for the 6-year and 7-year graduation rates will be established after the SEA has computed recent years' data, and the goals will be more rigorous than the 4-year and 5-year rates.

The extended graduation rates recognize that students in Washington are entitled to a public education until they are 21 years old and may need additional time to complete graduation requirements. The extended graduation rates also recognize the needs of students who receive special education services and may have additional supports as part of their Individualized Education Program (IEP) until they reach 21 years of age.

1.1.C   English Language Proficiency

1.1.C.i   Description

Describe how the SEA established its ambitious long terms goals and measurements of interim progress for progress in achieving English language proficiency and provide an explanation of the uniform procedure and student-level characteristics, if any, used to set the long terms goals and measurements of interim progress.

Two of the ESSA workgroups considered the progress measure and recommended that the ongoing Achievement and Accountability workgroup (AAW), in conjunction with the Bilingual Education Advisory Committee (BEAC), make recommendations to the State Superintendent for the EL progress measure. Considerations for the progress measure will include a peer-based model and one that measures proficiency. The evaluation for a specific EL progress measure will begin once two years of English Language Proficiency Assessment for the 21st Century (ELPA21) data are available, in mid-2017. Once the measure or measures have been established, the BEAC and AAW will collaborate with OSPI and the Washington State Board of Education (SBE) to establish long-term goals.

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2. Consultation and Coordination

2.1 Timely and Meaningful Consultation

Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with §§ 299.13 (b) and 299.15 (a).

The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State: the Governor or appropriate officials from the Governor's office; members of the State legislature; members of the State board of education, if applicable; LEAs, including LEAs in rural areas; representatives of Indian tribes located in the State; teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals; charter school leaders, if applicable; parents and families; community-based organizations; civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students; institutions of higher education (IHEs); employers; and the public.

2.1.A Public Notice

Provide evidence of the public notice that the SEA provided in compliance with the requirements under §200.21(b)(1)-(3), of the SEA's processes and procedures for developing and adopting its consolidated State plan.

OSPI set up a website for communicating with the public regarding Washington's Plan, www.k12.wa.us/essa. This website contains information about public meetings held around the state, the teams and workgroups helping draft the Plan, a draft timeline and answers to frequently asked questions. The website contained a link by which interested individuals could subscribe to ESSA alerts.

OSPI also communicated broadly about the Consolidated Plan process via twitter, social media, email listservs, news releases, announcements at professional group meetings and at a variety of other events where stakeholders were present.

2.1.B Outreach and Input

For each of the four components of the consolidated State plan listed below, describe how the SEA.

2.1.B.i Outreach During Design and Development

Conducted outreach to and solicited input from the individuals and entities listed above <u>during the design and development</u> of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and <u>following the completion</u> of the consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submission to the Department for review and approval.

OSPI established a Consolidated Plan Team (CPT) to advise State Superintendent Randy Dorn and to be active members in the development of the ESSA Consolidated Plan. This team received recommendations for the Plan from the 12 ESSA workgroups and provided

consultation to State Superintendent Randy Dorn on the plan. The Plan, as defined in Section 1111(a)(1)(A), is required to be developed through timely and meaningful consultation with representatives from the following: the Governor's office, state legislature, SBE, districts (including those located in rural areas), Tribes, teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, administrators, and parents. OSPI ensured representation from the key stakeholders listed in Section 1111(a)(1)(A) were included on the CPT.

The Federal Programs Team focused on ESSA implementation and enhancing the integration of programs under this ESEA/ESSA with state and local programs.

Twelve workgroups were established to address specific sections of the ESSA Consolidated Plan. Members of each workgroup had expertise in the area to be addressed. The workgroups prepared their specific parts of the plan and provided this information to the ESSA CPT for review per the Washington ESSA Consolidated Plan Timeline. The workgroups include: Accountability System, Learning and Teaching, Student Assessment System, School and District Improvement, Effective Educators, English Learners, Fiscal, Report Card, Parent and Community Engagement, Early Childhood Education, Students with Disabilities, and Federal Programs Team. The workgroups met monthly, at the discretion of the team leader.
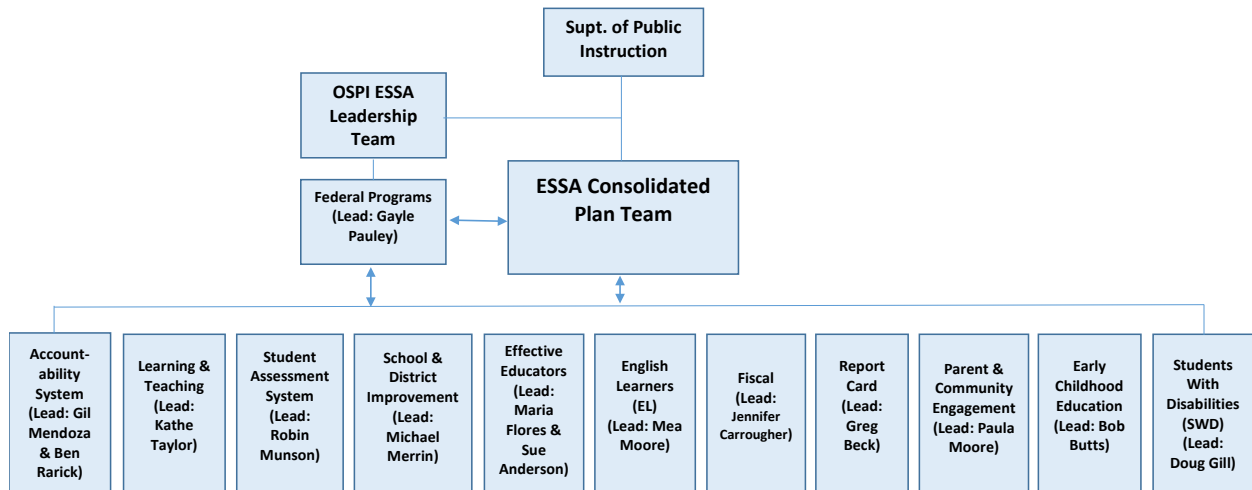
Special outreach was conducted to many stakeholder groups, as shown in the table below. There is a notation when a member of the workgroup was on the CPT. See *Appendix B.* for a full listing of the CPT and the workgroup members.

Stakeholder/Group	Special Outreach
Governor Inslee and education policy advisors	State Superintendent Dorn and his designees have held several meetings and briefings with the Governor and his staff describing ESSA and OSPI's approach to designing and

Stakeholder/Group	Special Outreach
	developing the Plan and securing public input. The Governor and his staff asked questions about the process, and provided input on the public process, timeline, and Plan contents. Governor Inslee's staff were members of the CPT.
Members of the state legislature	State Superintendent Dorn and his designees have worked closely with the House and Senate education committees and their legislative staff to brief them on ESSA, seek their input, and answer their questions. This outreach was conducted during committee meetings, one-on-one briefings, and follow-up conversations. Representative Sharon Tomiko Santos, the Chair and Representative Chad Magendanz, Ranking Minority Member, of the House Education Committee, and Senator John McCoy, were members of the CPT.
Members of the Washington State Board of Education	State Superintendent Dorn or his designee has provided updates regarding ESSA and the design and development of the Plan at every SBE meeting. The executive director of the Washington State Board of Education was a co-facilitator on the ESSA Accountability System Workgroup. In addition, several SBE members were involved in various workgroups contributing to the development of the Plan. The executive director of SBE was a member of CPT.
OSPI Program Staff and Leadership	Monthly updates on the development of the Plan were provided to OSPI federal and state program staff. A number of staff were members of one or more ESSA workgroups. OSPI cabinet members were updated on the Plan's process and of final decisions made to be included in the Plan. A number of cabinet members were facilitators of ESSA workgroups.
State Agencies/Department Staff	Washington State Department of Social and Health Services and Employment Security Department were represented on two of the ESSA workgroups.
LEAs and ESDs	The 295 LEAs, eight Charter schools, and four Tribal compact schools in the state are grouped into nine educational service districts (ESDs). OSPI uses multiple channels to communicate to and seek feedback from LEAs. There were over 100 school and district employees on the 12 ESSA workgroups. The ESDs receive regular briefings from OSPI and provided input into the Plan on

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Stakeholder/Group	Special Outreach
	behalf of the LEAs they serve. Administrative leaders from one LEAs and two ESD were represented on the CPT.
Representatives of Tribes located in Washington state	OSPI engaged regularly with Tribal Leaders Congress and the Governor's Office of Indian Affairs to consult about education policy, including the design and development of the Plan. The Tribal Leaders Congress and the Office of Indian Affairs provided input on the development of the Plan.
	OSPI issued an open invitation for tribal consultation on ESSA and held two three-hour consultations around the state.
	OSPI met with the four Tribal compact schools early in the plan development process and collected their comments to be incorporated into the Plan.
	OSPI presented at the Centennial Accord meeting to brief Tribal leaders across the state on the development of the Plan. The Centennial Accord brings together all Washington state-based tribes, the Governor, and other state leaders for government-to-government meetings.
	OSPI staff met with the Suquamish Tribal Council to review plan components and answer questions about the Plan and its implementation.
	Representatives from the tribes sat on three ESSA workgroups and the CPT.
Teachers	OSPI conducted significant outreach to educators across the state using multiple avenues, including communication with many education groups via focus group sessions and professional development opportunities, listed below: • Professional Educator Standards Board (PESB) • Washington Education Association (WEA) • Washington Family and Consumer Science Educators • Washington Science Teachers Association • Health and Fitness Educators Group • Washington Library Media Association (WLMA) • Teachers sat on several workgroups. Two representatives from the WEA sat on the CPT

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Stakeholder/Group	Special Outreach
Principals and other school leaders	Principals and other school leaders were involved in a number of focus groups and outreach activities. The following professional groups were involved ESSA workgroups and the CPT: • Washington State School Directors' Association • Association of Educational Service Districts • Association of Washington School Principals • Washington Association of School Administrators • District-level federal program leaders that administer Title I, Part A and C, Title II, Part A, Title III, Title IV, Title VI and McKinney Vento program. In addition, representatives for Students with Disabilities sat on three ESSA workgroups.
Federal and State Required Advisory Groups to OSPI	OSPI engaged members from federal and state required advisory committees in the development and the final draft Plan. Information on the Plan was provided to each of the below committees. There were at least two representatives from each committee that participated on ESSA workgroups. The committees included: • Committee of Practitioners (COP) • Bilingual Education Advisory Committee (BEAC) • Washington State Migrant Education Advisory Committee (SAC) • Special Education Advisory Council (SEAC) • Educational Opportunity Gap Oversight and Accountability Committee • State Gifted Advisory Committee for Gifted Children • Private School Advisory Committee
Paraprofessionals and specialized instructional support personnel	Paraprofessionals were involved through outreach to the following professional groups: • Washington Education Association (WEA) • Washington State Public School Employees (PSE) Both organizations had representation on the CPT and the Effective Educators workgroup.
OSPI Curriculum Advisory Review Committee	OSPI has a Curriculum Advisory Review Committee that has district and Educational Service District representatives as

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Stakeholder/Group	Special Outreach
	members. Time was provided at their November meeting for a presentation on ESSA and on the development of the Plan.
Charter School Leaders	OSPI reached out to the Washington Association for Learning Alternatives and sought input from charter school leadership. A Focus session was presented by the Deputy Superintendent and comments were provided by the group on the impact and opportunities for Charter schools under ESSA. The Washington Association for Learning Alternatives was represented on the CPT.
Early Learning	Representatives from the Department of Early Learning, Thrive Washington, Head Start, our state preschool program, school district Early Learning Coordinators, and public and private early learning providers participated in the Early Childhood Workgroup.
Parents and families	The Washington State Parent Teacher Association (PTA) received information about ESSA and the development of the Plan. Washington State PTA had three representatives on the CPT. OSPI reached out to the Title I Committee of Practitioners, which includes parent and family representatives. The 22–member Parent and Community Engagement Workgroup which includes several parent and family representatives, was actively involved in the development of the Plan. The Washington State Migrant Education Advisory Committee, which includes parents and family representatives, received briefings and provided input on the Plan. The Bilingual Education Advisory Committee held Family Engagement Nights, and discussed the Plan.
Community-based organizations	Several community-based organizations have been actively involved in the design and development of the Plan. The following organizations have representation on the CPT and/or on one or more of the twelve workgroups who helped develop the Plan.

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Stakeholder/Group	Special Outreach
	• Partnership for Learning • Washington State Parent Teacher Association • Alliance for Education • Children's Institute for Learning Differences • Center for Strengthening the Teaching Profession • Community Center for Education Results • Road Map Project • League of Education Voters • Stand for Children • Thrive Washington • College Success Foundation • GEAR UP
Civil rights organizations	OSPI provided outreach through focus group presentations at which participants had the opportunity to provide comments on the plan development and contents during the early development of the Plan. Members from one of the organizations served on CPT. The organizations are as follows: • National Association for the Advancement of Colored People (NAACP) • Equity in Education Coalition • Urban League
Institutions of Higher Education	A representative from the Washington Association for Colleges of Teacher Education was involved in the Effective Educators Workgroup. The Student Assessment System Workgroup included a representative from Washington State University. Gonzaga University provided a representative on the Students with Disabilities Workgroup.
State Agencies/ State Commissions/Councils	The following organizations were represented on the workgroups and CPT. • Washington State Commission on African American Affairs • Washington State Commission on Asian Pacific American Affairs • Commission on Hispanic Affairs • Governor's Office of Indian Affairs • Washington Student Achievement Council • Employment Security Department

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Stakeholder/Group	Special Outreach
	• Office of Financial Management
Public	OSPI engaged in vigorous outreach to the public. The SEA provided a dedicated web page, which included the ability to sign up to receive updates via email.

All CPT meetings were open to the public and participants could either call in or attend in person. All workgroup agendas and minutes were made public.

OSPI sent news releases to all major papers.

Early in the process, OSPI held ten regional public forums across the state. One of the sessions was a webinar. Each two-hour forum was open to the public, and covered opportunities and challenges that lie ahead, how the ESSA is similar to and different from the No Child Left Behind Act, and provided for open discussion for the community to provide feedback. The presentations and the recorded webinar are on the OSPI ESSA website. Participants provided feedback verbally, through comment cards, or via email. All feedback was collected, organized and shared with OSPI leadership and to appropriate workgroups to assist in the development of the Consolidated Plan. It also actively solicited feedback via email, written comments, and web surveys.

In mid-November, OSPI is releasing the draft Plan for a 30-day public comment period, and is engaging in another statewide review tour to discuss the draft Plan and receive input.

Both the listening tour and the review tour included webinars in addition to the face-to-face sessions. |

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The following charts show participation details for the statewide listening sessions held in June and July, 2016.

Total Number of Participants by Location

Location	
WACTE/Spokane (16) - 5%	
Pasco (25) - 7%	
Bremerton (36) - 10%	
Burien (78) - 22%	
Spokane (35) - 10%	
Wenatchee (17) - 5%	
Yakima (27) - 30%	
Vancouver (36) - 8%	
Puyallup (34) - 10%	
Everett (46) - 13%	

■ Number of Participants (Total = 350)
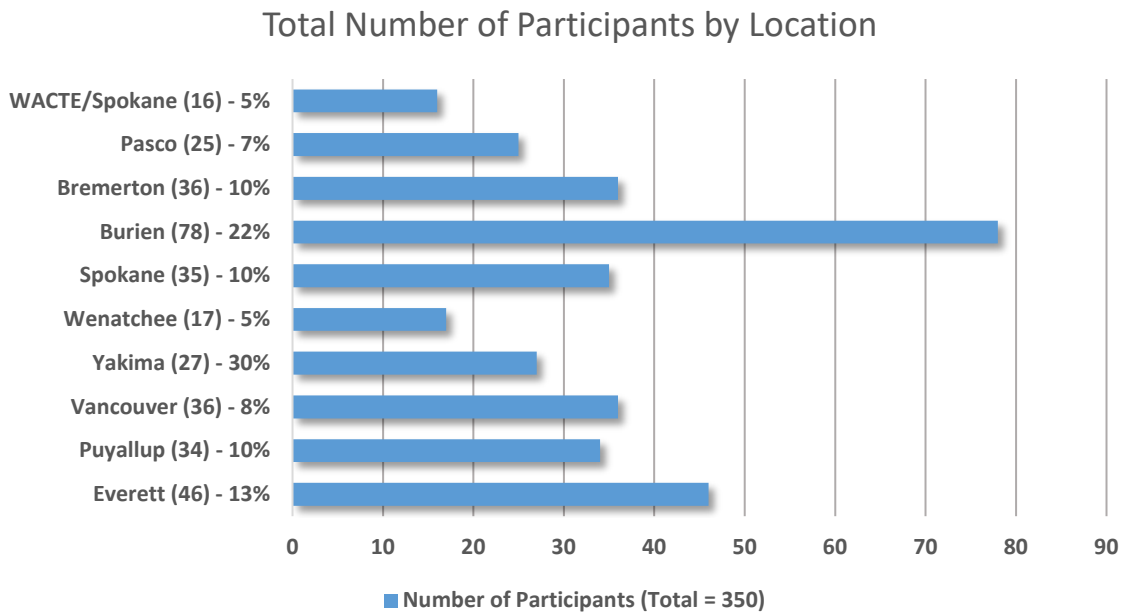
Figure 4. Total Number of Participants by location (n=350).

Participant Roles Across All Forums

Role	
Total (405)	
Parent/Guardian (80)	
Teacher (177)	
Principal (17)	
District Administrator (30)	
Superintendent (9)	
Other (85)	
No Response (7)	
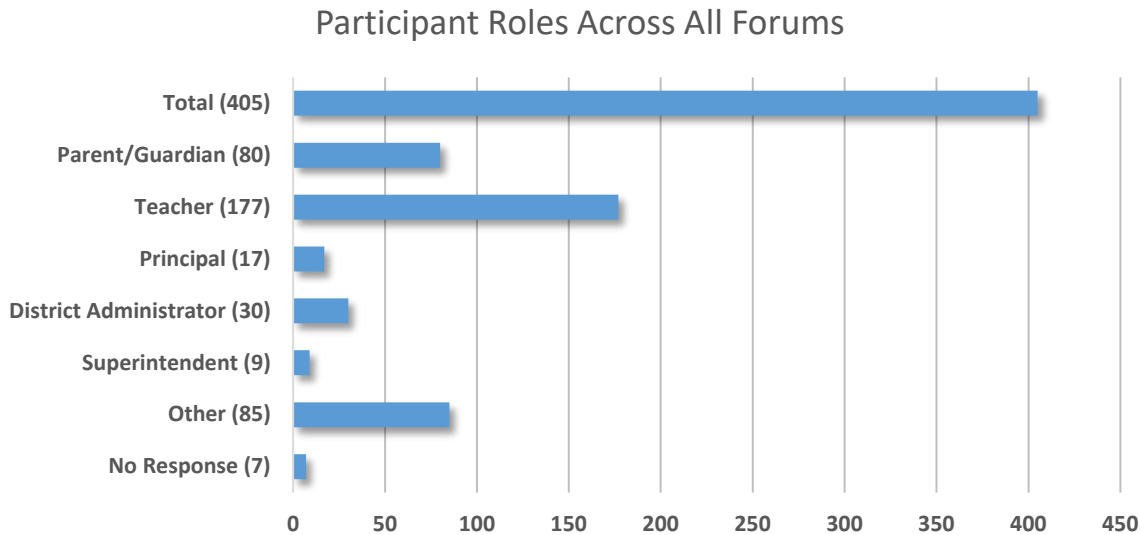
Figure 5. Participation roles across all forums. The number in parenthesis indicates total number of participants. Note that some participants identified more than one role.

2.1.B.ii   Use of Consultation and Public Comment
Took into account the consultation and public comment, including how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment.

a) *Challenging Academic Standards and Academic Assessments*

b) *Accountability and Support for Schools*

c) *Supporting Excellent Educators*

d) *Supporting All Students*

OSPI received over 350 comments and consulted with dozens of groups during the development of the Plan. All feedback was transcribed and shared with relevant workgroups. The workgroups reviewed the comments and feedback, and made dispensation decisions on all input. While not every comment was actionable or relevant, all received due consideration, and a majority of the comments were incorporated into the development of the Plan.

General Theme and Summary of Comments	ESSA Component	Total Number
State Testing • Do only what is required for federal accountability; make sure assessments are developmentally appropriate and validated (72) • Delink from Graduation Requirements (21) • Consider using Alternate Assessments (ACT, SAT, ASVAB at high school; ITBS at elementary school) (20) • Reduce over-reliance on testing and anxiety for students (15)	*Supporting All Students*	128
Washington's Process and ESSA Plan • Forums provided opportunity to learn about ESSA Plan, learn from others and hear local concerns (52) • Process should ensure all stakeholders are represented on workgroups, including practitioners, students, parents, and communities of color (35) • Information and updates should be provided online (10) • Opportunities should be expanded for more public input, including rural/remote; provide opportunity for stakeholders to observe/comment with Work Groups (10) • Make the ESSA Plan an improvement over NCLB (4) • Make the ESSA Plan as bones and basic as possible (3)	*Consultation and Coordination*	114
Personalization for Each Student • Provide learning environment that is equitable and inclusive, and ensures all students are physically and	*Supporting All Students*	97

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General Theme and Summary of Comments	ESSA Component	Total Number
emotionally safe and have access to social/emotional supports and curriculum (32) • Ensure each has access to balanced curriculum that includes full range of content areas (e.g., art, music, social studies) (18) • Move from one size fits all to K–12 system of innovative options and models of delivery that includes alternative paths, programs for highly capable, Running Start, dual credit, career exploration, internships, and access to advanced coursework (17) • Ensure school is student-centered and teaches to "whole child," is inclusive, honors ALL students, and respects ALL students (17) • Prepare each student for next steps, so each is career, college (and civically) ready; ensure effective transitions for all students (16–21), including SWD and students from poverty (13)		
Supporting Excellent Educators: Recruitment, Retention, Professional Learning, Certification and Evaluation Processes • Provide opportunities for professional learning for educators around areas such as diversity, trauma, SE, cultural competence, equity, positive discipline and restorative justice (21) • Focus on teacher shortage; recruit especially in high-need areas (Bilingual, Special Education, teachers from communities of color) (19) • Improve TPEP process, including training for evaluators and teachers (18) • Revise the teacher certification process, requirements and ProCert process (17) • Ensure all students have access to effective educators (11)	*Supporting Excellent Educators*	86
Accountability System • Use variety of data, including student growth (18) • Ensure system holds districts, schools, and educators accountable; doesn't allow loopholes for districts with failing schools, "How ensure accountability across 295 districts?" (17)	*Accountability, Support, and Improvement for Schools*	50

General Theme and Summary of Comments	ESSA Component	Total Number
• Use system to identify and drive funding for low-performing schools (7) • Ensure system isn't punitive and doesn't label schools (5) • Ensure system includes ALL students (3)		
Supporting Excellent Educators: Adequate Resources/Funding • Adjust the funding formula to ensure schools are fully staffed (i.e., reduce class size) (16) • Hold the state legislature accountable to fully fund education (16) • Provide funding to support librarians and technology, including technology to support state testing (13)	*Supporting Excellent Educators*	**45**
Measurement of Success • Include Growth (18) • Measure in multiple ways - academic, social-emotional, climate, school capacity to meet student needs (13) • Provide flexibility at the local level to use school/district determined assessments; enable teachers to assess and define success for students (13)	*Accountability, Support, and Improvement for Schools*	**44**
Challenging Academic Standards and Assessments • Ensure ALL students receive standards-based, rigorous, developmentally appropriate, and culturally relevant curriculum (CCSS); research-based programs; and interventions (16) • Ensure ALL students have access to effective educators, teaching students to same standard (12) • Set High Expectations for ALL students to achieve challenging academic standards (6)	*Challenging Academic Standards and Academic Assessments for ALL Students*	**34**
Students with Disabilities • **State Testing:** Use developmentally appropriate tests that measure growth; eliminate WA AIM; do only what is required for federal accountability (25) • **Service Model:** Implement processes to identify and serve that align with IDEA (3)	*Supporting All Students*	**28**
English Learners	*Supporting All Students*	**16**

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General Theme and Summary of Comments	ESSA Component	Total Number
• **State Testing:** Use developmentally appropriate tests that measures growth; do only what is required for federal accountability (10) • **Service Model:** Implement processes to identify and serve that align with Title I; blend funding and services where possible; extend learning time and opportunities (e.g., PreK, summer school) (6)		
Parent, Family, and Community • Engage parents in the education of their child; hold them accountable for student learning, teach them how to advocate for their child (13)	*Supporting All Students*	13

See *Appendix D: Summary of ESSA Public Involvement* for additional details regarding participation and comments.

2.2   Coordination

<u>Instructions</u>: *Each SEA must coordinate its plans for administering the included programs and other programs, consistent with §299.15 (b). The programs must include the following: other programs authorized under the ESEA, as amended by the ESSA; the Individuals with Disabilities Education Act; the Rehabilitation Act; the Carl D. Perkins Career and Technical Education Act of 2006; the Workforce Innovation and Opportunity Act; the Head Start Act; the Child Care and Development Block Grant Act of 1990; the Education Sciences Reform Act of 2002; the Education Technical Assistance Act of 2002; the National Assessment of Educational Progress Authorization Act; and the Adult Education and Family Literacy Act.*

2.2.A   Plan Coordination
Describe how the SEA is coordinating its plans for administering the programs under this consolidated application and the programs listed above.

Throughout the Plan, OSPI is taking steps to ensure that coordination among education agencies at the local, state, and federal level is more efficient and streamlined. For example, the Plan describes many instances where funding streams can be combined to help students succeed.

The education system in Washington state has a strong culture of collaboration and transparency, and the Plan both models and enforces this level of coordination.

The following three key factors address the Plan coordination:

1.   All of the 12 workgroups are ensuring that the Plan conforms with not only the ESSA, but also **aligns** with other federal and state laws, including the Individuals with

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Disabilities Education Act, the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

2. The Plan improves teaching and learning by encouraging greater cross-program coordination, planning, and service delivery.
3. The Plan consolidates or eliminates many smaller grant programs, and streamlines rules and policies to ensure greater integration of federal, state, and local programs.

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3. Challenging State Academic Standards and Academic Assessments

3.1 Challenging State Academic Standards

Each SEA must provide evidence that it has adopted challenging State academic standards, including challenging academic content standards and aligned academic achievement standards; as applicable, alternate academic achievement standards; and English language proficiency standards, in compliance with section 1111(b)(1) of the ESEA.

*Note: In general, the evidence referenced here will be provided through the Department's peer review process; consequently, a State is required to submit evidence for section 3.1, only if it has made changes to its standards **after** the peer review process.*

Evidence is provided through the U.S. Department of Education (ED) peer review process.

3.1.A Challenging Academic Content Standards and Aligned Academic Achievement Standards

Provide evidence at such time and in such manner specified by the Secretary that the State has adopted challenging academic content standards and aligned academic achievement standards in the required subjects and grades consistent with section 1111(b)(1)(A)-(D) of the ESSA.

Basic education in Washington state is defined by the legislature (RCW[2] 28A.150.210). As required by state law, OSPI develops the state's learning standards (RCW 28A.655.070) and oversees the assessment of the learning standards for state and federal accountability purposes. Although the law refers to Essential Academic Learning Requirements (EALRs), Washington now refers to EALRs as Washington State K–12 Learning Standards. The standards define what all students should know and be able to do at each grade level.

Our learning standards, developed through collaborative, public processes led by curriculum associations across the state and nationwide, incorporate the Common Core State Standards for English Language Arts and Mathematics, and the Next Generation Science Standards for science. Based on an analysis of Washington's standards adoptions in these content areas, the Learning and Teaching Workgroup recommended that the state has demonstrated its practice of using challenging academic content standards for mathematics, reading or English language arts, and science that are aligned with entrance requirements for credit-bearing coursework in the system of higher education in the state, and with relevant career and technical education standards for mathematics, reading or English language arts, and science.

The following table outlines all the state K–12 learning standards and guidelines and the year (where applicable) they were adopted.

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[2] Revised Code of Washington (RCW), the compilation of all permanent laws now in force.

Washington State K–12 Learning Standards	
Content Area	OSPI Adoption
The Arts	Spring 2011
Computer Science	Expected December 2016
Educational Technology	Fall 2008
English Language Arts	Summer 2011
English Language Proficiency	Winter 2013
Financial Education	September 2016
Health and Physical Education	Spring 2016
Integrated Environment and Sustainability	Fall 2009
Mathematics	Summer 2011
Science	October 2013
Social Studies	Spring 2008
World Languages	Summer 2010

In addition to the standards and guidelines listed above, in 2012 the state adopted the *Washington State Early Learning and Development Guidelines: Birth through 3rd Grade.* These guidelines describe the behaviors and skills that children demonstrate and how families and early learning professionals can support their healthy development.

3.1.B   Alternate Academic Achievement Standards
If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, provide evidence at such time and in such manner specified by the Secretary that those standards meet the requirements of section 1111(b)(1)(E) of the ESSA.

In March 2011, Washington joined the Dynamic Learning Maps (DLM) Alternate Assessment System. Washington remained a contributing member through the development of the DLM Essential Elements. As a multi-state consortium, funded through an Enhanced Assessment Grant (EAG) awarded by the U.S. Department of Education, the Essential Elements are designed as "specific statements of knowledge and skills linked to grade-level expectations identified in college and career readiness standards" represented by the Common Core State Standards. The Essential Elements "build a bridge from content standards to academic expectations for students with the most significant cognitive disabilities."

Although Washington ultimately withdrew from the DLM consortium, the state was given permission to continue using the Essential Elements developed through the DLM project. The Essential Elements are used as the foundation of a set of alternate academic achievement standards that culminate in Washington's derived Access Point Frameworks.

Once the Access Point Frameworks were created, OSPI adopted the associated standards as the basis for deriving assessments for use with students with the most significant cognitive disabilities.

Washington has also adopted a definition of the term "significantly cognitively challenged" as a result of the ESSA recommendations adopted by the CPT. For purposes of ESSA in Washington, the term "significantly cognitively challenged" means students who require intensive or extensive levels of direct support that is not of a temporary or transient nature. Students with significant cognitive challenges also require specially designed instruction to acquire, maintain or generalize skills in multiple settings in order to successfully transfer skills to natural settings including the home, school, workplace, and community. In addition, these students score at least two standard deviations below the mean on standardized, norm-referenced assessments for adaptive behavior and intellectual functioning. The adoption of this definition will enable districts to uniformly apply for a waiver of the one percent limitation should the district have the need to apply for such a waiver.

In addition to defining the term "significantly cognitively challenged" in Washington, OSPI is also developing Individualized Education Program team guidelines in the area of alternate assessments which will include ESSA required notice concerning potential implications for graduation with regard to students who are alternately assessed.

3.1.C   English Language Proficiency Standards
Provide evidence at such time and in such manner specified by the Secretary that the State has adopted English language proficiency standards that meet the following requirements:

1. *Are derived from the four recognized domains of speaking, listening, reading, and writing;*

2. *Address the different proficiency levels of English learners; and*

3. *Align with the State's challenging academic standards.*

Washington uses the English Language Proficiency (ELP) standards as developed in 2014 by the Council of Chief State School Officers, in partnership with WestEd and the Understanding Language team at Stanford University.

The ELP standards help students develop English language proficiency within the context of their academic work in English language arts, mathematics, and science.

The 10 ELP standards are organized into domains of speaking, listening, reading, and writing using three fundamental modalities: receptive (reader, listener, or viewer working with text); productive (speaker or writer for a distant audience); and interactive (listening, speaking, reading, and writing with two-way interactive communication).

The ELP standards have five levels of proficiency for English learners. The level descriptors vary depending upon the grade and standard being addressed.

The ELP standards hold correspondence to the Common Core State Standards and the Next Generation Science Standards (NGSS), which are the basis for Washington state standards in English language arts, mathematics, and science.

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Based on this review, the Learning and Teaching Workgroup recommended that the state has adopted English language proficiency standards that:

- Are derived from the four recognized domains of speaking, listening, reading, and writing.
- Address the different proficiency levels of English learners.
- Are aligned with the challenging state academic standards.

3.2 Academic Assessments

*Each SEA must identify its high-quality student academic assessments consistent with section 1111(b)(2) of the Act. Note: In general, the evidence referenced here will be provided through the Department's peer review process; consequently, a State is required to submit evidence for section 3.2.B only if it has changed its high-quality student academic assessments **after** the peer review process.*

3.2.A Student Academic Assessments

Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:

3.2.A.i Academic Assessments in Mathematics, ELA and Science
High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B);

Washington administers the Smarter Balanced summative assessments annually in English language arts and mathematics in grades 3–8 and 11. The first year of using these assessments was 2015.

These assessments are based on the Common Core State Standards, as adopted by Washington in 2011. The Smarter Balanced tests were purposefully designed to assess students along the entire performance continuum. Smarter Balanced item developers strove to represent a range of cognitive complexity in the item pool. The quality work was recognized in an external evaluation by the Fordham Institute and by the Human Resources Research Organization (HumRRO) where they rated the cognitive demand of the grades 3–8 ELA/literacy and mathematics assessments as good, and the cognitive demand of the grade 11 ELA/literacy and mathematics assessments as excellent. Smarter Balanced administers a computer adaptive test, which means that the test is unique to the abilities of the student within the confines of the assessment blueprint. The Smarter Balanced work in this area aligns to the guidance from the American Education Research Association, American Psychological Association, and National Council on Measurement in Education (2014) standards.

For science, Washington administers the Measurements of Student Progress (MSP) for grades 5 and 8 and the End of Course Biology exam in high school. Washington followed practices outlined in Standards for Educational Testing and Psychological Testing, (American Education Research Association, American Psychological Association, and National Council on Measurement in Education (1999) in the development of its science tests.

The state has adopted the Next Generation Science Standards and will be transitioning to new science assessments, beginning in spring 2018.

3.2.A.ii   Advanced Middle School Mathematics Assessments
Any assessments used under the exception for advanced middle school mathematics under section 1111(b)(2)(C)(iii) of the Act;

Other than the Smarter Balanced grades 6–8 mathematics assessments, Washington does not administer a statewide middle school advanced mathematics exam.

3.2.A.iii   Alternate Assessments
Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities;

Washington administers the Washington Access to Instruction and Measurement (WA-AIM), based on alternate achievement standards and aligned to the Common Core State Standards (CCSS) for students in grades 3–8 and high school in English language arts and mathematics. For science, tests in grades 5, 8 and high school, based on the Washington state K–12 Learning Standards, are administered. (See Section 3.1.B for details about the alternate academic achievement standards).

Consistent with the principles of Universal Design for Learning (UDL), the CPT also adopted a recommendation from the Students with Disabilities Workgroup that would utilize the Links for Academic Learning (LAL) process to review the existing alternate achievement standards on behalf of students with significant cognitive challenges (as defined in 3.1.B) to ensure that a student's need for an alternate assessment is not the result of a lack of the student's access to appropriate instruction, or the need for assistive technology.

3.2.A.iv   English Language Proficiency Assessments
The uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills consistent with §200.6(f)(3); and

Washington administers the English Language Proficiency Assessment, 21st Century (ELPA21) annually to students in grades kindergarten–12 and who qualify for English language development services. ELPA21 was new for the 2015–16 school year and is based on the Washington English Language Proficiency (ELP) standards.

The state plans to offer an annual alternate English language proficiency assessment (WIDA Alternate ACCESS) designed for English learners with significant cognitive disabilities. This assessment is aligned with the WIDA Alternate English Language Proficiency levels, based on the WIDA English Language Proficiency standards. WIDA Alternate Access will be used on an interim basis, until ELPA21, Washington's supporting consortium, can produce an alternate assessment aligned to the state's adopted ELPs.

3.2.A.v   Locally Approved Assessments

Any approved locally selected nationally recognized high school assessments consistent with §200.3.

Washington has concluded that if a nationally-recognized test (i.e., ACT or SAT) passes peer review in a state that has our same learning standards (CCSS), a committee of Washington stakeholders would convene to give input on how the assessment could be implemented as an alternative to Washington's 11th grade exam. The committee of stakeholders would have to include in the recommendation that using the alternate test would require a change in state law in order to allow the alternate test to be used to meet graduation requirements to avoid double testing.

3.2.B   State Assessment Requirements

Provide evidence at such time and in such manner specified by the Secretary that the State's assessments identified above in section 3.2.A. meet the requirements of section 1111(b)(2) of the ESEA.

This information has been provided as part of the ED's peer review process. No subsequent changes to the high-quality assessments have occurred. Washington will submit the NGSS science assessments for peer review once those tests have become operational in 2018.

3.2.C   Advanced Mathematics Coursework

Describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and §200.5.

Washington state law allows students to take advanced course work in middle school and to earn high school credit. Advanced mathematics coursework is the subject most likely to be taken by students in middle school.

3.2.D   Universal Design for Learning

Describe the steps the SEA has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act.

The State Education Agency (SEA) has a compendium of assessments—consortium-developed, state-developed, alternates—which attend to the issue of UDL through different processes and design intent, but aim for same outcomes for each. The State Education Agency's consortium-developed assessments (Smarter Balanced) are predicated on best practices for test measurement long established through versions of the Standards for Educational and Psychological Testing (most recent version, 2014) and applied literature review and research conducted in the course of the project development (refer to information in the Smarter Balanced Assessment Consortium: 2013–14 Technical Report, January 14, 2016). For state-developed assessments, SEA employed the same best practices for test measurement as

referred to above, and has done so over the course of two decades of work administering criterion-based assessments. Finally, the alternate assessment administered by SEA is designed with the individual student's needs in mind; the assessment is not standardized at the student interface such that accommodations are dictated by the assessment, but standardized at the task stipulating what test administrators (teachers) need to manage before interfacing with the student, thus allowing each student's interaction with tasks to be flexible in addressing the student's specific disability(ies).

3.2.E   Appropriate Accommodations

Consistent with §200.6, describe how the SEA will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner (a) the opportunity to participate in the assessment and (b) any of the benefits from participation in the assessment that are afforded to students who are not English Learners.

SEA has emulated, and leveraged, the work of its consortium partner, Smarter Balanced, in developing a set of accessibility features that optimizes student engagement. The associated guidelines are designed to address access for student with disabilities, English learners (ELs), and ELs with disabilities to the fullest extent that known research supports. SEA and the consortium have made decisions with respect to access to optimize student participation, taking into account the knowledge and experiences of educators in the field.

The framework for accessibility starts at the broadest reference toward access—*universal tools* (features in the testing format are supportive of student interactions, but are not viewed as having any impact on the test construct), works through a more select set of features—*designated supports* (features that test administrators identify for students under unique situations where the educators judgment is used in optimizing the students access, but the features are not viewed as significant to the test construct), and ends with the most selective of features—accommodations (features that require specific documented need to allow use; determined as not impactful to the test construct for students due to the nature of the associated disability. Specific to EL participation, the applicable accessibility features are covered under *universal tools* and *designated supports* (*accommodations* are specific to student with disabilities, whether native English speakers or ELs).

3.2.F   Languages other than English

Describe how the SEA is complying with the requirements in §200.6(f)(1)(ii)(B)-(E) related to assessments in languages other than English:

The SEA's approach was established per the legislature's 2008 supplemental state budget, where SEA was provided funding to translate the existing state-wide assessment for mathematics and science in six languages other than English. SEA evaluated available student data identifying those languages with the highest number of students enrolled in schools then interacted with the respective communities to determine reaction to SEA's providing the state assessments in the native language. In one or two instances, either the community rejected the option as inappropriate to the desires of families or clarified that in the delivered format (text-based) the provision of translation in the specific language was unnecessary (e.g., text-based

Russian is the same as Ukrainian), in which case SEA looked to the next language on the list to include. This process was repeated until the six languages were established and the SEA pursued translation activities.

3.2.F.i   Definition

Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with paragraph (f)(1)(iv) of §200.6, and identify the specific languages that meet that definition;

The SEA's definition was established per the legislature's 2008 supplemental state budget, where SEA was provided funding to translate the existing state-wide assessment for mathematics and science in six languages other than English. SEA evaluated available student data identifying those languages with the highest number of students enrolled in schools then interacted with the respective communities to determine reaction to SEA's providing the state assessments in the native language. In one or two instances, either the community rejected the option as inappropriate to the desires of families or clarified that in the delivered format (text-based) the provision of translation in the specific language was unnecessary (e.g., text-based Russian is the same as Ukrainian), in which case SEA looked to the next language on the list to include. This process was repeated until the six languages were established and the SEA pursued translation activities.

3.2.F.ii   Assessments in Other Languages

Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available;

SEA offers its state-developed science (grades 5, 8, and End-of-Course Biology) assessments in Spanish, Russian, Korean, Vietnamese, Chinese, Somali, and Arabic.

The Smarter Balanced mathematics assessment (grades 3–8 and 11) has a full translation in Spanish. It also offers a glossary-based feature (translating only content-irrelevant terms) which is available in 11 languages (Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi, Russian, Spanish, Ukrainian, Vietnamese, and Yupik).

As a participating member of Smarter Balanced, Washington continues to provide to students the language options that are supported by the consortium.

3.2.F.iii Other Significantly Present Languages

Indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the State, for which yearly student academic assessments are not available and are needed;

OSPI's Office of Bilingual Education annually reports to the Washington State Legislature the number of students who speak languages other than English. In the 2016 report, there were 215 languages other than English spoken by the 119,844 English learners in Washington during 2014–15. Spanish was the most common language other than English, spoken by 67.3 percent

of ELs (n=79,775). The next ten most common languages were Russian (n=4,915), Vietnamese (n=4,169), Somali (n=3,174), Chinese (n=2,714), Arabic (n=2,204), Ukrainian (n=2,095), Tagalog (n=1,559), Korean (n=1,451), Marshallese (n=1,392) and Punjabi (n=1,183).

OSPI will continue to monitor languages other than English that are present in the student population, both statewide and within geographic areas of the state. Working in partnership with ESDs and local school districts, OSPI will evaluate the potential need for providing assessments in other languages.

3.2.F.iv   Developing Assessments in Other Languages

Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing—

   a) *The State's plan and timeline for developing such assessments, including a description of how it met the requirements of paragraph (f)(1)(iv) of §200.6;*

Once policy and process are established amongst its peer members, for those assessments provided by the consortium, OSPI will strive to have in place translated versions of the applicable assessments for the following school year administration (e.g., should the consortium agree on policy and process in spring 2017, OSPI will look to administer applicable translated assessments in spring 2018).

   b) *A description of the process the State used to gather meaningful input on assessments in languages other than English, collect and respond to public comment, and consult with educators, parents and families of English learners, and other stakeholders; and*

OSPI employed feedback acquired through the Plan creation process (e.g., work-groups with diverse stakeholder participation, numerous state-wide forums allowing broader public engagement, web-based public comment opportunity) as the format for collecting meaningful input. All collected inputs were vetted by the CPT which was a mix of OSPI, other educational offices, and community stakeholders.

   c) *As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.*

OSPI believes to date that it has met the intent of both legislative directive and good measurement practice through its approach to translated assessment support. Any revisions to the scope of OSPI's previous efforts, focused on future program enhancement, will be met with similar attention to intent and mandate.

3.2.G   **Grants for State Assessments and Related Activities**

Describe how the State will use formula grant funds awarded under section 1201 of the ESEA to pay the costs of development of the high-quality State assessments and standards adopted under section 1111(b) of the ESEA or, if a State has developed those assessments, to administer

those assessments or carry out other assessment activities consistent with section 1201(a) of the ESEA.

OSPI presently uses ESEA funding to support existing administration of assessments and continued efforts in improving, enhancing, and/or transitioning the state's assessment program to instruments aligned to new learning standards, supportive of findings from research, or intended to mitigate undue burdens on LEAs. The nature and scope of grant fund use, outside of annual administration support, varies across years as dictated by federal and state mandates and LEAs feedback on program needs.

3.3   Performance Management and Technical Assistance for Challenging State Academic Standards and Academic Assessments

Each SEA must describe its system of performance management for implementation of State and LEA plans regarding challenging State academic standards and academic assessments consistent with §299.14 (c). The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance specific to the implementation of challenging State academic standards and academic assessments. If a table is provided below, the SEA's description must include strategies and timelines.

3.3.A   System of Performance Management

Describe the SEA's system of performance management for implementation of State and LEA plans for Challenging State Academic Standards and Academic Assessments.

Washington's system of performance management has four core processes for performance management for successful implementation of state and LEA plans for that address challenging state academic standards and academic assessments: ESSA and state program applications, ESSA and state End-of-Year Report, a Consolidated Program Review (CPR) process; and a statewide Report Card system. In combination these four processes are used to determine how students are performing.
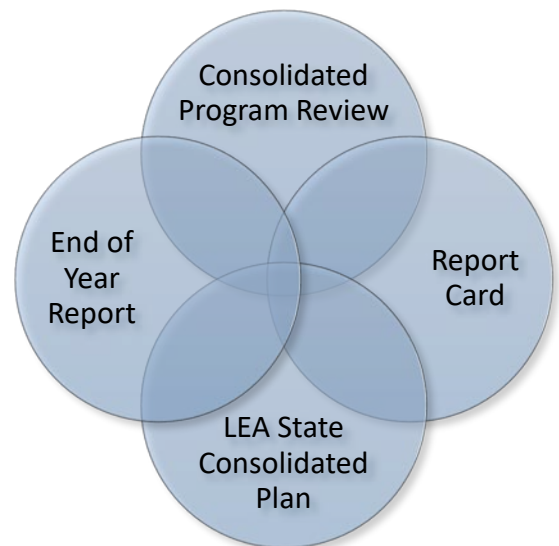
The LEA State Consolidated Plan will require LEAs to set performance goals and processes. LEAs will describe their ESSA/state program evaluation process and will be required to submit an end of year report to OSPI with information on how the LEA conducted their review, what they learned from the review and if needed, how the LEA will change program practices.

The CPR monitors multiple federally funded programs under ESEA. This process fulfills OSPI's compliance monitoring requirements under Federal regulations (2 CFR 200). The CPR process

consists of an OSPI team reviewing LEA's federal and selected state programs. The monitoring activities are designed to focus on the results of the LEA's efforts to implement critical requirements of the ESEA using available resources and flexibility provisions. CPR is comprehensive, and measures far more elements than challenging state academic standards and assessments.

The OSPI Report Card data system shows performance at the statewide, school district, school, and subgroup levels. The assessments are built directly upon challenging academic standards, and can show performance outcomes based upon the selection criteria used. The statewide assessments required for federal accountability include Smarter Balanced for ELA and mathematics or WA-AIM for students with significant cognitive challenges documented in their IEP. Science MSP assessments are performed in grades 5, 8 and at the end of the high school biology course. Reporting is at the statewide, LEA, and school level, and the Report Card can show aggregate results for all students or subgroups of students down to the scale or claims level. So, for instance, if a school finds that students in 3rd grade are having difficulty with reading, the school can provide specific interventions to address the area of concern. The database can be used for equity analytics, and can show if different subgroups of students have different outcomes; which allows the LEA and SEA to resolve any issues contributing to a differential outcome.

In addition, OSPI's website makes performance indicator data available that readily facilitates cross-district and cross-subgroup comparisons. It also enables districts to analyze student growth and proficiency on the state assessments in relation to each other. The SEA and LEAs can identify districts and schools where student subgroups that have historically under-performed are performing considerably above the state average, and learn from the experiences of those districts and schools.

3.3.B   Review and Approval of LEA Plans
Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for implementation of Challenging State Academic Standards and Academic Assessments.

LEAs submit plans annually in accordance with statutory and regulatory requirements. The LEA plans are based on a comprehensive needs assessment that identifies and aggregates quantitative and qualitative data to help identify areas of strength and challenges to be addressed. LEAs typically consult with federal program staff from the SEA during the development, implementation, and review of their plans.

During the review process, SEA staff may reach out to LEAs to clarify, confirm or request revisions to submitted plans. The SEA compares each submitted plan to federal and state regulations, the Plan, and policy guidance from the SEA. As part of this review, the SEA also examines previous CPRs to identify specific ongoing needs of the LEA. As part of the review process, the SEA reviews fiscal applications from LEAs to ensure federal and state funds are

budgeted and allocated appropriately. The SEA hosts multiple events where LEAs can collaborate with each other, align their plans with Washington's strategies, and coordinate their efforts within their ESD or among other LEAs.

3.3.C   Collection and Use of Data

Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes for the included programs related to implementation of Challenging State Academic Standards and Academic Assessments.

Washington uses two primary data sources to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes.

The CPR has 115 items in 16 federal and state programs that describe and document an LEA's implementation of strategies. The majority of Washington's 295 public school districts, eight charter schools, and four Tribal compact schools are monitored on a five-year cycle. The four largest LEAs and selected other LEAs with high risk designation are monitored annually.

The Washington State Report Card, performance indicators, and other information on OSPI's website serve to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes. The Report Card shows results from the Smarter Balanced and MSP assessments, tied directly to challenging academic standards in ELA, mathematics, and science, to identify areas of success and concern at the statewide, district, school, or subgroup level.

Districts and the SEA are required to engage families, educators and community members in the development and implementation of ESSA Title programs. Stakeholders will be provided opportunities throughout each academic year to provide their views on effective implementation of programs and the outcome of these programs on student achievement. At the state level this is done through a variety of Title program advisory groups. The Title I Committee of Practitioners is one such group, the Migrant Parent State Advisory Committee is another, as well as the Bilingual Education Advisory Committee. Districts are also required to have advisory groups and must involve the parents and families of students supported by the ESSA Title programs in making decisions on program opportunities for their children.

Stakeholder input is obtained from a variety of sources, including the local comprehensive needs assessment process and through a citizen complaint process. The Office of Equity and Civil Rights at OSPI handles any complaints that allege discrimination. Members of the public can also file complaints against the SEA, a school district, ESD, or a school service provider (subgrantee).

Strategy	Timeline
Consolidated Program Review	Ongoing on a 5-year rotation
State Report Card/performance indicators	Ongoing

Strategy	Timeline
Parent/Community Engagement	Ongoing
Citizen Complaint Process	Ongoing

3.3.D   Monitoring

Describe the SEA's plan to monitor SEA and LEA implementation of the included programs using the data in section 3.3.C to ensure compliance with statutory and regulatory requirements for implementation of Challenging State Academic Standards and Academic Assessments.

Outcomes from the assessments are monitored annually. The assessment data, along with several other factors, will assist in the identification of Comprehensive and Targeted schools that will receive additional support and technical assistance from their districts and the state.

CPR occurs at least once every five years, with certain LEAs identified more frequently based on risk assessment and size of federal funding.

3.3.E   Continuous Improvement

Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for implementation of Challenging State Academic Standards and Academic Assessments.

Student assessment data will be provided to districts after the state assessments have been scored. This data will be included in Washington's accountability system as one of the accountability indicators. Districts will be required to use the student assessment data as one of the indicators in their ESSA Title Program Needs Assessment. These data will be used to identify the program and academic support needed to serve their schools' students. Schools will use these data in the development of their school improvement plans.

The Smarter Balanced Digital Library is one source of technical assistance that OSPI has provided to all educators across the state. It is an online collection of instructional and professional learning resources contributed by educators for educators. It includes a series of interactive assessment literacy and instructional modules in English language arts/literacy and mathematics. Library resources are aligned with the intent of the Common Core State Standards and help educators implement the formative assessment process to improve teaching and learning. The library is collaborative and interactive, allowing users to rate materials and share their expertise with other educators in online forums. Educators can quickly filter Digital Library resources by grade level, Common Core standards, target student population, formative assessment process attribute, and much more.

The Test Information Distribution Engine (TIDE) system, part of Washington Comprehensive Assessment Program, provides administrators with the tools to add and manage users and students participating in the ELA and Mathematics Smarter Balanced assessments, including interim assessments teachers can elect to use to monitor students' progress.

Another source of technical assistance and continuous improvement in the area of students with disabilities who are eligible for special education is Washington's State identified Measurable Results (SiMR) effort approved by the Office of Special Education Programs (OSEP). Although the SiMR focuses on improving early childhood literacy, the foundation of the SiMR is the development and implementation of a Consistency Index. The Consistency Index theory of action is that the development of a valid and reliable research based diagnostic tool will enable OSPI, ESDs, and local school districts and buildings to uniformly measure the extent to which there is instructional consistency in the delivery of special education services in Washington, and instructional consistency in the delivery of special education services will increase the likelihood of improved outcomes. The implementation of the Consistency Index can also aid in the provision of differentiated technical assistance for schools and districts in need of improvement in the students with disabilities subpopulation of the accountability index.

Districts will also be able to access professional learning opportunities provided by the state's nine ESDs in partnership with OSPI's Learning and Teaching staff for educators from schools whose students are not demonstrating proficiency of the challenging academic standards on the state's academic assessment. One example is the opportunity for mathematics, ELA, and science to receive state-funded professional development led by OSPI content leaders and regional mathematics, ELA and science coordinators based at each ESD. OSPI staff, in collaboration with the regional coordinators, provide content-based professional learning and leadership development to a statewide network of teacher leaders (Fellows) in mathematics, science, and ELA.

Strategy	Timeline
Student State Assessment Data	Annually, Spring
Smarter Balanced Digital Library	Ongoing
State-Identified Measurable Results	Ongoing
OSPI Website	Ongoing
OSPI/ESD Professional Learning Opportunities	Ongoing

3.3.F   Differentiated Technical Assistance
Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for implementation of Challenging State Academic Standards and Academic Assessments.

Districts will provide assistance to any of their schools that are identified as comprehensive or targeted. These supports are at the discretion of a district as defined under Section 1111. If a district seeks technical assistance OSPI and the ESDs will provide assistance.

Washington will support schools that do not demonstrate continuous improvement by providing technical assistance through the OSPI Office of Student and School Support (OSSS). The opportunities that the staff will provide starting in 2017–18 are being explored and will be outlined in a revision of Washington's Consolidated Plan before the beginning to the 2017–18

school year. Comprehensive schools (the lowest 5 percent of these schools) will be required to develop a school improvement plan which will be monitored by OSSS.

Strategy	Timeline
District Assistance	Ongoing starting in 2017–18
OSSS Technical Assistance	Ongoing as comprehensive schools are identified starting 2018–19

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4. Accountability, Support, and Improvement for Schools

4.1 Accountability System

Each SEA must describe its accountability, support, and improvement system consistent with §§ 200.12–200.24, §299.17 and with section 1111(c) and (d) of the ESEA. Each SEA may include any documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1.A Indicators

Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in §200.14(c)-(e) and section 1111(c)(4)(B) of the ESEA for all students and separately for each subgroup of students used to meaningfully differentiate all public schools in the State. The description should include how each indicator is valid, reliable, and comparable across all LEAs in the State. For the School Quality or Student Success measure, the description must also address how the indicator is supported by research that performance or progress on such measures is likely to increase student achievement and graduation rates and aids in the meaningful differentiation of schools by demonstrating varied results across all schools in the State.

Indicator	Measure	Description
Academic Achievement	Proficiency rate as measured on the annual statewide assessments in English language arts, mathematics, and science	Percent of students who are proficient in the annual statewide assessments (as described in Section 3.2.a)
Academic Progress	Median Student Growth Percentile (SGP) [grades 4–8]	School's median SGP in ELA and mathematics.
Graduation Rate	Adjusted cohort graduation rates (4 year rate, as well as 5,6,7 year rates)	The percent of students who graduate on-time (4 years, after their first time entering 9th grade) and extended (5-, 6-, and 7-Year)

Indicator	Measure	Description
		using the adjusted cohort methodology.
Progress in Achieving English Language Proficiency	English Learner Progress*	The percent of English learners who make progress toward English language proficiency. Progress shall be measured using the ELPA21 assessment and WIDA Alternate ACCESS.
School Quality or Student Success**	Chronic Absenteeism	The percent of students at a school who are not chronically absent
	9th Grade (Success) On-Track	The percent of first-time 9th grade students at a high school who do not fail a course.
	Dual Credit Participation	The percent of students at a high school who participate in a dual credit educational program.

Notes: * The EL progress measure will be developed after analyses with two years of ELPA21 data. **Additional measures may be considered for inclusion in the School Quality or Student Success category. See further notes below.

4.1.A.i   Academic Achievement

4.1.A.i.a   Elementary and Middle Schools

Academic achievement for the elementary and middle school grade bands shall be based on the statewide assessments in English language arts and mathematics in grades 3–8 and in high school, as described in Section 3.2A.

4.1.A.i.b   High Schools

For the high school grade band, academic achievement shall be based on the statewide assessments in English language arts, mathematics, and science, as described in Section 3.2A.

4.1.A.ii   Academic Progress—SGP Growth Model

Washington will use student growth percentiles (SGPs) as the academic indicator demonstrating student growth. This measure is for grades 4–8, in English language arts and mathematics. Washington will also explore the manner in which to include adequate growth measures, once the adequate growth percentiles (AGPs) are shown to be valid, reliable, and meaningful with the new Smarter Balanced assessments.

Given the transition of assessments to Smarter Balanced and the administration of a field test in 2014, WA did not have statewide SGPs during 2014 and 2015 (there were SGPs calculated for

about 65 percent of students in applicable grade levels). Therefore, the first year of SGPs that will be included for accountability will be from the 2015–16 school year.

In the next several years, Washington will consider incorporating adequate growth percentiles for accountability in addition to or instead of SGPs. An adequate growth measure indicates whether a student is on track to achieve proficiency. The SEA will continue to study AGPs to confirm their reliability. Please see *Section 1.1.A.i.a* for a longer explanation of AGPs. The Achievement and Accountability Workgroup will evaluate the data and potentially transition the academic progress measure to adequate growth rather than student growth percentiles.

4.1.A.iii   High School Graduation

Washington proposes to use the On-Time and Extended (five, six, and seven year) graduation rates following the Adjusted Cohort Graduation Rates (ACGR) methodology for the High School Graduation indicator. Washington will include and display the four separate graduation rates (one On-Time ACGR rate and three Extended ACGRs). For purposes of differentiating schools, each graduation rate will be assigned a weighting factor, with the strongest weight to be applied to the most recent (four-year) rate.

Washington has used the five-year adjusted cohort graduation rate previously for purposes of accountability and has reported the four-year rate as well. OSPI is currently compiling the data for the six and seven-year rates.

4.1.A.iv   English Learner

Washington is part of a consortium that developed ELPA21, a new English language proficiency assessment aligned to a common set of English language proficiency standards that hold correspondences to the Common Core State Standards. Washington administered the ELPA21 annual assessment to English learners (ELs) for the first time in the 2015–16 school year. Given only one year of ELPA21 assessment results, Washington has not yet done analyses and impact estimates of the various ways that progress could be measured. In 2016–17 Washington will also administer the WIDA Alternate ACCESS annual English language proficiency assessment designed for students with significant cognitive disabilities. As with the ELPA21, there will not be a bridging study linking results of the WIDA Alternate ACCESS to results on the legacy assessment.

Two of the ESSA workgroups considered the progress measure and recommended that the ongoing AAW, in conjunction with the BEAC, make recommendations to the State Superintendent for the EL progress measure. Considerations for the progress measure will include a peer-based model and one that measures proficiency. The evaluation for a specific EL progress measure will begin once two years of ELPA21 data are available, in mid-2017.

4.1.A.v   School Quality or Student Success

Washington will initially include three measures in the School Quality or Student Success area:

1. Chronic Absenteeism: Students that are absent for 10 percent or more of the school year have been shown to be less likely to graduate. Washington has been collecting

student-level daily absence information since 2012–13. The data are submitted to the SEA for individual students and thus can be reported on by student group. Washington currently defines a chronic absentee student as one who has been absent (excused or unexcused) for 18 or more full-days of school. This corresponds to 10 percent of the 180-day school year. Dropping out of high school is not a single act. Instead, most students offer early clues in middle school: absenteeism, behavior incidents, and failure of an ELA or mathematics course.[3] Schools and districts monitoring for these clues are able to intervene early with high school transition opportunities.

2. 9th Grader (Success) On-Track: Washington will derive a measure of whether 9th grade students are "on track" for graduation, as measured by credits attempted and credit earned for their first year of high school. The school would be measured by the percent of students who do not fail a course during their 9th grade year. The first year of high school has been shown in research to be a critical predictor of students' future likelihood of graduation. According to Breakthrough Collaborative, results from a Chicago school study with over 115,000 participants revealed that, "almost one quarter of students in the top quartile of their eighth grade were off track by the end of ninth grade". Furthermore, failure to graduate high school is strongly associated with failure in 9th grade courses. "Research shows that between 70 and 80 percent of students who fail in the first year will not graduate from high school."[4] The 9th grade year has often been looked upon as a time when students will either make it or not. Students who make it often struggle with the increased pressure to do well and graduate. The ones who do not make it battle with motivation and self-esteem, along with the misery of failure. Even though this year is critical, the "failure rate in 9th grade remains higher than the rate in any other grade level".[5] To alleviate these issues before they even begin, districts and schools should consider having a robust grade 8 transition readiness plan in place.

3. Dual Credit Participation: Washington districts report dual credit participation data high school students, based on their course-taking. Washington currently reports on the measure by student group and uses the measure for school accountability as part of the Achievement Index school rating. Washington currently defines this as a student who participates in a course that could result in attaining college credits in high school. This includes Advanced Placement, International Baccalaureate, College in the High School, Tech Prep, and Cambridge programs. Washington anticipates the inclusion of certain Industry Certifications in this measure.

Additional measures will be studied and considered for future inclusion in the School Quality or Student Success category. Stakeholders expressed interest in considering the use of several measures for school accountability: disproportionate discipline, teacher assignment and equity, and a school climate and engagement survey. The AAW, in conjunction with OSPI's Data Governance Workgroup (if it is a new data collection), will evaluate those measures for

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[3] Bruce, M., Bridgeland, J., Fox, J., & Balfanz, R. (2011). On track for success: The use of early warning indicator and intervention systems to build a grad nation. *Civic Enterprises.*
[4] Breakthrough Collaborative (2011). Challenges of the ninth-grade transition. Research Brief.
[5] Bottoms, Gene. (2008) Redesigning the ninth-grade experience. The Southern Regional Education Board.

suitability in state accountability, including data quality, validity, and research demonstrating their association with student achievement. If they are determined by those two groups to be suitable and a valuable addition to meaningfully differentiating schools, then the SBE may consider including the measures in to the Washington accountability system at some point in the future.

Washington anticipates a phase-in approach for the use of School Quality or Student Success (SQSS) measures for school accountability. Washington proposes to use chronic absenteeism as an SQSS measure with data from the 2016–17 school year (for an index calculated during the 2017–18 school year, for support of schools beginning in 2018–19). Washington anticipates to use 9th Graders On-Track for high school accountability on the same schedule described for chronic absenteeism. Dual credit participation for school accountability would be included with a three-year average of 2014–15 through 2016–17.

4.1.B   Subgroups

4.1.B.i   Description

Describe the subgroups of students from each major and racial ethnic group, consistent with §200.16(a)(2).

Washington complies with the federal mandate of collecting ethnicity and race information for students in a two-part question. The first question being the student's identification as either Hispanic/Latino or Not Hispanic Latino. The second question asks for all of the races categories with which the student identifies. The data from both of these questions is then rolled up into a single racial ethnic determination based on the federal roll up rules of counting a Hispanic/Latino student as Hispanic over any of the racial categories they may identify with. Students who answer Not Hispanic/Latino are counted in either a single racial ethnic group or "Two or More Races" when the student identifies with multiple races.

The following are the major and racial ethnic groups used in reporting:

- American Indian/Alaskan Native
- Asian
- Native Hawaiian/Other Pacific Islander
- Black/African American
- Hispanic/Latino of any race(s)
- White
- Two or More Races

4.1.B.ii   Statewide Uniform Procedures

If applicable, describe the statewide uniform procedures for:

a) *Former English learners consistent with §200.16(b)(1).*

Washington will use only "Current English Learners" as a subgroup and will not incorporate or combine former English Learners and their performance.

b) *Recently arrived English learners in the State to determine if an exception is appropriate for an English learner consistent with section 1111(b)(3) of the ESEA and §200.16(b)(4).*

Under ESSA, for students that arrived in the United States less than 12 months ago, the state can choose either of two options for testing and inclusion of results in the accountability system.

1. Exclude the first year students from participation in the ELA test. In the second year the students are to be tested and the results count fully in accountability system.
2. Test first year students but phase their results into the accountability system over a three-year period: exclude first-year results, include measure of growth for second-year, and report proficiency for third-year and all subsequent years.

OSPI plans to use a hybrid approach that is more student-centered, with districts deciding on the best approach for their students. In the proposed hybrid approach, year one ELA testing would be optional, determined at the district, school, or student level. Accountability would be phased in, as described below.

1. If the student IS tested in ELA in the first year:
   a. Year one ELA score is not included in accountability
   b. Year two ELA score is included as a growth measure at the school, district, and state level
   c. Year three ELA score is included in proficiency rates at the school, district, and state level
2. If the student IS NOT tested in ELA in the first year:
   a. Year one has no score and has no impact on accountability
   b. Year two ELA score is not included in accountability as there is no basis for measuring growth
   c. Year three ELA score is included in proficiency rates at the school, district, and state level

4.1.C Minimum Number of Students
Describe the minimum number of students that the State determines are necessary to be included in each of the subgroups of students consistent with §200.17(a)(3).

Describe the following information with respect to the State's selected minimum number of students:

4.1.C.i Conformity with Requirements
How the State's minimum number of students meets the requirements in §200.17(a)(1);

Washington will use 20 as the minimum number of students required for accountability purposes for the All student group and subgroups. The calculations of meaningfully differentiating schools will occur annually but will combine the most recent three years of data.

The minimum number of students (20) shall be considered for the combination of the three years of data. For each measure, if there are fewer than 20 students in a particular subgroup or school, then that measure for that group or school will not be included for accountability.

In order to protect student privacy, there must also be a minimum of five students within each single year of data (and the three years must combine to a minimum of 20). The SEA shall apply these definitions consistently across all schools and subgroups.

4.1.C.ii   Interaction with Other Components
How other components of the statewide accountability system, such as the State's uniform procedure for averaging data under §200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each student subgroup under §200.16(a)(2);

The state will use a uniform procedure for a weighted average of data across three years, for each measure within the accountability system. By combining data across three years and requiring a minimum of 20 across the three years, there is a sufficiently large group to maintain student privacy, yet maximizes inclusion of all students and subgroups in accountability.

4.1.C.iii   Description of Strategies
A description of the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

Washington utilizes several strategies in order to protect the privacy of students while displaying data. To preserve confidentiality, the SEA has defined 10 as the minimum number of students required in a subgroup for reporting purposes. The SEA applies these definitions consistently across the state.

Washington expanded its cross-group, cross-organization, and cross- grade/group/organization suppression to create better safeguards for student privacy when small n-sizes can be derived by subtracting school totals from LEA totals. This provides protection against revealing personally identifiable information.

4.1.C.iv   Results for Which Schools Would Not be Held Accountable
Information regarding the number and percentage of all students and students in each subgroup described in §200.16(a)(2) for whose results schools would not be held accountable in the State accountability system for annual meaningful differentiation under §200.18; and

OSPI will conduct analyses of school and subgroups to quantify the inclusiveness of the n-size of 20 over three-years combined.

4.1.C.v   Justification
If applicable, a justification, including data on the number and percentage of schools that would not be held accountable for the results of students in each subgroup under §200.16(a)(2) in the

accountability system, that explains how a minimum number of students exceeding 30 promotes sound, reliable accountability determinations.

Not applicable.

4.1.D   Meaningful Differentiation
Describe the State's system for meaningfully differentiating all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and §§ 200.12 and 200.18.

4.1.D.i   Levels of School Performance
The distinct levels of school performance, and how they are calculated, under §200.18(b)(3) on each indicator in the statewide accountability system;

Each indicator in the Accountability System will be assigned a numeric score on a 10-point scale. The 1–10 score will be based on the school's performance (or the school's subgroup's performance) using the combined data from the most recent three years. The score will also have a corresponding color assignment.

The specifics, including the performance thresholds within the 1–10 range, colors and associated mapping to the scores, will be evaluated and established by SBE and OSPI with input from the Achievement and Accountability Workgroup.

School performance for each indicator will be reported for the all student groups and for each student group used in federal accountability: American Indian/Alaskan Native, Asian, Native Hawaiian/Pacific Islander, Black/African American, Hispanic, White, Two or More Races, English Learner, Special Education, and Low Income.

School performance scores will be a combination of both an All students score and a targeted subgroups score. By including the targeted subgroups in combination with the All students group, it puts additional emphasis on student groups that have historically experienced an opportunity gap. Targeted subgroups include American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Black/African American, Hispanic, English Learner, Special Education, and Low Income. The statewide performance of the other three subgroups (White, Asian, Two or More Races) has historically exceeded the All students group. The methodology of aggregating the all students and targets scores will be evaluated and subsequently established by SBE and OSPI with input from the Achievement and Accountability Workgroup.

4.1.D.ii   Weighting for Indicators
The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with §200.18(c) and (d).

Precise numerical weightings have not been assigned, but OSPI, SBE, and stakeholders came to consensus on a broad set of priorities for indicator weighting (see table below). The weights within each grade band shall sum to 100 percent. This weighting scheme affords substantial

weight to the first four indicator categories, which in the aggregate are much greater than the School Quality or Student Success (SQSS) indicator. The Achievement and Accountability Workgroup will use these guidelines to establish the exact weighting percentages.

Level	Proficiency	Growth	Graduation	EL Progress	SQSS
Elementary	Medium	High		Med-Low	Low
Middle	Medium	High		Low	Low
High	Med-High		High	Low	Low

4.1.D.iii Summative Ratings

The summative ratings, and how they are calculated, that are provided to schools under §200.18(b)(4).

The summative number will be a weighted combination of the indicators' 10-point scale scores for each school and subgroup. As with the individual indicators, the summative score will be on a numeric 10-point scale. The 1–10 score will be a weighted combination of the school's performance (or the school's subgroup's performance) of the indicators. Because those indicators are a combination of three years, the summative number will effectively be a three year average. The score will have a corresponding color assignment. In addition, there will be a tier label assigned to schools.

The specifics, including colors and associated mapping to the scores and tier labels, will be evaluated and established by SBE and OSPI with input from the Achievement and Accountability Workgroup.

In circumstances when a school does not have data for a particular indicator, the other (available) indicators shall receive proportionally more weight to account for the missing indicator.

4.1.D.iv Washington Achievement Index—Overview

When enacting E2SSB 6696 in 2010, the legislature intended a Washington Achievement Index to be used for federal and state accountability. However, the Index did not meet all requirements of NCLB, but has been used for the purpose of recognizing schools for high achievement and for improvement. Beginning in 2012, the state moved forward with further development and full implementation of a revised Washington Achievement Index to fulfill the legislature's intent in Phase II of developing the accountability system and to realize a fully integrated and differentiated recognition, accountability, and support system. Since October 2012, the SBE has been collaborating with OSPI and a workgroup of stakeholders, the Achievement and Accountability Workgroup (AAW), to develop the revised Washington Achievement Index.

4.1.D.v   Washington Achievement Index—Guiding Principles

Guiding principles for the accountability framework were recognized by the SBE in working with the Achievement and Accountability Workgroup as revisions to the Washington Achievement Index were considered. The guiding principles include the following.

a) Student growth is an essential element in an effective school accountability system. However, inclusion of student growth shall not come at the expense of a commitment to and priority to get all students to academic standard. Washington's accountability system should work toward incorporating metrics of growth adequacy, which measure how much growth is necessary to bring students and schools to academic standard within a specified period of time. An objective standard of career and college readiness for all students should remain the long-term focus of the system.

b) The board recognizes that the transition to common core state standards creates practical challenges for shorter term goal-setting, as a new baseline of student performance is established on a series of more rigorous standards and assessments. Normative measures of accountability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for index performance tiers and exit criteria for required action status. The board does not support a permanent system of moving, normative performance targets for our schools and students. The long-term goal remains gradually reduced numbers of schools in the bottom tiers of the Index.

c) To the greatest extent allowable by federal regulations, the federal accountability requirements for Title I schools should be treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The composite achievement index score should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the State Superintendent, and the lists of persistently low-achieving schools as required under federal regulations.

d) The integration of state and federal accountability policies should also be reflected in program administration. To the greatest extent allowed by federal regulation, state and federal improvement planning should be streamlined administratively through a centralized planning tool. Improvement and compliance plans required across various state programs and federal title programs should be similarly integrated to the extent allowable. Planning will become less burdensome and more meaningful when the linkages between programs become more apparent in the way they are administered.

e) The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of common core and the underlying standard of career and college readiness for all students.

f) In the education accountability framework, goal-setting should be a reciprocal process and responsibility of the legislature, state agencies, and local districts and schools. The state education system should set clearly articulated performance goals for itself in a manner consistent with the planning requirements established for school districts and schools. State goal-setting should be grounded in what is practically achievable in the short-term and aspirational in the long-term, and should reflect realistic assumptions about the level of resources needed, and the time necessary, for implementation of reforms to achieve the desired system outcomes.

g) While the board supports the use of school improvement models beyond those identified by ED under the No Child Left Behind Act, the board will uphold a standard of rigor in review of these plans to ensure that authentic change occurs in instructional and leadership practices as a result of required action plan implementation. Rigorous school improvement models should not be overly accommodating of existing policies and practices in struggling schools, and summative evaluations should be able to document verifiable change in practice.

h) Recognition of school success is an important part of an effective accountability framework. The board is committed to an annual process of school recognition, and believes that award-winning schools can make significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools, and highlighting examples of good schools that later achieve exemplary status.

i) Fostering quality teaching and learning is the ultimate barometer of success for a system of school accountability and support. The central challenge for OSPI is developing delivery systems to provide the needed resources and technical assistance to schools in need, whether they are rural or urban, homogenous or diverse, affluent or economically challenged. In instances where traditional approaches have failed, the system will need to be prepared to develop innovative ways to secure the right instructional and leadership supports for districts and schools that need them.

4.1.E Participation Rate

Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools required under §200.15, including if the State selects another equally rigorous State-determined action than those provided under §200.15(a)(2)(i)-(iii) that will result in a similar outcome for the school in the system of annual meaningful differentiation and will improve the school's participation rate so that the school meets the applicable requirements.

The Achievement and Accountability Workgroup (AAW) shall develop details around state-determined actions for schools that do not meet 95 percent participation rate. Those actions should be non-punitive supports that do not affect the rating or funding of schools. The AAW would define and recommend these supports and technical assistance that would be used to

help schools meet 95 percent participation. AAW would also recommend and define tiered accountability if improvement wasn't made.

4.1.F   Data Averaging

Describe the State's uniform procedure for averaging data across school years and combining data across grades as defined in §200.20(a), if applicable.

The state will use a uniform procedure for averaging data across three years for each measure within the accountability system (weighted according to the number of students within each measure). By combining data across three years and requiring a minimum of 20 for the combined years of data, there is a sufficiently large group to maintain student privacy, yet maximizes inclusion of all students and subgroups in accountability.

When possible, given the measure, the data across grades in a school would be combined.

4.1.G   Including All Public Schools in a State's Accountability System

If the States uses a different methodology than the one described in D above, describe how the State includes all public schools in the State in its accountability system including:

4.1.G.i   Schools in Which No Grade Level is Assessed

Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a formal assessment to meet this requirement;

For schools in which no grade level is assessed and otherwise do not have any indicators within Washington's accountability framework as described in 4.1.D, school improvement plans will be required to be submitted to OSPI for review. The school improvement plan must include: goals set for student achievement based upon the schools' needs assessment; student achievement data that are collected through district/school required assessments, and identification of evidence-based practices that will be implemented to support student success.

4.1.G.ii   Variant Grade Configurations

Schools with variant grade configurations (e.g., P-12 schools);

Schools with variant grade configurations are included in the accountability system via performance on any of the measures in the index. If a school has data in more than the four indicator categories that a typical school would have, the weight shall be proportionally distributed across all five indicator categories. This allows the state to compare and report performance on schools, regardless of their grade level configuration.

4.1.G.iii Small Schools

Small schools in which the total number of students that can be included on any indicator under §200.14 is less than the minimum number of students established by the State under §200.17(a)(1), consistent with a State's uniform procedures for averaging data under §200.20(a), if applicable;

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The SEA shall combine data across three years and schools with at least 20 students will have an indicator reported and included in the Index. For small schools that are below the threshold of 20 for any indicator, school improvement plans will be required to be submitted to OSPI for review. The school plan must include: goals set for student achievement based upon the schools' needs assessment; student achievement data that are collected through district/school required assessments, and identification of evidence-based practices that will be implemented to support student success.

4.1.G.iv   Schools Designed to Serve Special Populations

Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings, students living in local institutions for neglected or delinquent children, students enrolled in State public schools for the blind, recently arrived English learners); and

All public schools are included in the state's accountability system, but the support for some school types may be approached differently. The Achievement and Accountability Workgroup shall consider whether there ought to be an alternate accountability framework for some school types, such as re-engagement schools.

4.1.G.v   Newly Opened Schools

Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under §200.20(a), if applicable.

Newly opened schools will be included after their second year. The data for those two years will be combined and subject to the minimum number of 20, as is applied to all other schools with combined data over years.

4.2   Identification of Schools

4.2.A   Comprehensive Support and Improvement Schools
Describe:

4.2.A.i   Methodologies for Identifying Schools

The methodologies by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the Act and §200.19(a), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Lowest performing schools: The SEA shall identify schools for comprehensive support based on the summative score described in Section 4.1.D.iii, including the All students group in combination with targeted subgroups. This approach emphasizes the importance of targeted subgroups' performance, identifying schools with large achievement and opportunity gaps for support and assistance to serve all students equitably.

The summative score will be sorted from highest to lowest, with the lowest five percent of schools (in conjunction with the number of low-graduation rate schools) based on that score identified for comprehensive support. This identification will occur once every three years.

Schools with a four-year graduation rate less than 67 percent shall also be identified for comprehensive support.

Figure 6 below shows the projected timeline for how the SEA and LEAs will transition from the NCLB process for identification and exit for Priority and Focus schools to implementing ESSA's identification and exit Comprehensive Support and Improvement and Targeted Support and Improvement Schools with the new ESSA Indicators. The indicators will be released in Phases I and II, and the timeline reflects this.

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
CURRENTLY Identified	data	data	data	Get data, Index calcs, ID & notify	Support	Support	Support						
Yr 2 of Current ID		data	SB data, grad	SB data, grad	Get data, Index calcs, check for exits								
Yr 3 of Current ID			data	SB data	SB data	Get data, Index calcs, check for exits							
Preview of new			May only use 2 years for preview	SB, grad absence, 9th grade, dual credit	SB, grad absence, 9th grade, dual credit	Preview							
PHASE I (first ESSA identification)				SB, grad, absence, 9th grade, dual credit	SB, grad, absence, 9th grade, dual credit	SB, grad, absence, 9th grade, dual credit, EL progress	Get data, Index calcs, ID & notify	Support	Support	Support			
PHASE II							Add Phase 2 indicators?	Add Phase 2 indicators?	Add Phase 2 indicators?	Get data, Index calcs, ID & notify	Support	Support	Support

Figure 6. Projected timeline for transitioning to new identification and exit procedures for comprehensive support and targeted improvement schools.

Notes:

1. 2017–18 is an opportunity for OSPI to identify schools for Required Action District (RAD) Level I under the NCLB indicators
2. 2020–21 is the opportunity for OSPI to identify schools for RAD Level I under ESSA Indicators (Phase I)
3. 2023–24 is the opportunity for OSPI to identify schools for RAD Level I under ESSA Indicators (Phase II)

4.2.A.ii   Uniform Exit Criteria
The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State under section 1111(d)(3)(A)(i) of the Act and consistent with the requirements in §200.21(f)(1), including the number of years over which schools are expected to meet such criteria.

Schools that were identified as a comprehensive school will be removed from this status if the school meets all state accountability indicators for two or more years after completion of the three-year improvement cycle.

See *Figure 6* for the projected timeline.

4.2.B   Targeted Support and Improvement Schools
Describe:

4.2.B.i   Methodologies for Identifying Schools
The State's methodology for identifying schools with "consistently underperforming" subgroups of students, including the definition and time period used by the State to determine consistent underperformance, under §200.19(b)(1) and (c).

Consistently underperforming subgroups shall be identified based on stacked-rank index scores by subgroup. The state shall identify schools for targeted support by grouping race/ethnicity (Asian, American Indian/Alaska Native, Black, Hispanic, Pacific Islander & White) subgroups together, and grouping program (English learner, Special Education, low-income) subgroups together. This approach will identify the lowest performing from two categories: race/ethnicity groups, and the lowest performing program groups.

See *Figure 6* for the projected timeline.

4.2.B.ii   Identifying Additional Targeted Schools
The State's methodology for identifying additional targeted schools with low-performing subgroups of students under §200.19(b)(2).

After following the methodology defined in 4.2.B.ii, the state maintains that all targeted schools will be identified and in the event that a targeted school remains in this status for three years, the school will move to comprehensive status.

See *Figure 6* for the projected timeline.

4.2.B.iii Uniform Exit Criteria
The uniform exit criteria for schools requiring additional targeted support due to low-performing subgroups established by the State consistent with the requirements in §200.22(f).

Schools that were identified as a targeted school will be removed from this status if the school meets all state accountability indicators or measures of interim progress after two or possibly three years.

See *Figure 6* for the projected timeline.

4.3 State Support and Improvement for Low-performing Schools

4.3.A Allocation of School Improvement Resources

Describe the SEA's process for making grants to LEAs under section 1003 of the ESEA and consistent with the requirements of §200.24 to serve schools implementing comprehensive or targeted support and improvement plans under section 1111(d) of the Act and consistent with the requirements in §§ 200.21 and 200.22.

OSPI will distribute funding to LEAs with schools identified for comprehensive or targeted support by formula. OSPI will determine the formula based on the amount available under ESSA Section 1003, ESSA Section 1111(d), and updated rules and non-regulatory guidance from ED. Funding will depend upon the number of schools OSPI designates for comprehensive and targeted support and will include the unique needs and characteristics of the schools. If the state legislature continues appropriations for school improvement under RCW 28A.657, additional state funds will also be available to support Washington's lowest achieving schools. OSPI will blend the non-Title I, Part A funds with the funds available under ESSA Section 1003. At a minimum for the comprehensive improvement schools, funding provided to the LEA will be sufficient to enable it to effectively implement selected improvement strategies. OSPI cautions that for targeted improvement schools the funding available under ESSA section 1003 may be insufficient depending on the overall number of schools identified for support and the size of federal appropriations. Funding for targeted improvement schools will only be provided if sufficient funds are available for improvement strategies.

4.3.A.i Process for Comprehensive Improvement Schools

OSPI will identify the comprehensive schools and provide a training to the LEAs and schools (see section 4.3B). This will occur once every three years in February or March prior to the school year when interventions are to be implemented in the school. Within 90 days, the LEA will conduct a needs assessment and develop a School Improvement Plan (SIP). The plan will need to explain in detail how the LEA will support the identified school(s). OSPI staff will be available for technical assistance. If sufficient funds are available, OSPI will facilitate a peer feedback process with other LEAs identified for comprehensive support to provide feedback to the LEA prior to submission to OSPI.

Flexibility will be folded into the timeline for schools identified for support for the first time— that is they were not previously identified under NCLB for school improvement grants or for priority or focus support. For newly identified schools, OSPI will allow for an additional action planning year. Once identified, the school will have six months to prepare the plan. The school will then need to identify two to four priorities for change to implement in year 1. If needed, the school may have the option of requesting to extend the timeline for a fourth year to meet the improvement goals. Because these newly identified comprehensive schools may not be familiar with the concepts of school improvement or lack internal capacity for a full needs assessments and school improvement plan, they will have the option to apply for funds to be released during the planning phase for assistance. This may come from ESDs or through setting aside a portion of their improvement funds for OSPI assistance.

The LEA will then submit the needs assessment and SIP to OSPI in an application. Once the application is reviewed and approved, funding is awarded for plan implementation. OSPI will review the application, and if it meets all the necessary components, approve no less than 30 days after LEA submission. This will allow the improvement plan to be in place and funds to be allocated in time for the start of the school year.

4.3.A.ii   Process for Targeted Improvement Schools

As noted above, OSPI cautions that funding available under ESSA Section 1003 may be insufficient to meet the needs of all the identified comprehensive and targeted schools. Specific grants for targeted improvement schools will only be provided if sufficient funds are available. However, where applicable and allowable, OSPI will provide an optional set aside for LEAs to set-aside federal funds for their schools identified for targeted improvement. (As one example, it is currently permissible for LEAs to set-aside additional Title I, Part A dollars for schools identified as priority and focus schools prior to ranking and allocating funds to schools.)

OSPI will identify the targeted schools and provide a training to the LEAs and schools (see section 4.3B). The identification of targeted schools will occur once every three years in February or March prior to the school year when interventions are to be implemented in the school.

The LEA will notify the school it has been identified for targeted improvement support. The identified school, in partnership with key school, family, and community stakeholders, will develop and implement a school level targeted support and improvement plan to improve student outcomes for the identified groups. Regardless of ESSA Section 1003 funding or set-aside funding streams, targeted improvement schools will need to annually tailor the improvement plans to address the needs of the underperforming subgroups identified by OSPI. The plan must be informed by OSPI indicators used to identify the school and include evidence based interventions. After identification, the school will need to submit the plan to the LEA within 90 days. The LEA will need to approve the plan. This allows for implementation by the start of the school year and for the LEA to incorporate improvement strategies into the various federal grant applications and budget planning.

If specific school improvement funds from ESSA Section 1003 are available for targeted assistance, this process above will be modified to allow OSPI to provide adequate subrecipient monitoring. Within 90 days of identification, the LEA will need to submit an application for funds that includes a summary of the needs assessment and school improvement plan. The LEA will then submit the needs assessment and SIP to OSPI in an application. Once the application is reviewed and approved, funding is awarded for plan implementation. OSPI will review the application, and if it meets all the necessary components, approve no less than 30 days after LEA submission. This will allow the improvement plan to be in place and funds to be allocated in time for the start of the school year.

Because OSPI is not yet able to predict the funding available for targeted schools, it will, resources available, provide priority for technical assistance to targeted schools identified for the first time for school improvement.

4.3.B   Evidence-Based Interventions

Describe the State's process to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions, to hold all public schools accountable for student academic achievement and school success consistent with §§ 200.21 through 200.24, and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans.

Schools identified for comprehensive and targeted improvement will be identified to receive support for a three-year period. OSPI will establish a steering committee to oversee school and district improvements using a peer review model similar in structure to TPEP established in Washington state. Membership will include strong representation from the field and OSPI and ESD school improvement experts. Core membership will center around practitioners and subject matter experts to help design the process for schools identified for comprehensive or targeted support. The steering committee will identify the research- and evidence-based approach to school improvement, with an emphasis on school leadership as the core strategy. The steering committee will recommend a process by which schools can phase-in improvement strategies over the three-year period of being in improvement. This will allow for changes to be sustained over the long-run. The steering committee will also apply the principles of continuous improvement, as outlined in the implementation science model. It will provide consistent frameworks and rubrics that both OSPI and the LEAs can use to evaluate progress.

Once OSPI identifies the comprehensive and targeted improvement schools as explained in 4.2, it will convene meetings with and for schools and LEAs for an exploration of what it means to be an identified school. The meetings will include a review of the data that led to the school's identification. It will outline the process steps required of the school. Comprehensive schools, under the guidance of the LEA, must conduct a needs assessment based on the criteria used to identify the school as needing improvement. See Section 4.4A for additional description of the data used in the needs assessment.

If resources are available, OSPI will also encourage and facilitate a process where ESDs can support a consortia of schools identified for improvement and support.

Washington state will use two overarching processes to ensure effective development and implementation of school support and improvement plans, including evidence-based interventions that LEAs and schools will be able to use. They include:

- All schools identified for improvement will use a web-based action-planning tool identified by the OSPI for developing school improvement plans and identifying evidence- or research-based interventions it has put into place for the school year. The tool will serve as a resource to guide school improvement teams through a continuous cycle of assessment, planning, implementation, and progress monitoring of improved student outcomes. It will be aligned with research on school improvement. The schools will update the tool at the start of the school year and will continue to update throughout the year to allow LEAs and OSPI to complete a mid-year and end-of-year

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progress check.

- All schools identified for improvement will be required to use evidence-based practices as defined in the state's Menus of Best Practices for Mathematics, English Language Arts (ELA), and Behavior. The menus offer evidence-based interventions to assist students who are struggling. In 2013, the Washington State Legislature passed a bill (ESSB 5946) requiring OSPI to improve the Learning Assistance Program (LAP) system and K–4 literacy outcomes by using proven practices for supporting students who struggle to learn. Now, OSPI convenes expert panels annually to identify the interventions that best help students grow and succeed academically. Each year, districts report on the academic growth of students receiving LAP services. Districts can either use the best practices from the menus, or provide data showing that their alternative practices are effective in achieving student growth.

Under ESSA Section 1003, LEAs have the option of requesting OSPI directly provide support or arrange for services. OSPI will provide an option on the grant application for the LEA to allow OSPI to retain a portion of the LEA's Section 1003 improvement funds for coaching at the school. Categories will include leadership coaching or instructional coaching in ELA, mathematics, special education, English Learners, or positive behavior intervention systems.

4.3.C   More Rigorous Interventions
Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the Act and §200.21(f).

OSPI will follow the process outlined in Washington state law (RCW 28A.657.020) enacted in 2013 to support challenged schools in need of improvement and increased levels of state oversight. This process currently applies to schools identified as Priority and Focus under NCLB. It will extend to schools identified for comprehensive and targeted support under ESSA. Of the overall set of challenged schools, state law calls for OSPI to identify a subset, the persistently lowest achieving (PLA) schools. These schools are identified for lack of progress on indicators used to identify the school for improvement, including All students and subgroups, over a three-year period. The process to identify a school for PLA must take into account level of state or federal resources available to implement a required action plan required under 28A.657.050.

OSPI may identify an LEA as a Required Action District (RAD) level I if it has at least one school identified as persistently lowest achieving. Once identified, a school can request reconsideration, which is limited to whether the school met the criteria for PLA. (RCW 28A.657.030)

OSPI has the authority to recommend the LEA for RAD Level I to the State Board of Education (SBE). Based on the recommendation, the SBE may designate the LEA as RAD 1. The LEA must notify all families of the students attending the school that the district has been identified as RAD Level I based on the school's performance.

Once identified for RAD Level I, the LEA must submit a RAD plan to the SBE for approval. LEAs with more than one persistently lowest achieving school must develop a required action plan for each school, as well as a plan for how the district will provide assistance. It must include the following components A through G (RCW 28A.657.050):

A. **External Review (Academic Performance Audit) (**RCW 28A.657.040**):**
   OSPI provides an external review team to conduct an academic performance audit of the LEA and each persistently lowest achieving school. The audit identifies potential reasons for the school's low performance and lack of progress. The review team consist of persons who have expertise in comprehensive school and district reform. The team may not include staff from the agency, the LEA that is the subject of the audit, or members or staff of the SBE. The audit is based on criteria developed by OSPI and must include but not be limited to an examination of the following:
   - Student demographics
   - Mobility patterns
   - School feeder patterns
   - The performance of different student groups on assessments
   - Effective school leadership
   - Strategic allocation of resources
   - Clear and shared focus on student learning
   - High standards and expectations for all students
   - High level of collaboration and communication
   - Aligned curriculum, instruction, and assessment to state standards
   - Frequency of monitoring of learning and teaching
   - Focused professional development
   - Supportive learning environment
   - High level of family and community involvement
   - Alternative secondary schools best practices and
   - Any unique circumstances or characteristics of the school or district

B. **School Improvement Model:** The LEA must select and implement a federal- or state-approved school improvement model. Federal models include Closure, Restart, Transformation, and Turnaround. The selected model must address the concerns raised in the academic performance audit and be designed to increase educator capacity and substantially improve student achievement.

C. **Required Action Plan:** The LEA superintendent and local school board of a LEA designated as a Required Action District must submit a required action plan to the SBE for approval. The SBE will establish submission dates for required action plans. A required action plan must be developed in collaboration with administrators, teachers, and other staff; parents and families; unions representing any employees within the district; students; and other representatives of the local community. The school board must conduct a public hearing to allow for comment on a proposed required action plan. See RCW 28A.657.040 and RCW 28A.657.050 for additional information.

D. **Web-based Action-planning Tool:** Districts and schools must use OSPI's approved web-based action planning tool to create, implement, monitor, and revise their required action plans. OSPI will provide support to LEA and school teams to use tool as the platform for their action planning.

E. **Family notification:** A LEA designated as a Required Action District must notify all families of students attending a school identified as a persistently lowest achieving school in the LEA of the SBE's designation of the district as a Required Action District and the process for complying with the required action district requirements. See RCW 28A.657.040 through 28A.657.100.

F. **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under RCW chapter 41.59 or 41.56 after June 10, 2010 by a Required Action District must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the LEA and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the LEA and the employee organizations. See RCW 28A.657.040 for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.

G. **Professional development and technical assistance (PD/TA**): School and LEA teams engage in required PD/TA to build leadership and instructional capacity to effectively implement their action plan.

The SBE then approves or rejects the required action plan. If SBE rejects a required action plan, the LEA may request reconsideration by a Required Action Plan Review Panel (Panel) convened for this purpose. The Panel makes recommendations, but SBE's decision after reconsideration is final (RCW 28A.657.070).

The LEA must implement the required action plan after SBE approval. OSPI must provide the RAD with technical assistance and federal and/or state funds for school improvement, if available, to implement an approved plan. The LEA must submit a report to OSPI on the progress it is making in meeting the goals based on the state's assessments, identifying strategies, as assets used to solve the external performance audit's findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan. (RCW 28A.657.090)

Once the required action plan is approved by the SBE, OSPI provides progress reports on the RADs twice a year to the SBE. From there, OSPI must recommend to SBE whether the LEA should be released or designated at RAD II (RCW 28A.657.100):

1. Released from RAD I after three years, has made progress, including closing the educational opportunity gap, and no longer has a school within the district identified as PLA.
2. Remain in RAD I.
3. Move to RAD II, where the State Superintendent becomes responsible and accountable for improvements in the school, and has a role in improvement plan development. Before assigning a district to Level II, SBE must submit its findings to an Education Accountability System Oversight Committee (Oversight Committee), which must provide a review and comment back to SBE on the Level II decision.

The process for RAD Level II is provided in RCW 28A.657.105. If a RAD Level I has not demonstrated sufficient improvement after at least three years of implementing a required action plan, SBE may either require development of a new plan or assign the LEA to a new Level II RAD process. (If the RAD was a previous recipient of a federal SIG, SBE may assign the LEA to Level II after one year.) Before assigning a LEA to Level II, SBE must submit its findings to the Education Accountability System Oversight Committee (Oversight Committee), which must provide a review and comment back to SBE on the Level II decision.

Under Level II, OSPI must direct that a needs assessment and review be conducted to identify the reasons why the previous required action plan did not succeed. OSPI must then work with the school board to develop a Level II Plan that specifically addresses the findings of the needs assessment and specifies the interventions that must be implemented.

Interventions may include reallocation of resources, reassignment of personnel, use of a specified intervention model, or other conditions that OSPI determines are necessary for the Level II plan to succeed, which are binding on the LEA. The Level II plan must also specify the assistance to be provided from OSPI, which may include assignment of onsite specialists with experience in school turnaround and cultural competence, and assistance from the educational service district. Level II plans must be submitted to SBE for approval. If OSPI and the school board do not agree, then OSPI must submit the Level II Plan to SBE directly. The school board may request a reconsideration from the Panel, but the SBE's decision is final after considering the Panel's recommendations.

School districts and employee organizations must reopen collective bargaining agreements if necessary to implement a Level II plan, using the process authorized under current law. If the Level II plan is one developed by OSPI without the agreement of the school board, then OSPI must participate in the collective bargaining discussions. OSPI is responsible for assuring that a Level II plan is implemented with fidelity. OSPI must defer to the local school board as the governing authority of the school district, but if OSPI finds that the Level II plan is not being implemented as specified then OSPI may direct actions that must be taken by school personnel to implement the Level II plan or any binding conditions within it.

If any Level II binding conditions are not being followed, then OSPI may withhold the allocation of funds under authority provided in current law.

4.3.D   Periodic Resource Allocation Review

Describe the State's process, consistent with the requirements in section 1111(d)(3)(A)(ii) of the Act and §200.23(a), for periodically reviewing and addressing resource allocation to ensure sufficient support for school improvement in each LEA in the State serving a significant number of schools identified for comprehensive support and improvement and in each LEA serving a significant number of schools implementing targeted support and improvement plans.

OSPI has a universal iGrants system which allows LEAs to apply for funds for all programs administered through the state. Each year, the LEA will submit an application for ESSA Section 1003 school improvement funding. As part of the application process, the LEA will need to explain how it is allocating resources to ensure sufficient support for the schools identified for comprehensive or targeted improvement. As part of the application, a LEA will identify the funds that will be provided to schools and how those funds will be used to assist the schools in meeting the goals set to support students in meeting state standards.

Section 6.2.F.i describes OSPI's internet based portal and a request to the legislature to enhance the portal. OSPI staff will be able to use this portal in its current and future state, as well as comparability reports, to inform its review requirement to periodically review resource allocations to the schools identified for improvement.

4.3.E   Other State Identified Strategies

Describe other State-identified strategies, including timelines and funding sources from included programs consistent with allowable uses of funds provided under those programs, as applicable, to improve low-performing schools.

OSPI and the state's nine Educational Service Districts (ESDs) provide many opportunities for professional development and technical assistance for individual schools under state or federal improvement plans. Schools can access a list of core services through OSPI's Office of Student and School Success or request customized instructional services.

OSPI will ensure that as it offers professional learning opportunities and program workshops for LEAs and schools, that specific outreach is done to include the comprehensive and targeted schools. This is the current approach for Priority and Focus schools identified under NCLB and will continue under ESSA.

If sufficient funding is available, OSPI will also facilitate meetings of schools in improvement with schools with similar demographics who are making gains in closing the opportunity gap for their students. OSPI will strive to create a peer network to provide collaborative learning and mentoring for the schools identified for improvement.

OSPI provides technical assistance with the planning process and implementation. Comprehensive supports will be provided. SEA will provide technical assistance to the LEA during the needs assessment process by providing a template, the Menus of Best Practices, and a form package on the iGrants system.

The Washington State Legislature recently passed legislation authorizing OSPI to develop the Washington Integrated Student Supports Protocol (WISSP). The goal is to support a school-based approach to promoting the success of all students by coordinating academic and non-academic supports to reduce barriers to academic achievement and educational attainment. The legislation includes a framework for the WISSP, including needs assessment, services integration and coordination, community partnerships, and a requirement that the WISSP be data driven. OSPI currently has a workgroup determining how to best implement the framework in schools across the state. A final report is due to the legislature on October 1, 2017. As this work moves forward, it will be included as a support for the schools identified for improvement, in additional to all schools in the state.

4.4 Performance Management and Technical Assistance for Accountability, Support, and Improvement for Schools

Each SEA must describe its system of performance management for implementation of State and LEA plans regarding accountability, support, and improvement for schools, consistent with §299.14 (c) and §299.17. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA's description must include strategies and timelines.

4.4.A System of Performance Management

Describe the SEA's system of performance management for implementation of State and LEA plans for Accountability, Support, and Improvement for schools.

Washington's system of performance management for implementation of state and LEA plans for Accountability, Support, and Improvement is based on the following components:

- Promote collaborative problem solving and open communication with educators, families/guardians and community members.
- Promote equity by addressing inequities in funding, access to rigorous curriculum, advanced coursework, high-quality preschool programs and access to effective teachers and school leaders.
- Collect, analyze, and use data to identify LEA needs to set LEA educational goals.
- Use data to identify and plan for needed changes in the instructional program.
- Use assessment and non-academic indicators to determine the educational and non-academic supports students require to successfully attain student achievement and graduation goals.
- Use evidence-based intervention models to support comprehensive and targeted schools.
- Implement, provide support systems, and monitor the impact of the goals identified in Comprehensive and/or Targeted school's improvement plan.

OSPI has identified elements of the accountability system that include:

- In grades 3–8 proficiency, growth, English Learner progress, and at least one non-academic indicator.
- In high schools, proficiency, graduation rate, English Learner progress and at least one non-academic indicator.

The data collected from these measures will be provided to districts, schools, families, and communities through Washington's Report Card. These data, along with other data that an LEA identifies will be the basis for the performance indicators that a LEA identifies in their LEA Consolidated Plan for Accountability, Support, and Improvement for schools. This plan will go through a review process by the SEA's federals program staff. This is an intensive process that often requires LEAs to provide additional information or clarification information before the Plan is approved. The review process will be completed in a timely manner.

In addition, the LEA's schools that have been identified as Comprehensive or Targeted must prepare school improvement plans. Each of these plans must identify accountability goals, the evidence-based intervention model(s), and the evaluation system the school will implement to determine achievement of performance indicators. Targeted improvement schools will need to annually tailor the improvement plans to address their needs of the underperforming subgroups identified by OSPI.

The culminating action of Washington's system of performance management is to work with districts to evaluate the impact of their plans on student success and to identify new actions as needed. Then the process begins again for the next school year.

LEA Accountability Plan (This is specifically for LEAs that have a majority of their schools identified as Comprehensive or Targeted. All LEAs will be required to complete a LEA Consolidated Plan which will require similar information as listed below.)

LEA plans will include evidence-based interventions addressing student academic achievement and school success including, but not limited to such topics as:

- Evidence-based academic interventions which are bold and innovative and based on data
- Equity of access to educational opportunities
- LEA/school culture and climate
- Alternatives to suspension/expulsion
- Restorative Justice
- Chronic Absenteeism
- Whole School Reform models
- School wellness indicators
- Graduation Rate
- College and Career Ready
- Multi-Tiered Systems of Support (MTSS) strategies
- Equitable funding

- For elementary schools, the readiness of children when they enter kindergarten

LEA Consolidated Plan

Development and implementation of LEA Consolidated Plans: Each LEA that applies for ESSA Title program funds, will be required to complete a LEA ESSA Consolidated Plan, to be implemented in phases. A specific section of the LEA Consolidated Plan will require LEAs to identify their achievement and accountability goals. Information provided in the LEA plan must include what supports the LEA will put in place to assist their lowest performing schools and which federal and state program funds will be used. If a LEA has identified Comprehensive or Targeted schools, the LEA will be required to describe how these schools will be supported, reviewed and what fund sources will be used in their support.

Targeted Schools

The SEA's Office of Student and School Success and the Special Programs and Federal Accountability division (SP&FA) will work in partnership to provide technical assistance to LEAs that have a significant number of identified Targeted schools. In addition, specific sections of the agency (offices of Migrant and Bilingual Education, Special Education, Civil Rights, Learning and Teaching) will be included in providing professional learning opportunities to these schools.

Under ESSA, LEAs are responsible for supporting Targeted schools development of a Targeted School Improvement Plan, institute an ongoing review process and to monitor/evaluate the implementation of the LEA plan. This is a new requirement for LEAs and because of this the state will implement a new LEA technical assistance opportunity. A joint OSSS and SP&FA team will be convened to provide technical assistance to districts on Targeted School Improvement Plan development, implementation, reviews and monitoring. Topics for technical assistance that will be provided include:

- Conduct differentiated on-site support visits based on needs
- Assist LEAs with the evidence-based decision making process
- Support use of transparent robust high-quality data
- Support the initial development of Targeted School Improvement Plans with encouragement to select bold, innovative evidenced-based interventions
- Support implementing and monitoring of Targeted School Improvement Plans
- Monitor strategies and action steps for completion and success
- Support implementation of bold evidence-based school systems and structures to create powerful change
- Support and guide selection and implementation of innovative, locally selected evidence-based interventions leading to dramatic increases in student achievement
- Review quarterly data submissions and discuss needed midcourse adjustments
- Monitor improved student outcomes
- Review resource allocation by the LEA to schools identified for targeted support, if the LEA has a significant number of targeted support schools
- For elementary schools, work with early learning providers to improve kindergarten

4.4.B   Review and Approval of LEA Plans

Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for implementation of Accountability, Support, and Improvement of Schools.

OSPI is designing a new LEA Consolidated Plan to be phased in over a three-year period. This application will identify elements of Washington's ESSA Consolidated Plan that will need to be addressed by LEAs as they write their plans. For the ESSA Title programs that a LEA selects to include in the LEA plan, the LEA must identify how these programs will support the LEAs goals, while maintaining the purpose and intent of the specific programs. Additionally, LEA's will provide information on how the allocations from these programs will be used and if applicable, blended with other program funds.

OSPI will determine if the LEA activities align with the specific needs of the LEA by a review of the LEAs identified goals and if the activities that are proposed directly support the goals. In addition the LEA will complete an ESSA end-of-year report that requires the LEA to provide an evaluation of their plan and to provide information on what actions or activities will be removed or added to the next year's plan.

During the LEAs development of the their Consolidated Plan a number of professional learning opportunities will be provided to assist them in meeting ESSA requirements. For example, in January 2017 the SEA's federal programs staff will be conducting a two-day workshop with LEA federal programs staff on meeting the requirements of ESSA. This is only one of many technical assistance opportunities that will be provided to districts as the state transitions to full implementation of ESSA.

4.4.B.i   LEA Comprehensive Support and Improvement Plans

Describe the SEA's process to approve, monitor, and periodically review LEA comprehensive support and improvement plans that include evidence-based interventions consistent with the requirements in section 1111(d)(1)(B) of the Act and §200.21(e).

In Washington, LEAs and schools identified as low-performing have a statutory requirement to complete a plan of improvement that identifies specific strategies and targets that address the reasons why the district or school was identified as low-performing. LEAs and schools will use a web-based action-planning tool identified by OSPI for developing school improvement plans and identifying evidence- or research-based interventions it has put into place for the school year. The system will inform, coach, sustain, track, and report improvement activities. Implementation plans will clearly reflect strengths and areas identified for improvement in the needs assessment, as well as identifying transforming initiatives for district and individual schools. The tool will guide district and school staff through an assessment of the school's status on specific indicators for implementing interventions that align to selected turnaround principle. OSPI will work with Comprehensive schools and the LEAs to assist them in engaging

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families in the needs assessment and in the design, implementation and review of the Comprehensive School Improvement Plan.

OSPI will approve, monitor and review the LEA's comprehensive support and improvement plans two times per year, in a mid-year and end-of-year check consistent with the Comprehensive schools submission via the web-based tool described above. OSPI monitoring will include written review on how schools are making progress toward their goals and also demonstration of improved student outcomes.

4.4.C   Collection and Use of Data

Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to Accountability, Support, and Improvement of Schools.

Engagement in the submission of plans described in *Section 4.4.B* above will require school and LEA leadership teams to conduct a needs assessment that finalizes three data measures—student achievement data, process data, and demographic data. In addition, for elementary schools, teams will need to analyze the readiness of children when they enter kindergarten as measured by Washington Kindergarten Inventory of Developing Skills (WaKIDS). The data analysis must include a trend analysis over a number of years and will be used to inform decisions made at the local/school level regarding professional development, classroom instruction, and efforts toward the provision of additional time for collaboration among teachers.

Through the two review periods, mid-year and end-of-year, data will be reviewed by the LEA and OSPI to determine if the Comprehensive school is on track to meet goals set for implementation of strategies that have a positive impact on improving student outcomes. If the school is not on a trajectory of demonstrating goal attainment, the school will be required to adjust the goals that they have set. Information will be accessed from and provided to all stakeholders throughout the data collection and review process.

Strategy	Timeline
Periodic Reviews	Twice annually, and mid-year, end-of-year
Trend Analysis	Yearly, with final data provided for three years

4.4.D   Monitoring

Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 4.4.C to ensure compliance with statutory and regulatory requirements related to Accountability, Support, and Improvement of Schools.

4.4.D.i   Consolidated Program Review

Washington's CPR process will be used to evaluate the adherence by LEAs to all ESSA program requirements. Additional items will be included in the CPR to address questions on how a LEA has used the federal and state funds to improve educational outcomes for the students served and to what extent have the goals set in improvement plans been achieved. CPR includes the review of each program's requirements. LEAs will be required to demonstrate that the goals set within their LEA Consolidated Application are met, and if not met, what actions will be taken to redesign their ESSA and state programs. An LEA with a significant number of Comprehensive or Targeted schools, may be reviewed on a three-year schedule, instead of the state's five year rotation.

4.4.D.ii   Office of Student and School Success Review

In addition to the CPR process, the state's OSSS will approve, monitor and review the LEA's comprehensive support and improvement plans two times per year, mid-year an end-of year consistent with the Comprehensive and Target school's submission via the electronic system described above. Monitoring will include written review on how schools are making progress toward their goals.

Strategy	Timeline
Consolidated Program Reviews	Annually, on a five-year rotation
OSPI Reviews	Two times per year for a mid-year and end-of-year check

4.4.E   Continuous Improvement

Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes for Accountability, Support, and Improvement of Schools.

This is an ongoing process. LEAs and schools identify the goals that they have set to achieve in their plans. The Comprehensive plans are periodically reviewed by OSPI staff. Targeted plans are reviewed by districts on a periodic basis and are adjusted during those reviews as required. If a Targeted identified school does not meet the goals set for improving the achievement of a specific population of students, this school then moves to be a Comprehensive school. Under OSPI's current procedures, if a school is not making sufficient progress by end of year two, a team is convened prior to year-end to review the school's level of progress. The team is comprised of, but not limited to, the principal and other school stakeholders, families/guardians, superintendent or designee, OSPI/ESD content lead for goal areas needing to be addressed. The team may include an outside consultant agreed upon by the SEA and LEA. The school's plan is reviewed and the team provides the LEA a report including commendations and recommendations.

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Strategy	Timeline
Comprehensive Plan Review	Ongoing interim reviews and end-of-year review

4.4.F Differentiated Technical Assistance

Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for implementation of Accountability, Support, and Improvement of Schools.

4.4.F.i Technical Assistance to Specific LEAs

Describe the technical assistance it will provide to each LEA in the State serving a significant number of schools identified for comprehensive and targeted support and improvement, including technical assistance related to selection of evidence-based interventions for comprehensive and targeted support and improvement schools, consistent with the requirements in section 1111(d)(3)(A)(iii) of the Act and §200.23(b)

Please see section 4.3.C for more information on state level interventions when the school does not make progress after three years in improvement and levels of technical assistance.

Currently, Washington has legislation that requires the SEA to support RADs. These districts have a significant number of schools that under the ESSA terminology would be Comprehensive and/or Targeted schools. Districts receive funding to provide interventions that are evidence-based that have been identified in the RAD plan. A LEA coach is provided by the SEA to assist the LEAs and identified schools.

4.4.F.ii Other Improvement Actions

Describe any additional improvement actions the State may take consistent with §200.23(c), including additional supports for interventions in LEAs, or in any authorized public chartering agency consistent with State charter school law, with a significant number of schools identified for comprehensive support and improvement that are not meeting exit criteria or a significant number of schools identified for targeted support or improvement.

Please see section 4.3.C for more information on state level interventions and Required Action District process when the school does not make progress after three years in improvement.

Strategy	Timeline
Required Action District	Annually
SEA guidance: consolidation of state and federal programs to support lowest achieving schools/LEAs	Provided according to guidelines from ED
SEA access to ESD support	District decision

5. Supporting Excellent Educators

5.1 Systems of Educator Development, Retention, and Advancement

In the section below, each SEA must describe its systems of educator development, retention, and advancement.

5.1.A Educator Development, Retention, and Advancement Systems

Consistent with 2101 and 2102 of the ESEA, describe the State's educator development, retention, and advancement systems, including at a minimum:

5.1.A.i System of Certification and Licensing

The State's system of certification and licensing of teachers and principals or other school leaders;

The legislature delegates authority to the Professional Educator Standards Board to identify minimum standards for certification and licensing of teachers, principals, and other school leaders. Educators submit an application to OSPI for a new certificate or renewal. An initial certificate is valid for three years, and a continuing certificate is valid for five year periods.

System of Certification and Licensing	
For Teachers	www.k12.wa.us/certification/Teacher/NotCertified.aspx
For Principals	www.k12.wa.us/certification/Administrator/NotCertified.aspx

Detailed requirements for certification can be found on OSPI's website at www.k12.wa.us/certification. In general, there are multiple pathways an educator can use to become certified. Factors that influence the process include what advanced degree the educator has, where the degree was obtained, other experience, and what subjects and/or levels the educator plans to teach. Washington state allows for an alternative route to teacher certification for educators. Alternative routes cater to specific populations, including paraeducators with Associate's degrees, classified staff or career changers with Bachelor's degrees that are not education degrees, and for district staff with Bachelor's degrees employed on conditional or emergency substitute certificates.

5.1.A.ii Preparation of New Educators

The State's system to ensure adequate preparation of new educators, particularly for low-income and minority students; and

OSPI provides state funding to induction and mentoring of new educators through the Beginning Educator Support Team (BEST) program. Washington is in the fifth year of offering a competitive grant to fund new teacher induction through the BEST program. BEST grants are used by districts to create and implement systems of support that attract, train, and retain novice teachers. BEST program components include: well-trained, carefully selected, and well-matched mentors to enhance the instructional effectiveness of first year teachers; an

instructional orientation; professional development designed to meet the unique needs of novice teachers; release time for observations and ongoing, formative feedback; and the formation of a district stakeholder's team to collaborate on induction program design and assess program impact. Currently, BEST is serving 145 districts (of 295), 2226 first year teachers (of about 3600 eligible), 1700 second year teachers, and 245 education support associates (counselors, psychologists, social workers, etc.) with $9 million of state support. OSPI will be seeking additional funding from the 2017 Washington State Legislature to continue to increase the number of novice teachers served, and to fully support the key elements of an effective new teacher induction program.

The Professional Educator Standards Board administers the Recruiting Washington Teachers program. The overarching goal of the Recruiting Washington Teachers (RWT) program is to "grow our own" diverse group of future teachers who more closely reflect the population of today's children and youth. To this end, RWT grant funding supports the recruitment and preparation of a diverse group of high school students for future careers as educators in the teacher shortage areas of mathematics, science, special education, early childhood education (P–3), English learner, and bilingual education.

The program supports partnerships between high schools, teacher preparation programs, institutions of higher education, families, and community based organizations to design and deliver innovative programs that support students, underrepresented in the teaching profession, in exploring and preparing for careers as educators.

By supporting participants as they complete high school, apply to and attend college, the RWT program strengthens the pathway from high school to teaching, with the goal that students will become not only certified teachers, but also community leaders who make a difference in their communities.

Inspired by the effective practices of the pilot RWT programs from the first eight years of the grant (2007–15), and charged by a special proviso from the state legislature (ESSB 6002), the Professional Educator Standards Board commissioned a task force to revise and develop the model framework and curriculum for high school Careers in Education (CIE)/Career and Technical Education (CTE) courses to incorporate standards of cultural competence, new research on educator preparation, and curriculum and activities from the RWT program. This work resulted in the Recruiting Washington Teachers into Careers in Education: Program, Framework and Curriculum Guide (June 30, 2015).

RWT has been in place for eight years. The PESB is planning a comprehensive review and redesign of the program in 2016–17 to expand its impact and scale up the key components.

5.1.A.iii Professional Growth and Improvement
The State's system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the State has elected to implement such a system. Alternatively, the SEA must describe how it will ensure

that each LEA has and is implementing a system of professional growth and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.

5.2   Support for Educators

For each item below, each SEA must provide its rationale in the text box provided. Each SEA must also use the tables below to provide its timeline for the design and implementation of the strategies it identifies. Each SEA may add additional rows to each table as needed.

5.2.A   Resources to Support State-level Strategies

Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

   i.   *Increase student achievement consistent with the challenging State academic standards;*

   ii.   *Improve the quality and effectiveness of teachers and principals or other school leaders;*

   iii.   *Increase the number of teachers and principals or other school leaders who are effective in improving student academic achievement in schools; and*

   iv.   *Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in the State's plan for educator equity.*

In addition to continuing to implement Washington state's Ensuring Equitable Access to Excellent Educator State Equity Plan, Title II, Part A allows the SEA to reserve up to four percent of the amount reserved for subgrants to the LEAs for state level activities to support teachers, principals and other school leaders. Of the four percent, up to three percent can be used for activities for principals and other school leaders.

OSPI reviewed the recommendations of the Effective Educators Workgroup and the CPT, and adopted their recommendations for the state level reservation, prioritized several areas that will both support the new definition of effective educators and address the critical teacher shortage in Washington.

Specifically, the workgroup prioritized three percent of the four percent to go to principals, due to a lack of state funding provided to training principals. Of the three percent focused on principals, they identified training on TPEP to be a priority, as principals are the evaluators of teachers and little state funding has been provided for their training to date. Additionally, they also included high quality professional learning for principals to allow for future flexibility to fund professional learning for state and federal initiatives that involve principals.

One percent of the four percent will be used for recruitment and retention of effective teachers, principals and other school leaders, evidence based professional development of effective teachers and training and support for instructional leadership teams.

Based on the historical Title II, Part A allocations, four percent of the LEA allocation would be approximately $1,440,000 for state level SEA activities per federal fiscal year. OSPI intends to leverage this opportunity to use federal funding to support both the implementation of the TPEP and the teacher shortage; however it is the Washington State Legislature's responsibility to fully fund TPEP, compensation for educators and provide supports to recruit and retain educators during this teacher shortage.

5.2.A.i   Rationale for Selected Strategies
Describe the SEA's rationale(s) for the strategies provided in the table below.

Strategy	Timeline	Funding Sources
Principals-State Level Activities: Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by— (I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results; (II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation	2017–18 Create Principal Training Design Team (PTDT) with Title II, Part A, and the Association of Washington Principals. PTDT will prioritize and design state level activities for principals, create content and disseminate to LEA's	Reservation of 3 percent of the Title II, Part A LEA funding for SEA state activities for principals

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Strategy	Timeline	Funding Sources
results to inform decision making about professional development, improvement strategies, and personnel decisions; and III) developing a system for auditing the quality of evaluation and support systems.		
Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging state academic standards.	2017–18 Create Principal Training Design Team (PTDT) with Title II, Part A, and the Association of Washington Principals. PTDT will prioritize and design state level activities for principals, create content and disseminate to LEA's.	Reservation of 3 percent of the Title II, Part A LEA funding for SEA state activities for principals
Teacher State Level Activities: Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through; (I) opportunities for effective teachers to lead evidence-based (to the extent the SEA determines that such	2017–18 Create Teacher Training Design Team (PTDT) with Title II, Part A, and the Washington Education Association. TTDT will prioritize and design state level activities for teachers, create content	Reservation of the 1 percent of the Title II, Part A LEA funding for SEA state activities for teachers

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Strategy	Timeline	Funding Sources
evidence is reasonably available) professional development for the peers of such effective teachers; and

(II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams. | and disseminate to LEA's. | |

5.2.B   Skills to Address Specific Learning Needs

Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students consistent with 20101(d)(2)(J) of the ESEA, including strategies for teachers of, and principals or other school leaders in schools with: low-income students; lowest-achieving students; English learners; children with disabilities; children and youth in foster care; migratory children, including preschool migratory children and migratory children who have dropped out of school; homeless children and youths; neglected, delinquent, and at-risk children identified under title I, part D of the ESEA; immigrant children and youth; students in LEAs eligible for grants under the Rural and Low-Income School Program; American Indian and Alaska Native students; students with low literacy levels; and students who are gifted and talented.

OSPI will utilize four percent of the Title II, Part A, LEA allocations to develop additional technical assistance to teachers, principals and other school leaders to strengthen their capacity to serve students with different learning needs. The focus will be on the strengthening the TPEP evaluation process and feedback mechanisms that principals give to teachers on differentiation, pedagogy and content under TPEP criteria. The Title II, Part A office will create a collaborative team with the Learning and Teaching, Special Education, Title III, Title I Part C, Indian Education, Foster Care, and McKinney-Vento departments within OSPI to design guidance on the use of LEA funds to support the improvement of the skills teachers, principals or other school leaders to serve specific student learning needs. This team will also create guidance on how to leverage federal and state funds to fully support all student learning needs through the braiding and blending of funds and a consolidated application.

5.2.B.i   Rationale for Selected Strategies

Describe the SEA's rationale(s) for the strategies provided in the table below.

Strategy	Timeline
Title II, Part A Collaborative Team meetings to develop guidance for LEAs	Bimonthly meetings May–August 2017

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Strategy	Timeline
SEA guidance to LEAs: Technical Assistance on Skills to Address Specific Learning	Issue prior to 2017–18 school year

5.2.C   Evaluation and Support Systems

If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA.

Washington state uses an evaluation and support system for teachers and principals. TPEP is the result of a collaboration among OSPI, the Washington Education Association, the Association of Washington School Principals, Washington Association of School Administrators, Washington State Parent Teacher Association, and the Washington State School Directors' Association.

The core principles of TPEP include:

- Quality teaching and leading is critically important.
- Professional learning is a key component of an effective evaluation system.
- Teaching and leading is work done by a core team of professionals.
- Evaluation systems should reflect and address the career continuum.
- An evaluation system should consider and balance "inputs or acts" with "outputs or results."
- Teacher and principal evaluation models should coexist within the complex relationship between district systems and negotiations.

TPEP uses direct observation, student growth measures, and other evidence to evaluate professional staff. Evaluation criteria include:

1. Centering instruction on high expectations for student achievement.
2. Demonstrating effective teaching practices.
3. Recognizing individual student learning needs and developing strategies to address those needs.
4. Providing clear and intentional focus on subject matter content and curriculum.
5. Fostering and managing a safe, positive learning environment.
6. Using multiple student data elements to modify instruction and improve student learning.
7. Communicating with families and the school community.
8. Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning.

School districts can use one of three evaluation rubrics for teachers and certificated educational staff, described below.

1. Framework for Teaching by Charlotte Danielson: Danielson's Framework for Teaching includes four domains: planning and preparation, classroom environment, instruction, and professional responsibilities.
2. 5D+ Teacher Evaluation Rubric by the Center for Educational Leadership (CEL) at the University of Washington: The CEL 5D+ Teacher Evaluation Framework uses five dimensions for evaluation, including purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.
3. Marzano Teacher Evaluation Model: Marzano uses four domains, including classroom strategies and behavior, preparing and planning, reflecting on teaching, collegiality and professionalism.

Each framework is used by approximately one-third of the 295 school districts, eight charter schools, and four Tribal compact schools in Washington state. Because of size differences, the percent of state students per framework varies, with fifty-three percent of the students served by Danielson's Framework for Teaching, 33 percent by CEL's 5D+ rubric, and fourteen percent by the Marzano model.

Student growth includes multiple measures of student learning, not just test scores. In each district, teachers and principals work together, using data, to set appropriate baseline scores and achievement goals. The goals must be aligned with curriculum, measured in a specific timeframe, and related to state, district, and school goals. School districts use a combination of state-based tools (formal assessments), district and school-wide tools, and classroom-based tools to determine student growth.

Each of three frameworks, when applied, results in a rating for the educator of:
1. Unsatisfactory
2. Basic
3. Proficient
4. Distinguished

Provisional teachers, with three or fewer years of experience receive a comprehensive evaluation every year, then every fourth year thereafter. During the years in which a comprehensive evaluation is not scheduled, every teacher and educational staff member receives a focused evaluation that looks at one of the eight criteria, includes student growth data, and is approved by the teacher's evaluator.

Principals are evaluated using the Washington State Principal Leadership Framework, developed by the Association of Washington State Principals, or the Marzano School Leadership Evaluation Model. There are eight evaluation criteria for principals:

1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
2. Demonstrating commitment to closing the achievement gap.
3. Providing for school safety.

4. Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
5. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local school district learning goals.
6. Monitoring, assisting, and evaluating effective instruction and assessment practices.
7. Managing both staff and fiscal resources to support student achievement and legal responsibilities.
8. Partnering with the school community to promote student learning.

Like teachers, principals and assistant principals must be evaluated using a comprehensive evaluation during their first three years. Districts are strongly encouraged to continue to conduct comprehensive evaluations annually thereafter, or at least every fourth year. At minimum, districts are required to perform a focused evaluation in any year that a comprehensive evaluation is not performed.

OSPI is implementing a few changes to TPEP, described below. Districts can choose to implement the changes in the 2016–17 or 2017–18 school year. The score from the most recent Comprehensive evaluation will be carried forward through the Focused evaluation. This will encourage teachers and principals to address areas of challenge during the Focused evaluation process. Observation, which is an integral part of the process, is expanded to include activities that may take place outside the classroom or school day. This change allows for a more sensible fulfillment of the required observation time where it makes sense both for the criterion being observed and for the role of the teacher.

5.2.C.i   Educator Data Suppression

In Title II, Part A of ESSA there is a limitation that any data in "the reports and information provided in the state report shall not reveal personally identifiable information about any individual."

Additionally, it specifies that in the state report "for a state that implements a teacher, principal or other school leader evaluation and support system, consistent with section 2101 (c) (4) (B)(ii), using funds under this part, the evaluation results of teachers, principals or other school leaders, except that such information shall not provide personally identifiable information on individual teachers, principals or other school leaders."

Per RCW 28A.150.230(2)(a), OSPI collects evaluation data for certificated, classified, and other administrative employees. This includes teacher evaluation scores, aggregated by school, and principal evaluation scores, aggregated by district. This information is suppressed to prevent any individual identification. It is posted on the TPEP website, and an analysis of the evaluation data, along with the other information collected, is performed by an outside entity. This, too, is published on the website. The most recent data displayed is from 2014–15, which is before full implementation of TPEP. The agency is currently collecting 2015–16 data, the first year of full implementation, which will provide baseline data.

To publicly report effective educator data, the following data suppression rules will be applied to both the school district and school levels:

SEA Data Collection	Reporting Level	Suppression Rule
Teacher evaluation scores: number of teachers at each level of performance	By school	N < 5 suppressed, and any other actions deemed necessary to prevent personal identification. Scores from districts with fewer than 10 teachers put into aggregate "small district" group that lists names of districts included.
Principal evaluation scores: Number of principals at each level of performance	By district	N < 10 suppressed, and any other actions deemed necessary to prevent personal identification. Scores from districts with fewer than 10 principals put into aggregate "small district" group that lists names of districts included.

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5.2.C.ii   Rationale for Selected Strategies

Describe the SEA's rationale(s) for the strategies provided in the table below.

Strategy	Timeline
Review 2015–16 TPEP data (first full year of implementation) with Effective Educator workgroup, sorted by n-size requirements and verify that suppression rules will ensure that educator evaluation data is not personally identifiable.	Spring 2016–17 school year
Issue School Employee Evaluation Survey (SEES) for 2016–17 school year, with effective educator categories	Fall 2017–18
Analyze rates and disproportionality of ineffective educator assignment for annual equity plan data profile	Winter 2017–18

5.2.D   Education Preparation Programs

If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the State will improve education preparation programs consistent with section 2101(d)(2)(M) of the ESEA.

OSPI is not planning to use funds under one or more of the included programs to support education preparation programs. The Washington State Legislature has delegated authority for overseeing education preparation programs to the state's Professional Educator Standards Board. The PESB oversees requirements for preparing future educators, supporting professional development of the current educator workforce, and creating and implementing state policies through stakeholder engagement.

PSEB works closely with the Washington Association of Colleges for Teacher Education to ensure future educators are qualified to teach and to ensure that the pipeline is not unduly restricted for teachers who have pursued alternative paths to developing content expertise.

5.2.D.i   Rationale for Selected Strategies
Describe the SEA's rationale(s) for the strategies provided in the table below.

Strategy	Timeline
Education Preparation Programs	N/A- OSPI will not use Title II, Part A funds for this purpose

5.3 Educator Equity

For each item below, each SEA must describe how it will meet the applicable statutory and regulatory requirements. Each SEA may add additional rows to each table as needed.

5.3.A   Definitions

Provide the SEA's different definitions, using distinct criteria so that each provides useful information about educator equity and disproportionality rates, for the following key terms:

Key Term	Statewide Definition or Statewide Guidelines
Effective Teacher	Teachers and principals with more than 3 years of experience will be identified as being effective if they receive the following summative scores on TPEP 4-Distinguished 3-Proficient
Emerging Effective Teacher	Teacher and principals will be identified as emerging early career effective* in years 0–3 of their career if they receive a 2 on TPEP. They are identified as effective with a score of 3 or 4. Should any federal and state funding be allocated to target ineffective educators, educators in the emerging early career effective category would qualify for job embedded professional learning.

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Key Term	Statewide Definition or Statewide Guidelines

Ineffective Teacher	Teacher and principals will be identified as ineffective if:
	
	More than 3 years of experience:
	    2-Basic
	    1-Below Basic
	0–3 years of experience:
	    1-Below Basic

Out-of-field Teacher	A teacher assigned to teach core academic classes but who is not properly endorsed in the subject(s) being taught.
Inexperienced Teacher	Classroom teachers who have less than or equal to five years of teaching experience.
Low-income Student	A student who qualifies for Free and Reduced Price Meal Program.
Minority Student	A student who is an Alaska Native, American Indian, Asian-American, Black (African-American), Hispanic American, Native Hawaiian, or Pacific Islander.
EL Student	A student who meets the following two conditions: • The primary language of the student is other than English; and • The student's English skills are sufficiently lacking or absent as to delay learning. Washington defines "primary language" as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first learned.
Special Education Student	A special education student has met all three of the following criteria: • The student must have a disability or disabilities. • The student's disability/disabilities must adversely affect educational performance. • The student's unique needs cannot be addressed through education in general education classes alone—with or without

Key Term	Statewide Definition or Statewide Guidelines
	individual accommodations. The student requires specially designed instruction.
Rural Area	**Rural, Fringe:** Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster. **Rural, Distant:** Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster. **Rural, Remote:** Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

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5.3.A.i   Excellent Educators

In addition to the definitions listed above, OSPI Equity Plan Leadership Team created a definition of an "excellent educator". An excellent educator will demonstrate the following five characteristics:

1. Deep content knowledge: Demonstrates subject matter knowledge and teaching skills in each core academic subject assigned to teach.
2. Professional development: Engages in ongoing, job-embedded professional development demonstrating a commitment to improving teaching through ongoing professional learning.
3. Pedagogy: Demonstrates the ability to design and plan instruction for students with diverse learning styles and cultural backgrounds. Routinely uses formative and summative assessments to monitor student learning and inform instructional practices and instruction.
4. Disposition: Creates an inclusive and safe learning environment where all students and their families feel welcome.
5. Positive student outcomes: Increases student growth and positive student outcomes.

5.3.A.ii   Paraeducator Requirements

Additionally, within Title I, Part A, under the Parents Right to Know requirements, it outlines that school districts must notify parents of their right to request and be provided in a timely manner the professional qualifications of their student's classroom teachers, including paraeducators:

Whether the student's teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Is teaching in the field of discipline of the certification of the teacher.
- Is provided services for the child by paraprofessionals and, if so, their qualifications.
- Timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned to.

Washington does not currently have certification and licensure requirements for paraeducators. The PESB was authorized by SSB 6129 in 2014 to convene a Paraeducator Work Group to create recommendations for:

1. Minimum employment standards for paraeducators who work in English learner, transitional bilingual, federal limited English proficiency, learning assistance, and federal disadvantaged programs.
2. Minimum employment standards for paraeducators who work in basic education and special education programs.
3. A career ladder that encourages paraeducators to pursue advanced education and professional development as well as increased instructional ability and responsibility.
4. Professional development for certificated employees that focuses on maximizing the success of paraeducators in classrooms.
5. The work group must also report on proposals for an articulated pathway for teacher preparation.
6. Professional development and training to help paraeducators meet the employment standards.

The Washington Legislature has not adopted the Paraeducator Standards recommended by the workgroup. Due to this, OSPI will maintain the paraeducator qualifications required under No Child Left Behind (NCLB) until such time that the Paraeducator Standards are adopted and funded by the Legislature.

Under NCLB, paraeducators have been required to have a high school diploma, General Education Development (GED) or its equivalent. With this credential in place, there are three

educational pathways and one evaluation option a potential paraeducator can take to meet federal requirements.

1. Two years of study at an institution of higher education. The institution must meet five criteria of the Higher Education Act, Section 101(a). All classes must be at level 100 or higher.
2. Associate degree or higher. All associate degrees are acceptable.
3. Pass the ETS ParaPro Assessment. The assessment measures skills, and content knowledge related to reading, writing and mathematics.
4. Washington paraeducator portfolio or apprenticeship program—completed previously. Those meeting the apprenticeship requirements must present a journeycard or certificate. The portfolio and apprenticeships are no longer offered for enrollment, however OSPI will continue to honor this pathway.

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5.3.B   Rates and Disproportionalities

Using the definitions provided in section 5.3A and data, demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A. In making this demonstration, the State must calculate and report student-level data on a statewide basis.

☐ Extension. Check this box if ED has granted the SEA an extension for the calculation of educator equity student-level data. In compliance with §299.13(d)(3), an SEA that receives an extension must still calculate and report disproportionalities based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any disproportionate rates based on the school-level data consistent with section 5.3.E.

1. Comparison between access rates of low-income students and non-low-income students as well as between access rates of minority students and non-minority students in schools receiving funds under Title I, Part A.
2. Comparison between access rates of low-income students and non-low-income students as well as between access rates of minority students and non-minority students in schools not receiving funds under Title I, Part A.
3. Comparison between access rates of low-income students enrolled in schools receiving funds under Title I, Part A and low-income students enrolled in schools not receiving funds under Title I, Part A as well as between access rates of minority students enrolled in schools receiving funds under Title I, Part A and minority students enrolled in schools not receiving funds under Title I, Part A.
4. Comparison between access rates of low-income students enrolled in schools receiving funds under Title I, Part A and non-low-income students enrolled in schools not receiving funds under Title I, Part A as well as between access rates of minority students enrolled in schools receiving funds under Title I, Part A and non-minority students enrolled in schools not receiving funds under Title I, Part A.

Table 1: The rates and disproportionalities at 2013–14 school year.
Table 2: The rates and disproportionalities at 2014–15 school year.
Table 3: The rates and disproportionalities at 2015–16 school year.

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Table 1. Rates and disproportionalities in the 2013–14 school year.

SCHOOL YEAR	Title I, Part A fund	STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Dispropor-tionality between rates	Rate at which students are taught by an out-of-field teacher	Dispropor-tionality between rates	Rate at which students are taught by an inexperienced teacher	Dispropor-tionality between rates
2013–14	Schools receiving funds under Title I, Part A	Low-income students	N/A	N/A	4.6	0.1	22.7	2.7
		Non-low-income students	N/A		4.5		20.0	
		Minority students	N/A	N/A	4.7	0.3	24.1	5.1
		Non-minority students	N/A		4.4		19.0	
	In schools NOT receiving funds under Title I, Part A	Low-income students	N/A	N/A	6.7	0.7	17.6	0.1
		Non-low-income students	N/A		6.0		17.7	
		Minority students	N/A	N/A	6.0	-0.4	18.9	2.0
		Non-minority students (White)	N/A		6.4		16.9	
		Low-income students in schools receiving funds under Title I, Part A and low-income students in schools NOT receiving funds under Title I, Part A	N/A			-2.1		5.0
		Minority students in schools receiving funds under Title I, Part A and minority students in schools NOT receiving funds under Title I, Part A	N/A			1.3		5.2
		Low-income students in schools receiving funds under Title I, Part A and non-low-income students in schools NOT receiving funds under Title I, Part A	N/A			-1.4		5.1
		Minority students in schools receiving funds under Title I, Part A and non-minority students in schools NOT receiving funds under Title I, Part A	N/A			-1.7		7.2

Table 2. Rates and disproportionalities in the 2014–15 school year.

SCHOOL YEAR	Title I, Part A fund	STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Dispropor-tionality between rates	Rate at which students are taught by an out-of-field teacher	Dispropor-tionality between rates	Rate at which students are taught by an inexperienced teacher	Dispropor-tionality between rates
2014–15	Schools receiving funds under Title I, Part A	Low-income students	N/A	N/A	4.8	0.6	25.8	3.3
		Non-low-income students	N/A		4.2		22.5	
		Minority students	N/A	N/A	5.0	0.9	27.2	5.4
		Non-minority students	N/A		4.1		21.8	
	In schools NOT receiving funds under Title I, Part A	Low-income students	N/A	N/A	7.3	1.2	19.6	0.0
		Non-low-income students	N/A		6.1		19.6	
		Minority students	N/A	N/A	6.6	0.0	20.9	2.1
		Non-minority students (White)	N/A		6.6		18.8	
	Low-income students in schools receiving funds under Title I, Part A and low-income students in schools NOT receiving funds under Title I, Part A		N/A			-2.5		6.2
	Minority students in schools receiving funds under Title I, Part A and minority students in schools NOT receiving funds under Title I, Part A		N/A			-1.6		6.3
	Low-income students in schools receiving funds under Title I, Part A and non-low-income students in schools NOT receiving funds under Title I, Part A		N/A			-1.4		6.2
	Minority students in schools receiving funds under Title I, Part A and non-minority students in schools NOT receiving funds under Title I, Part A		N/A			-1.6		8.3

Table 3. Rates and disproportionalities in the 2015–16 school year.

SCHOOL YEAR	Title I, Part A fund	STUDENT GROUPS	Rate at which students are taught by an ineffective teacher	Dispropor-tionality between rates	Rate at which students are taught by an out-of-field teacher	Dispropor-tionality between rates	Rate at which students are taught by an inexperienced teacher	Dispropor-tionality between rates
2015–16	Schools receiving funds under Title I, Part A	Low-income students	N/A	N/A	4.3	0.1	27.5	3.7
		Non-low-income students	N/A		4.2		23.8	
		Minority students	N/A	N/A	4.4	0.3	29.0	6.3
		Non-minority students	N/A		4.1		22.7	
	In schools NOT receiving funds under Title I, Part A	Low-income students	N/A	N/A	6.5	0.9	22.3	0.5
		Non-low-income students	N/A		5.6		21.9	
		Minority students	N/A	N/A	6.1	0.3	23.3	2.1
		Non-minority students (White)	N/A		5.9		21.3	
	Low-income students in schools receiving funds under Title I, Part A and low-income students in schools NOT receiving funds under Title I, Part A		N/A			-2.2		5.2
	Minority students in schools receiving funds under Title I, Part A and minority students in schools NOT receiving funds under Title I, Part A		N/A			-1.6		5.7
	Low-income students in schools receiving funds under Title I, Part A and non-low-income students in schools NOT receiving funds under Title I, Part A		N/A			-1.3		5.7
	Minority students in schools receiving funds under Title I, Part A and non-minority students in schools NOT receiving funds under Title I, Part A		N/A			-1.4		7.7

5.3.B.i   Summary of results

In general students who are enrolled in schools receiving funds under Title I, Part A have much higher access rate to inexperienced teachers than students who are enrolled in schools not receiving funds under Title I, Part A. However, students who are enrolled in schools not receiving funds under Title I, Part A have higher access rate to out-of-field teachers than students who are enrolled in schools receiving funds under Title I, Part A. The disproportionalities regarding access rate to inexperienced teachers between low-income students and non-low-income student as well as between minority students and non-minority students are larger than that of out-of-field teachers in recent three consecutive school years; the absolute range of the disproportionalities are from 0.0 to 9.7 and from 0.0 to 2.5, respectively.

In schools receiving funds under Title I, Part A, low-income students and minority students have higher access rate to inexperienced teachers and out-of-filed teachers than non-low-income students and non-minority students in each school year. Especially, the access rate to inexperienced teachers are much higher than that of out-of-field teachers. In schools not receiving funds under Title I, Part A low-income students and minority students have higher access rate to out-of-filed teachers and inexperienced teachers; however, access rate to inexperienced teachers from low-income students and minority students are not as high as that of low-income students and minority students who are enrolled in schools receiving funds under Title I, Part A.

In comparison of low-income students across schools receiving funds under Title I, Part A and schools not receiving funds under Title I, Part A, low-income students who are enrolled in schools receiving fund under Title I, Part A have higher access rate to inexperienced teachers as compared to low-income students who are enrolled in schools not receiving funds under Title I, Part A. The same trend of disproportionality exists to minority students in comparison across schools receiving funds under Title I, Part A and schools not receiving funds under Title I, Part A. In terms of access rate of out-of-filed teachers, however, low-income students who are enrolled in schools not receiving fund under Title I, Part A have higher access rate to out-of-filed teachers as compared to low-income students who are enrolled in schools receiving funds under Title I, Part A. The same trend of disproportionality exists to minority students in comparison across schools receiving funds under Title I, Part A and schools not receiving funds under Title I, Part A.

Since students who are enrolled in schools receiving fund under Title I, Part A have higher access rate to inexperienced teachers as compared to students who are enrolled in schools receiving fund under Title I, Part A low-income students and minority students in schools receiving fund under Title I, Part A have higher access rate to inexperienced teachers as compared to non-low-income students and non-minority students who are enrolled in schools receiving fund under Title I, Part A. In terms of the access rate to out-of-field teachers, non-low-income students and non-minority students in schools not receiving fund under Title I, Part A have higher access rate to out-of-field teachers as compared to low-income students and minority students who are enrolled in schools receiving fund under Title I, Part A. It means that

students, even non-low-income students and non-minority students, who are enrolled in schools not receiving fund under Title I, Part A have much higher access rate to out-of-filed teachers as compared to students who are enrolled in schools receiving fund under Title I, Part A.

Based on these trends of access rates and disproportionalities it is essential to improve the access rate to inexperienced teachers from low-income students and minority students in schools receiving fund under Title I, Part A. In terms of the out-of-field teachers it is essential and urgent to improve the access rate to out-of-field teachers at schools not receiving fund under Title I, Part A. Also OSPI needs to pay close attentions and monitor both low-income and non-low income students as well as minority and non-minority students in schools receiving fund under Title I, Part A.

5.3.C   Public Reporting

Consistent with §299.18(c)(5), describe where the SEA will publish and annually update:

i.   *the rates and disproportionalities calculated in section 5.3.B;*

ii.   *the percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of "ineffective teacher," consistent with applicable State privacy policies;*

iii.   *the percentage of teachers categorized as out-of-field teachers consistent with §200.37; and*

iv.   *the percentage of teachers categorized as inexperienced teachers consistent with §200.37.*

OSPI will publish and annually update the data regarding rates and disproportionalities, and percentages of teachers in each LEA[6] categorized by effectiveness level, out of field or inexperienced on its website at www.k12.wa.us/TitleIIA/EquitableAccess/default.aspx.

The School Employee Evaluation Survey (SEES) is administered in mid-October, and is due to OSPI in mid-November. It collects evaluation information for all certificated and classified staff, aggregated by school for teachers, and by district for all others. The data are collated and suppressed internally in December and January, and an external report is prepared in February. Changes to SEES to collect data needed to determine Effective/Emerging Effective/Ineffective will be made in the spring and summer of 2017, in time for the administration of the 2017 SEES, which will collect evaluation data for 2016–17 school year. It should be available by the end of January, 2018. Based on the baseline evaluation data, the Effective Educator Workgroup will review the n-size requirements and adjust by the end of the 2017–18 school year, if needed.

OSPI consults with many stakeholder groups to address educator equity, both because OSPI is fully committed to transparency and collaboration, and because it is required that OSPI reach

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[6] Subject to a minimum sample size to ensure that personally identifiable information is not disclosed.

out to identified groups for consultation. During the development of the Plan, and going forward through the implementation, OSPI will work with the following groups:

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Required Groups of Consultation	Stakeholder Organization	Description
Institution of Higher Education	Alternative Routes to Certification Work Group	The role of the work group is to discuss the future direction of the alternate routes to certification and provide guidance for future design strategies for alternate route programs.
Administrators and LEAs	Association of Education Service Districts (AESD) and School District Representatives (LEAs)	AESD represents Washington's nine Educational Service Districts. ESDs were formed when individual County Superintendent of School offices were consolidated and reorganized to reduce duplication, equalize educational opportunities, and provide a more effective reporting and accountability system to the state legislature.
Principals	Association of Washington State Principals	AWSP is governed by a 27-member Board of Directors that includes the AWSP president, president-elect and past president; the component board presidents and officers; AWSP executive staff; and liaisons from other K–12 education agencies and associations. The board president rotates among elementary, middle and high school component boards. Board meetings are held quarterly around the state.
Organization representing English Learners	Bilingual Education Advisory Committee	BEAC advises the State Superintendent and the Office of Bilingual Education with the policies and supervision of the Transitional Bilingual Instruction Program (TBIP) for ELs. With the involvement of families, educators, and community, BEAC is committed to addressing the unique needs of students from linguistically and culturally diverse backgrounds and to help them achieve the high content and performance standards expected of all

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Required Groups of Consultation	Stakeholder Organization	Description
		students in Washington. The TBIP helps English learners to become proficient in English and to meet state learning standards. Created in 1979, the TBIP serves about eight percent of the state's student population.
Teacher Preparation Entity	Center for Strengthening the Teaching Profession (CSTP)	CSTP supports student achievement through a focus on teaching excellence. We don't believe good teaching happens by accident, but that high-quality teaching occurs when there is a strong system and a strong profession that supports teachers. CSTP is a unique, innovative and independent Washington state nonprofit organization that helps build a strong, supported and effective teaching force for Washington's students. Since 2003, the SEA has and continues to promote state and local policies and practices to help thriving, professional educators positively impact student learning.
Community Based Organization and Civil Rights Organization	Commission on African American Affairs	The most important challenge facing the Black community today is the education of our children. Too many of our children drop out or are pushed out of school before earning a high school diploma. Black youth who stay in school have average test scores below those for White and Asian students. Black students who go on to two-year and four-year colleges and universities are less likely to graduate than those in other ethnic groups.
	Commission on Asian and Pacific American Affairs	The mission of this commission is to improve the well-being of Asian Pacific Americans by ensuring their access to participation in the fields of government, business, education, and other areas. (RCW 43.117). Over the past 40 years, the Commission on Asian Pacific American

Required Groups of Consultation	Stakeholder Organization	Description
		Affairs has engaged in advocacy, community education, and outreach, as well as interagency and community collaborations to improve the well-being of the Asian Pacific American communities.
	Commission on Hispanic Affairs	The Washington State Commission on Hispanic Affairs was created by a Governor's Executive Order and established in statute in 1971. As mandated by the state legislature, the Commission's functions are to improve public policy development and the delivery of government services to the Hispanic community.
SEA, House and Senate Education Committee, Commissions, and Office of the Governor Education Ombuds	Educational Opportunity Gap Oversight and Accountability Committee	The committee is charged by RCW 28A.300.136 to synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan and recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board and the SBE. The statute requires OSPI to identify school districts that have the most significant achievement gaps among subgroups of students and for large numbers of those students, and districts that should receive priority for assistance in advancing cultural competency skills in their workforce.
Tribal Nations of Washington State	Office of Native Education	The Office of Native Education advocates for the academic success of all students. The office creates and promotes strategies that integrate the teaching of Native American history, culture, language, and government. Educators in Washington's

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Required Groups of Consultation	Stakeholder Organization	Description
		schools look to our staff for leadership and technical assistance.
Teacher Preparation Entity	Professional Educator Standards Board (PESB)	The purpose of PESB is to establish policies and requirements for the preparation and certification of education professionals. The PESB also serves as an advisory body to the Superintendent of Public Instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.
LEAs (Other staff and teacher representatives)	Public School Employees Union	Public School Employees of Washington is a labor union dedicated exclusively to representing classified educational support professionals in Washington's public education system. Our 26,000 members play a vital role in the operation of preschool, K–12 and universities throughout the state.
State Board	Washington State Board of Education	The mission of the SBE is to lead the development of state policy for K–12 education, provide effective oversight of public schools, and advocate for student success.
Governor's Office, SEA, WEA, AWSP, Washington State School Directors Association (WSSDA), WA PTA, and LEAs	Teacher and Principal Evaluation Program Steering Committee (TPEP)	The Teacher/Principal Evaluation Pilot was born out of Engrossed Second Substitute Senate Bill 6696 during the 2010 legislative session. The evaluation provisions in the bill were part of a larger reform effort made during Washington's Race to the Top application. The bill created our pilot projection and moved the state from a two-tiered system of unsatisfactory to a four-tiered evaluation system. In addition to moving to a four tiered system, the legislation created eight new criteria for teachers and principals to

Required Groups of Consultation	Stakeholder Organization	Description
		be evaluated upon, with common themes tying the criteria for teachers and principals together.
Teacher Preparation	The Washington Association of Colleges for Teacher Education (WACTE)	The purpose of the Washington Association of Colleges for Teacher Education is to provide leadership on issues related to professional education, with primary focus on teacher education. This purpose is pursued through activities which : a) promote effective public policy regarding professional education, b) enhance and improve professional education programs at member institutions, and c) enhance the professional effectiveness of members.
LEAs (Administrators)	Washington Association of School Administrators (WASA)	WASA's membership includes more than 1,600 members and is open to all educational administrators in central office, building management, and educational agency positions. The Washington Association of School Administrators (WASA) is an organization for professional administrators that is committed to leadership.
Non-profit, Teacher Organization, and Teacher Representatives	Washington Education Association	The mission of the Washington Education Association is to advance the professional interests of its members in order to make public education the best it can be for students, staff, and communities.
Non-profit	Teachers United	The mission of Teachers United is to develop great educators to become leaders for excellence in the profession and equity for students.

5.3.D   Root Cause Analysis

If the analysis in section 5.3.B demonstrates that low-income or minority students enrolled in schools receiving funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g., statewide, between districts, within district, and within school), that identifies the factor or factors causing or contributing to the disproportionate rates demonstrated in section 5.3.B.

OSPI uses a framework aligned to the career continuum of educators to identify issues impacting equitable access to effective, experienced, and in-field educators, as shown in Figure 7. There are factors in each area of the career continuum that contribute to inequitable access to effective educators.

As part of the development of the 2015 Equity Plan, OSPI employed a working conditions survey. The Washington Educator Working Conditions Survey[7] gathered input on working conditions in schools from teachers, educational staff associates, paraeducators, principals/assistant principals, district administrators, families, and community members. The survey addressed five core scales including family and community

Figure 7. Framework for addressing educator equity.

involvement, leadership, professional learning, classroom support, and safety. The Equity Plan Leadership reviewed the results of the Washington Educator Working Conditions survey along with other stakeholder feedback in order to determine congruence between identified potential root causes and consensus on proposed strategies to close equity gaps. Going forward, the Educator Working Conditions Survey will be employed annually to inform policy decisions and implementation of the Equity Plan.

Washington state, like many other states, is experiencing a significant teacher and substitute shortage. This shortage is occurring not only in the long-term shortage areas (e.g., mathematics, science, special education, Bilingual), but also in many other areas, including Early Childhood and Elementary Education teachers. The shortage is significant enough that the Washington State Legislature directed the Professional Educator Standards Board (PESB) in House Bill 1813 to broadly expand the definition of shortage areas to being "in a subject or geographic endorsement shortage area, as defined by the Professional Educator Standards Board."[8] The PESB has directed school districts to locally define the shortage area. The shortage in early childhood (birth–grade 3) and elementary teachers (K–8) is largely a result of recent increases in funding full-day Kindergarten and K–3 class size reduction. In a survey of school district Human Resource Directors in fall 2016, more than 70 percent of the respondents

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[7] Modeled after the North Carolina Teacher Working Conditions Survey, developed with the American Institutes of Research.
[8] House Bill 1813 app.leg.wa.gov/billinfo/summary.aspx?bill=1813&year=2015

indicated that the shortage is "more" or "much more" challenging in fall 2016 compared to fall 2015.

Potential root causes, strategies and expected outcomes for each of the five major elements in the equity framework are shown below.

Attract
Strategy 1: Invest in Multiple Pathways into the Teaching Profession

Theory of Action

We believe that the data and root-analysis reveal that there are significant teacher shortages in content and program areas and school districts have difficulty filling positions with in-field, highly qualified and experienced teachers.

If we create multiple pathways into the teaching profession and reduce barriers for teachers to achieve licensure and highly qualified[9] status.

Then Washington school districts will be better able to recruit, retain, and develop educators to serve in all schools.

Root Causes	**Strategies**	**Outcomes**
Lack of teachers in content and program areas Late hiring timeline Low salaries Lack of sufficient pathways into the teaching profession Educator perceptions of working conditions of special education and English learner workload	Alternative Routes to Certification	Colleges of Education and school districts will be able to utilize the expanded Alternative Routes to Certification sites to increase the number of teachers entering the profession.
	Educator Retooling Scholarship Program	Colleges of Education and school districts will be able to utilize the expanded Educator Retooling Scholarships to retool teachers in endorsement areas with shortages in the state.
	Paraeducator Pipeline	Colleges of Education and school districts will be able to utilize the expanded Educator Retooling

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[9] "Highly qualified" is the legacy language from when the 2015 Equity Plan was created.

Attract		
Strategy 1: Invest in Multiple Pathways into the Teaching Profession		
		Scholarships to retool teachers in endorsement areas with shortages in the state.
	Recruiting Washington Teachers Program	School districts will be able to partner with colleges of education to "grow your own" teachers, focusing students in high schools within school districts with large equity gaps.
	Develop State Teacher Loan Forgiveness and Scholarship Program	The state will be able to recruit and retain teachers in endorsement content areas, school types and geographic locations of the state with teacher shortages.

Prepare		
Strategy 2: Collaborate to Strengthen Pre-Service Programs at Colleges of Education		

Theory of Action

We believe that a more intentional partnership between the public school systems and OSPI; and the Professional Educator Standards Board with colleges of education will strengthen both pre-service programs and increase infield and highly qualified teachers serving all students, particularly students of color, and students being served in special education and English learner programs.

If OSPI intentionally collaborates with pre-service teacher education program to align program requirements with identified equity gap areas and expand dual endorsement programs, then Washington school districts will be able to recruit, hire and retain teachers with both content area expertise and a focus on either serving students with disabilities (SWD) or students who are English learners.

Root Causes	Strategies	Outcomes

Prepare Strategy 2: Collaborate to Strengthen Pre-Service Programs at Colleges of Education		
Lack of Alignment of Program Requirements to Licensure and Title II, Part A Highly Qualified Requirements Pre-service Experience and Expertise in Serving Different Populations of Students Need for Expertise in Content Area and English Learner or Special Education Program	Expand dual endorsement programs	Greater capacity within Washington state to fill teacher vacancies in schools with identified equity gaps.
	Strengthen Alignment of Pre-service Teacher Education Programs to Identified Equity Gaps	Increased the capacity of teacher education programs to recruit and support teachers that are highly qualified, able to serve diverse student needs and seek endorsements in shortage areas.
	Increase Field Experience in Pre-service Teacher Education Programs	Increased experience teaching students in teacher education program will improve the capacity of teacher candidates to effectively teach diverse student needs and content areas.

Develop Strategy 3: Provide State Funded Induction and Mentoring Program to All Teachers Within the First 3 Years of their Career		
Theory of Action We believe that a teacher's first three years are critical to developing competencies and becoming an effective teacher and that all inexperienced teachers must be provided with an induction and mentoring program.		
Root Causes	**Strategies**	**Outcomes**
No Uniform Induction and Mentoring Program Varying Levels of Field Experience and Competency	Provide State Funded Mentor FTE Through Prototypical Schools Funding Formula	School districts will be able to use the funding for the Mentor FTE position to provide mentors for their inexperienced teachers and

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Develop Strategy 3: Provide State Funded Induction and Mentoring Program to All Teachers Within the First 3 Years of their Career		
Among Inexperienced Teachers Inexperienced Teachers are Often Assigned to Difficult Workloads Lack of Funding of Additional Time for Mentor and Mentee		those in probational status, to provide necessary supports and job-embedded professional learning to ensure that inexperienced educators will increase their effectiveness and content knowledge.
	Provide Release Time for Mentor and Mentee to Participate in Induction and Mentoring Program:	School districts will be able to use the funding release time for the mentors/mentees to participate in statewide induction and mentoring program, to provide necessary supports and job-embedded professional learning to ensure that inexperienced educators will increase their effectiveness and content knowledge.
	Develop and Fund Statewide Comprehensive Induction and Mentoring Program	School districts will be able to use the funding to participate in statewide induction and mentoring program, to provide necessary supports and job-embedded professional learning to ensure that inexperienced educators will increase their effectiveness and content knowledge.

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Support Strategy 4: Focus Title II, Part A Grants and State Professional Development Funding on Identified Equity Gap Needs		
Theory of Action We believe that federal and state funding can be leveraged to focus on equity gap areas and utilized to support teachers throughout the continuum of their careers.		
Root Causes	**Strategies**	**Outcomes**
Class Size Reduction Funding General Professional Development Activities through Title II, Part A Less of a Focus on Recruitment, Retention and Teacher Advancement Costs Elimination of the HOUSSE option for Highly Qualified Status	Out-of-Field Data Dashboard in the Highly Qualified Tool	Human resources staff and school district leadership will increase in-field placements by reviewing the data before final assignment to content areas and/or grade levels.
	Revise Title II, Part A iGrants Application Requirements and Monitoring	School districts will prioritize their Title II Part A allocation to identified equity gaps, targeting funding within the allowable cost categories to support teachers to become in-field and highly qualified.
	Full State Funding of Ten Professional Development Days	School districts will be able to use the 10 additional professional development days to support educator development, leveraging the state funding with federal Title II, Part A allocations to ensure their educators are highly qualified and have core content knowledge to be in field. Inexperienced educators will receive additional supports to increase their effectiveness through these fund sources.

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Retain		
Strategy 5: Full Funding of Basic Education and Compensation Reform		
Theory of Action We believe that the failure to full funding basic education in Washington state, specifically teacher salaries, has negatively affected the equitable distribution of excellent educators.		
Root Causes	**Strategies**	**Outcomes**
Inequitable Salaries Based on Local Levy Funding Equity Gaps Correspond to Funding Gaps Low Salaries Contribute to Less Teachers Entering the Profession and Teacher Attrition	Full Funding of Basic Education and Compensation Reform	School districts will be able to recruit and retain educators in all content areas, geographic locations in the state and other hard to staff locations. Educators will receive increased compensation aligned to the comparable wage analysis prepared by the Compensation Technical Working Group.
	Develop Human Resources Technical Assistance Module	School districts will have sufficient knowledge and technical assistance to create a human resources process to recruit and retain highly qualified, experienced, and in field teachers.
	Expand National Board Certified Teacher Challenging School Bonus	More National Board Certified Teachers will serve in high poverty schools, and more teachers in challenging schools will pursue and receive their National Board Certifications.
	Research Differential Compensation Options	Teachers would be provided additional state funded compensation for serving in specific roles in schools, improving retention of teachers.

Retain		
Strategy 5: Full Funding of Basic Education and Compensation Reform		
	Research Housing Allowance Options	Teachers would be provided an additional state funding housing for serving in specific locations in the state, improving retention in hard to staff areas.

The Equity Plan Leadership Team was left with more questions following their initial analysis of the equity gap data. The team focused on geographic location and compensation differentials as their main root causes of equity gaps, but lacked sufficient data on the hiring practices, supply and demand and mobility and turnover patterns in school districts. The team focused extensively on the strong local control nature of Washington, with the theory that many of the variations of the equity gaps are due to the local school district context and the school and district leadership. The team has identified additional sources of data to be analyzed in each strategy area. Given that this was the initial year of data analysis with this methodology, the team plans to engage in deeper data analysis with the additional data sources in future years identified in the Equity Plan.

Status of basic education funding-compensation

The largest issue identified that is directly related to educator equity is that Washington does not fully fund basic education. OSPI believes and the data shows the lack of funding exacerbates the issue of students being taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Washington is currently in contempt of a court order by the Supreme Court to produce a complete plan to achieve full state funding of K–12 basic education funding without relying on the use of local funding. In the McCleary decision[10], the Court required the state to fund statewide full-day kindergarten; lower K–3 class size; materials, supplies and operating costs; and transportation. Additionally, the Court specified that the state fund the "prototypical school model" as defined in House Bill 2261, which increases the number of paraeducators, librarians, school nurses, guidance counselors, office and technology support, custodians, and classified staff. OSPI created the Compensation Technical Working Group, which created a new salary allocation model that aligned educator development and certification with compensation.

5.3.E   Identification of Strategies
Each SEA that demonstrates that low-income or minority students enrolled in schools receiving funds under title I, part A of the ESEA are taught at disproportionate rates by ineffective, out-of-

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[10] McCleary, et us. et al v. State of Washington, Supreme Court Order No. 84362-7. August 13, 2015.

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field, or inexperienced teachers must provide its strategies, including timelines and funding sources, to eliminate the disproportionate rates demonstrated in section 5.3.B that are based on the root cause analysis and focuses on the greatest or most persistent rates of disproportionality demonstrated in this section, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under §200.19 that are contributing to those disproportionate rates.

Low-income and minority students in Washington are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, as shown by the data in *Section 6.3.B* and the 2015 Equity Plan. After careful review of the data by stakeholders and leadership, OSPI created an Equity Plan Strategy Framework (*Figure 7*), which is aligned to the career continuum of educators. The Equity Plan uses an Implementation Science focus, designed to rapidly address and disseminate systems change. Each strategy is based upon a theory of action, or an "If-Then" statement that captures the core issues and the desired change. For example, for attracting educators to the profession, a theory of action can be stated as:

> **If** we create multiple pathways into the teaching profession and reduce barriers for teachers to achieve licensure and effective status,

> **Then** Washington school districts will be better able to recruit, retain, and develop educators to serve in all schools.

Attract
Invest in Multiple Pathways into the Teaching Profession

Prepare
Collaborate to Strengthen Pre-service Programs at Colleges of Education

Develop
Provide Induction and Mentoring Pograms to All Teachers withhin the First 3 Years of their Career

Support
Focus Title II, Part A Grants on Identified Equity Gap Needs

Retain
Fully Fund Basic Education and Provide Equitable Hiring Capacity to all School Districts

Figure 8. Equity Plan Strategy Framework Aligned to Career Continuum of Educators.

5.3.E.i   Status of basic education funding-compensation

Because funding inequity for education was identified as the major root cause of equity gaps, OSPI engaged a workgroup to identify strategies to address basic education funding issues. The Compensation Technical Working Group identified nine strategies to address issues with insufficient funding for basic education. The strategies are:

1. Increase the starting salary for teachers and educational staff associates to $48,687.
2. Provide fair market based salary allocations for all K–12 staff.
3. Maintain comparable wage levels through an annual cost of living adjustment and periodic wage analyses.
4. Align the salary allocation model to the career continuum for educators.
5. Invest in 10 days of professional development time.
6. Allocate mentors and instructional coaches in the basic education funding formula.
7. Provide appropriate staffing levels and increased program support for basic education.
8. Amply fund state basic education salary allocations and limit locally funded salary enhancements to no more than 10 percent of the state allocation.
9. Ensure school districts receive the same or higher state salary allocations per state-funded employee.

The Equity Plan Leadership Team reflected on the equity gap data and their knowledge of inequities in the basic education funding, in light of the Supreme Court order to fully fund basic education. The team analyzed the equity gap data by geographic locations and geographic distribution of average salary and average supplemental compensation by school district and found that many of the districts with higher equity gaps (less access for students to experienced, effective, and in-field teachers) corresponded to school districts with the least average base salary and the least additional supplemental compensation provided through local levy funding. The Equity Plan Leadership Team believes that this salary inequity is the primary driver of equity gaps in Washington state, and that fully funding compensation is necessary for all school districts to have equal hiring capacity to recruit and retain experienced, effective, and in-field teachers.

5.4   Performance Management and Technical Assistance for Supporting Excellent Educators

Each SEA must describe its system of performance management for implementation of State and LEA plans regarding supporting excellent educators, consistent with §299.14 (c). The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA's description must include strategies and timelines.

5.4.A   System of Performance Management

Describe the SEA's system of performance management for implementation of State and LEA plans for supporting excellent educators.

In implementing a revised, four-tiered evaluation system for teachers and principals (described in *Section 5.2.C*), Washington engaged the authors/author designees of the instructional and leadership frameworks in developing a statewide cadre of current and retired educators who could deliver a program of training in these frameworks for teacher and principal evaluators. Today, the state has well over 100 Instructional and Leadership Framework Specialists who work with LEAs and regional Educational Service Districts (ESDs) to ensure that all incoming teacher and principal evaluators receive the state-required and, presently, state-funded training.

In order to receive state funding for the basic evaluator training and, if funds suffice, extensions of that to dig more deeply into the areas identified as needing attention, LEAs must submit a grant proposal detailing these activities. The entities that provide the foundational training report participants to the SEA, which tracks participation.

The state-mandated teacher evaluation process requires that principals evaluate teachers on all eight of the state's teacher criteria, a comprehensive evaluation, for the first three years of teaching, and every fourth year thereafter. In the non-comprehensive years, teachers and principals focus their attention on one of the eight criteria. Student growth is evaluated every year through a goal-setting and results-measuring process. The same system of comprehensive and focused evaluations applies to principals as well. For both, the goal is to provide targeted supports for professional growth.

The SEA is currently convening a group of LEA representatives to develop a set of Evaluation System Standards, which will be used to assess LEA implementation of the evaluation system and target areas for support.

5.4.B   Review and Approval of LEA Plans

Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for supporting excellent educators.

LEA Consolidated Application will be approved by a team of OSPI program supervisors. A checklist for the consolidated section of the application and for each specific program section will be developed and used by application reviewers to ensure that all statutory requirements are addressed. Notification of approval will be provided to each district in a timely manner.

Technical assistance will be provided by individual federal program staff specifically on statutory and regulatory requirements for each of the Title programs to all districts. These will take the form of regional district directors' meetings, individual consultation, webinars, web published program information, and statewide conferences. During each of these activities discussions will be conducted that address strategies related to supporting all students.

5.4.C   Collection and Use of Data

Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

Title II, Part A has created extensive data dashboards and reports to school districts identifying equity gaps by student subgroups and programs to inexperienced, out-of-field and non-Highly Qualified teachers.

To assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes, the data dashboards link educators' quality information to student level data and annually show the access rates and disproportionalities to particular qualifications of educators from each student subgroups in state level, Educational Service District level, district level, and school level. The student level data includes five student groups used in our state for federal accountability: All students (ALL), Free and Reduced Price Lunch status (FRL), Special Education Program (SPED), English learner (EL), and Minority (MNR; aggregated number of race/ethnicity subgroups excepting White). Race/ethnicity is further broken down by subgroup (White, Hispanic/Latino, Asian, Black/African American, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and Two or More Races).

The data dashboards analyze these data including the distributions of excellent educators and the access rates and disproportionalities to each teacher category from each student subgroups to evaluate association with geographic locations, the percentage of Title I schools, average total salary, average base salary, and average supplemental compensation to identify trend(s) of equity gaps-student access rates occurrences.

These data are also used to assist LEA to close equity gaps-student access rates to particular qualifications of educators by using Title II, Part A fund as well as provide LEA consultations to support excellent educators.

OSPI will create additional data dashboards and reports including the access rates of students to ineffective educators with the new n-size data suppression requirements. These will be used to guide school district use of Title II, Part A grants to support inexperienced educators with induction and mentoring programs; out-of-field educators gain the necessary coursework and requirements to obtain an endorsement in their assigned subject areas and ineffective educators to focus sub criteria within the TPEP rubrics that received a basic or below basic score.

5.4.D   Monitoring

Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 5.4.C to ensure compliance with statutory and regulatory requirements related to supporting excellent educators.

The CPR monitors multiple federally funded programs under the Elementary and Secondary Education Act (ESEA). This process fulfills OSPI's compliance monitoring requirements under Federal regulations (2 CFR 200). The CPR process consists of an OSPI team reviewing Local Educational Agencies' (LEA) federal and selected state programs. The monitoring activities are designed to focus on the results of the LEA's efforts to implement critical requirements of the ESEA using available resources and flexibility provisions. Title II, Part A will monitor teacher qualifications, including certification types and endorsements, inexperienced and out of field teachers.

During the 2016–17 school year, Washington transitioned from NCLB to ESSA. To assist districts in understanding the shift in federal expectations, the transition process, and equity gap data, OSPI provided Equity Gap Data Profiles to each school district for the 2013–14, 2014–15, and 2015–16 school years.

The Equity Gap Data Profiles identify equity gaps-student access rates to particular qualifications of educators (inexperienced-less than 5 years of teaching experience, unqualified-not Highly Qualified, out-of-field-teaching endorsement not matching teaching assignment) to ensure our state's "poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers."

5.4.E   Continuous Improvement

Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

School districts are required to address the identified equity gaps explaining how districts will support inexperienced and out-of-field teacher equity gaps. The Title IIA program staff provide technical assistance to districts to walk them through the equity gap profiles, help them understand how their Title II, Part A funding could be used to address identified equity gaps and answer questions.

During the 2016–17 CPR cycle, OSPI will continue to monitor teacher qualifications and collect data about teacher certification, endorsements, teaching assignments, and years of experience and monitor all paraeducators for ESEA requirements currently working in Title I programs. OSPI will also continue to analyze and offer technical assistance to districts to help them understand their equity gaps-student access rates to particular qualifications of educators (inexperienced-less than five years of teaching experience and out-of-field-teaching endorsement not matching teaching assignment), disaggregated by student race/ethnicity, poverty status and by students with disabilities and students receiving EL services.

5.4.F   Differentiated Technical Assistance

Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies for supporting excellent educators.

Based on the identified equity gaps of inexperienced, out-of-field and ineffective educators, OSPI will differentiate technical assistance to each school district to respond to their unique equity gaps. As part of the implementation of Washington's Equity Plan, Title II, Part A is in the process of creating human resource training modules differentiated for the recruitment and retention needs of rural, suburban, and urban school districts. The human resource training modules are being developed collaboratively with the PESB.

OSPI has created an Educator Workforce Development Workgroup to develop policy and funding initiatives and give input on the implementation of the Equity Plan, recent teacher shortage legislation and other state level initiatives to increase the teacher workforce within Washington. One of the tasks of the workgroup is to develop recommendations from a broad and diverse group of stakeholders on differentiated technical assistance for OSPI and PESB to provide to school districts to support effective educators, close equitable educator access gaps and provide support educators in the stages of the career continuum describe in the equity plan, from attracting into the profession, recruiting and retaining in specific geographic and content areas, and providing robust professional learning and support for continual growth in effectiveness.

Additionally, Title II, Part A will continue to collaborate with other federal programs to develop training and technical assistance to school districts on the new ESSA Requirements and how federal and state funding can be leveraged locally to address the different needs of school districts.

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6. Supporting All Students

6.1 Well-Rounded and Supportive Education for Students

*For each item below, each SEA must describe how it will meet the applicable statutory and regulatory requirements. This description must include how the SEA and its LEAs will use funds available under covered programs, in combination with State and local funds, to ensure that all children receive a fair, equitable, and high-quality education, including strategies, rationale for selected strategies, and timelines. Each SEA **must address** the academic and non-academic needs of subgroups of students including low-income students, lowest-achieving students, English learners, children with disabilities, foster care children and youth, migratory children, including preschool migratory children and migratory children who have dropped out of school, homeless children and youths, neglected, delinquent, and at-risk students identified under title I, part D of the ESEA, immigrant children and youth, students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA, American Indian and Alaska Native students.*

*Each SEA **must also consider** information and data on resource equity collected and reported under §§ 200.34 and 200.27 and section 1111(h) of the ESEA including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool.*

6.1.A Strategies, Rationale, and Timelines

Each SEA must describe for (i)-(vii) below, its strategies, rationale for selected strategies, timelines, and how it will use funds under the programs included in the consolidated State plan, and support LEA use of funds, in combination with State and local funds, to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma. The description must address, at a minimum:

i. *The continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out;*

   ***Rationale for Selected Strategies**. Describe the SEA's rationale(s) for the strategies provided in the table below.*

Washington has a long history of focusing on education reform. Past and current legislation has led to bold reforms to the state's entire educational system. The goals of the state's education system remain the same: to educate all students to a higher level; to focus on the individualized instructional needs of students; to strive towards closing the achievement gap and reducing

dropout rates; to provide effective teachers; and to prepare students for a constantly evolving workforce and increasingly demanding global economy. (RCW 28A.198).

Washington's education system provides students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Washington provides a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To achieve this intent, the goals of each school district, with the involvement of families and community members, provides opportunities for every student to develop the knowledge and skills essential to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; the arts; and health and fitness.
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities. In addition, Washington's schools focus on the individualized instructional needs of students; strive towards closing the achievement gap and reducing dropout rates; and prepare students for a constantly evolving workforce and increasingly demanding global economy.

Further, Washington's laws require that students have the opportunity to develop basic education knowledge and skills, that school districts must provide instruction of sufficient quantity and quality, and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. The law requires that the instructional program of basic education provided by each school district include:

1. Instruction in the essential academic learning requirements.
2. Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, beginning with the graduating class of 2019.
3. Opportunities to learn languages other than English and to provide instruction in one or more American Indian languages.
4. Supplemental instruction and services for underachieving students through the learning assistance program.
5. Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program.

6. The opportunity for an appropriate education at public expense as for all eligible students with disabilities.
7. Programs for highly capable students.

The State Superintendent has set five priorities that guide the agency's work in assisting students as they move through the K–12 system. They include:

1. **Increase basic education funding:**
   Because of inadequate state funding, Washington's school districts are forced to pay for a portion of basic education services using local levy dollars. Wealthy districts are able to pass high levies. Poor districts are not. This creates substantial inequity across our state—and it violates the civil rights of families who live in districts that lack financial resources.

2. **Improve academic achievement for all students and reduce dropout rates:**
   In 2011, Washington's extended graduation rate—which includes those students who take longer than four years to graduate—topped 80 percent (2015) for the first time.

3. **Improve our statewide assessment system:**
   Our state began using the Smarter Balanced assessments in the 2014–15 school year. Smarter Balanced is an online system that assess the Washington State K–12 Learning Standards in mathematics and English language arts. However, the State Superintendent is concerned about the number of tests high school students take. Testing requirements vary by year of expected graduation. That makes navigating graduation requirements challenging for students, families, and school staff. In future legislative sessions, the agency will continue to pursue legislative changes to streamline that process, without taking away the rigor that all Washington citizens have come to expect for their students.

4. **Expand CTE and Science, Technology, Engineering, and Mathematics (STEM) opportunities:**
   Career and technical education programs and Science, Technology, Engineering, and Mathematics opportunities give students a chance to apply their classroom learning to daily life and engage students who learn better in a hands-on environment. OSPI has partnered with Microsoft IT Academy, Boeing, and other companies to help make that happen.

5. **Promote early learning opportunities:**
   The state has made great progress in supporting early learning. Investment in early learning pays off throughout a student's education: A student who gains important academic and social-emotional skills early is more likely to stay in school and eventually graduate.

Washington has adopted a standards-based approach, supplemented with technical assistance and the alignment of programs and funds, to support a student's education. These services begin through early childhood programs and extend through to postsecondary education and careers. OSPI provides support and guidance to LEAs and schools regarding the most current student data (i.e., graduation, proficiency, chronic absenteeism, drop-out rates), effective

implementation educational practices to ensure that students attain mastery of grade-level standards to be able to move through the transitioning from preschool programs to elementary school, from elementary school to middle school, from middle school to high school and from high school to post-secondary options. As Washington moves from No Child Left Behind to meeting the requirements of the Every Student Succeeds Act, the SEA will expand the opportunities available to districts to support their work in assisting students as they transition from Early Childhood Education (ECE) to post- secondary options and careers.

6.1.A.i   Transition from Early Childhood Education to Elementary School

During the past decade, the state, school districts, and communities have embraced the importance of the early years in preparing students to be successful in school and life. In addition, a large number of actions have been taken to better align our early learning and K–12 systems so that children will be better prepared for kindergarten.

Summarized below are the major initiatives that the state has undertaken, and in some cases, are continuing to work on:

> *Creation of the Department of Early Learning and Thrive Washington:* In 2007, at the request of Governor Christine Gregoire, the Washington State Legislature created the Washington Department of Early Learning and a public-private partnership, Thrive Washington (formerly Thrive by Five Washington). In creating the department, the Legislature's intended purpose was to "establish a robust birth-to-three continuum of services for parents and caregivers of young children in order to provide education and support regarding the importance of early childhood development." The goal of Thrive Washington is supporting "government's investments in early learning and ensuring that every child in the state is prepared to succeed in school and in life." Since their creation, these two organizations have placed a spotlight on the importance of early learning and created and implemented numerous initiatives to expand services for children and improve child care quality.

> *Washington State Early Learning Plan:* One of the first tasks of these two organization was to create a statewide early learning plan designed to ensure school readiness for all children in Washington. This plan was based on the premise that efforts to ensure an opportunity for every child to succeed in school and in life must address the needs of the whole child—i.e., physical and mental health and well-being, as well as intellectual and social-emotional development skills. The plan was built in collaboration with OSPI and many other organizations and individuals across the state, and is intended to guide the work of everyone who cares for, works with, or is concerned about young children, so that the adults in children's lives work collaboratively and toward unified goals.

> *Washington Early Learning Partnership:* In 2010, the State Superintendent of Public Instruction, the CEO of Thrive by Five Washington, and the Director of the Department of Early Learning (DEL) signed an "Early Learning Partnership Joint Resolution," which formalized the relationship among these cross-sector partners and provided a forum for prioritizing and implementing the actions in the Early Learning Plan. Recently, the

membership of the partnership has expanded to include leadership from the Washington State Department of Health and the Washington State Department of Social and Health Services. The group meets monthly to coordinate actions needed to implement the plan, improve alignment between the sectors represented in the partnership, and to take other actions to improve the lives and education of children from birth through age three.

Washington State Early Learning and Development Guidelines: In an effort to support and enhance the learning and development of children, the Washington State Department of Early Learning, OSPI, and Thrive Washington—in collaboration with a Guidelines Development Committee—created early learning and development guidelines that are intended to provide assistance to caregivers and families of children from birth through age three. The guidelines include practical strategies for children at different stages of growth, suggestions for getting additional assistance, and embrace the tremendous diversity and variation that exists for families and children in our state. Thousands of copies of the guidelines have been distributed and are being used by early learning professionals across the state.

Ready and Successful Schools Action Plan: In 2012, OSPI convened a 37-member panel to identify high impact statewide actions that can be taken by school districts to increase learning opportunities and improve quality for children in school-district-operated early learning programs. According to the most recent data available, school district serve more than 33,000 children between birth and age five.

The recommendations included actions pertaining to: 1) growing and supporting leaders in cultivating robust PreK through 3rd grade cultures and strategies; 2) strengthening and aligning instruction for students; 3) engaging families and communities in their child's education and transitions from PreK through 3rd grade; 4) expanding access to education, services, and instructional time that supports the "whole-child" development and learning of all young learners; and 5) aligning and supporting effective, developmentally and culturally appropriate PreK through 3rd grade systems.

Expansion of the State's Preschool Program: The Washington State Legislature has established a goal to provide all eligible low-income three and four year-old children access to the state's Early Childhood Education and Assistance Program by the 2020–21 school year, which will nearly double number of children served by the program compared to the 2014–15 school year.

Funding for additional children was increased in the past two biennial budgets in order to meet this goal and additional funds have been requested by the Department of Early Learning for the next biennial budget.

A "blueprint" for expanding the program was created by a workgroup and was co-chaired by representatives of OSPI and the Washington State Department of Early Learning. This program uses a "mixed delivery" system that includes a variety of

different types of providers, including community colleges, non-profit and community preschool centers, Educational Service Districts, and school districts. Currently, more than 60 percent of students are served in school district classrooms, and this percentage is likely to grow as the program is expanded because of the ability of school districts to build and remodel facilities and staff programs.

Expansion of Full-day Kindergarten: In recognition of the value of full-day kindergarten, especially for lower-income children, the Washington State Legislature adopted a bill in 2007 that phased-in funding for full-day kindergarten by the 2017–18 school year. Full funding was provided one-year early, and is currently available to all 296 school districts in our state.

Full-day Kindergarten Professional Development: As a condition for receiving full-day kindergarten funding, school districts are required to create classrooms that are developmentally appropriate that promote social emotional growth, provide experiences in many different disciplines and content areas, and that promote creativity and provide hands-on learning experiences. In addition, teachers are to connect and communicate with early learner providers in order to improve transitions for children entering kindergarten.

To assist school administrators and kindergarten teachers in creating these classrooms, OSPI contracted with two School District Early Learning Coordinators to create the Washington State Full-day Kindergarten Guide. The guide is intended to provide information on effective practices and encourage discussion among kindergarten teachers and administrators in how to design high quality, developmentally appropriate, rigorous kindergarten classrooms.

In addition to the Guide, worked with a former Kindergarten teacher and a national expert in developmentally appropriate kindergarten classrooms to create three professional development "modules" on child development, the kindergarten learning environment, and learning centers. Full-day professional development sessions using these three modules have been conducted across the state and more than five-hundred kindergarten teachers and administrators have attended these sessions.

Washington Kindergarten Inventory of Developing Skills: In addition to the requirement listed above, all full-day kindergarten teachers are required to administer the Washington Kindergarten Inventory of Developing Skills (WaKIDS). WaKIDS, as it is commonly known, has three major components:

1. The Family Connection welcomes families into the Washington K–12 system as partners in their child's education by providing an opportunity for families to meet individually with their child's kindergarten teacher at the beginning of the school year. These one-on-one meetings are intended to welcome families to school and provide a safe environment for families to speak freely with the

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teacher. They help families and teachers begin to build relationships so that they can work together to help children be successful in school.

2. The Whole-child Assessment helps kindergarten teachers learn about the skills and strengths of the children in their classrooms so they can meet the needs of each child. In the first six weeks of school teachers observe students using GOLD by Teaching Strategies in six domains, including social emotional, physical, language, literacy, mathematics, and cognitive. GOLD also is required to be administered in our state-funded full-day kindergarten classrooms.

3. The Early Learning Collaboration, which aligns practices of early learning professionals and kindergarten teachers to increase communication and build connections between kindergarten teachers and early learning providers to promote smooth and successful transitions to kindergarten for children. This collaboration is supported by Thrive Washington, which has created a framework for the effort, and Child Care Aware Washington, which provides school principals lists of child care providers that have children who will attend the principal's school.

Early Learning Feedback Reports: In an effort to provide instructional feedback to early learning providers and improve transitions for children, the Washington Education Research and Data Center, OSPI, and DEL completed a successful pilot program in October 2016 to share WaKIDS assessment data with preschools. The pilot, which was lead by REL Northwest, created and shared reports that provide information on how children who "graduated" from state preschool programs performed as measured by GOLD in kindergarten. Subject to future funding, our goal is to make these reports to all state-funded preschool centers and to other preschool providers.

Current uses of Title I Funds for Early Childhood: Approximately forty school districts have reported to OSPI that they use a portion of their Title I funds to support early childhood education. In the 2014–15 school year, school districts allocated approximately $4 million of their Title I appropriation to prepare children to be "kindergarten ready," which included summer "Jump Start" transition sessions for children, parental education, preschool services, home-visiting, and other activities.

Menu of Best Practices: Washington's Learning Assistance Plan (LAP) addresses the transition in the English language arts, Mathematics and Behavioral Menus of Best Practices. For example, In the ELA Menu of Best Practices, transition readiness from prekindergarten to kindergarten are addressed. This section of the ELA Menu describes what transition readiness means and what strategies could be used to assist students as they transition to kindergarten.

Transition readiness is a promising practice. School transitions occur at specific times in the academic life of students. These moments represent key physical, emotional, and social changes that affect all students as they move from one school setting to the next. Communities, schools, families, and teachers can

support a successful student transition by providing support services for all stakeholders. One of the most critical transition points is often the most overlooked: prekindergarten (or preschool) to full-time kindergarten. Kindergarten readiness requires a special lens regarding best practices to ensure our most vulnerable students achieve success.

Practice Possibilities—Ideas to Consider When Planning

- Provide opportunities for families to visit elementary schools before children begin kindergarten by inviting families to participate in school events, to tour schools, to attend library time, to eat lunch at school, and to play with kindergarten children at recess.
- Develop summer transition programs that focus on incoming kindergarten children who may not have attended a preschool program and focus on allowing them to become familiar with teachers, buildings, classrooms, and routines.
- Establish a program that allows preschool teachers and kindergarten teachers to create a transition plan with a focus on sharing student data, creating curriculum, and supporting strategies for transitioning students.
- Create an outreach program that promotes early kindergarten registration, conducts needs assessments with preschool families, finds and connects families with resources, and provides a safety net of support for the first several months a child attends kindergarten.
- Cultivate a peer connection program that arranges for preschool children and kindergarten children to meet, play, and connect (this can be done within a classroom or outside of class at a community event).

6.1.A.ii   Future State-wide Early Learning Initiatives

While much has been accomplished in Washington in the past decade to help children be ready for kindergarten and improve the transition from early childhood to kindergarten, much work remains.

In collaboration with school districts and regional-level partners, our state agencies will be moving forward in the years ahead with:

- Increasing the number of school districts that recognize the vital role that early learning can play in improving the success of their future students in school and later in life.
- Designing and implementing actions to increase the percentage of students who are "ready" for kindergarten as measured by GOLD. DEL has established a goal of 90 percent by 2020.
- Expanding enrollment in the state's preschool program, Early Childhood Education and Assistance Program (ECEAP) so that all eligible low-income students have access to the program and to integrate these children into school district classrooms that use other sources of funding, including Special Education, Title I, and parent-tuition funds.

- Continuing to increase the number of school districts that are actively engaging early learning providers in discussions regarding how they collaboratively can help children be ready for Kindergarten, improve alignment, and create smoother transitions into the K–12 system. This will include expanding the Early Learning Feedback Report pilot mentioned above and focusing on the Early Learning Collaboration component of WaKIDS.
- Working with the legislature to increase the amount of funding available for the construction and remodeling of preschool classrooms.
- Implementing policies and increasing funding in order to increase the salaries and benefits of preschool educators.
- Encouraging additional school districts to engage the parents and families of prekindergarten children in activities designed to assist their children be ready for kindergarten and to offer summer "Jump Start" programs.
- Continuing to increase the reliability of GOLD data in WaKIDS, especially for English learners, and to expand the use of the data to improve instruction.

6.1.A.iii ESSA and State Program Support for Transitioning from Preschool to Elementary School

The added clarity and flexibility in ESSA to support prekindergarten families, educators, and children makes it possible to utilize a larger share of ESSA program funds to advance the statewide early learning initiatives listed above.

Opportunities available to school districts under ESSA include allocating additional Title I, Title II, Part A, and Title III funds for: serving low include children in prekindergarten early learning programs; providing additional educational services to prekindergarten English learners (Title II); prekindergarten transitions programs (e.g., Jump Start summer programs); family engagement activities (e.g., Ready for K family engagement); and shared professional development regarding kindergarten readiness and transitions for early learning and K–3 educators.

Prior to school districts making decisions regarding their utilization of ESSA program funding, OSPI will provide technical assistance to school districts regarding: The availability and use of ESSA funds for serving prekindergarten children (e.g., Title I, Title II, Title III); creating quality preschool programs; how to create socioeconomically diverse classrooms using multiple funding streams; transitions into kindergarten; Head Start requirements; and other related information. This state-level technical assistance will be in collaboration with regional technical assistance provided by ESDs, Child Care Aware, and/or regional offices of DEL. This information also will be included on the OSPI ESSA website. Additionally, OSPI's website and accompanying technical assistance will provide information on the most effective practices to use to support preschool and grades K–3 students and their families. All of these support strategies will be made in partnership with early childhood providers and ECE professional organizations.

To assist in the communication of this information, OSPI will work with the federal government and other national organizations to create a guide for school districts that summarizes the early childhood provisions in ESSA and the new opportunities that school districts have to serve

prekindergarten children and to provide professional development opportunities for early learning professionals. As part of the guide, information will be provided discussing the options that school districts have in collaborating with private schools and other early learning providers in providing joint professional development and sharing ESSA funded tools and resources. In addition, OSPI will be working with the federal government to create and distribute a guide for private schools that provides information regarding assistance that is available to private schools through the equitable sharing provisions of ESSA.

OSPI, in collaboration with DEL, also will either identify—or develop—a process that school districts and communities can use to assess the need for additional preschool opportunities, to determine how best to meet the need, and how to provide technical assistance to organizations identified as potential sources for additional opportunities.

To make it possible for school districts to utilize Title III funding for preschool children English learners, OSPI and DEL staff work with their colleagues in other states to identify or create prekindergarten early learning EL proficiency standards, a screener, and an assessment for preschool English learners. The screener will incorporate a home language survey and information from the guardian.

6.1.A.iv   Transitioning from Elementary to Middle School

Support of students transitioning from elementary to middle has traditional been under the authority of a LEA. The SEA has significant guidance for transitioning between Early Childhood Programs to elementary school; from middle to high school; and high school to career and college ready. This is an area that will be addressed as the SEA designs guidance to LEAs that include research-based strategies and professional learning activities and resources. OSPI will also rely on LEAs that have implemented successful transition practices for their students as they move from elementary school to middle school. Additionally, OSPI will provide guidance to LEAs as they apply for ESSA Title Program funds that could be used to support the students transitioning between elementary schools and middle schools. The ESSA focus on providing support to foster care students will become part of the SEA's transition plan, incorporated into transition support services for students moving from elementary into middle school and beyond.

6.1.A.v   Transitioning from Middle School into High School

The SEA has taken three major actions to assist students as they transition from middle school to high school.

The first step was to institute an Education Reform practice that requires 8th grade students who are risk of dropping out of school or not meeting academic standards to have a Student Learning Plan (SLP). The intent of the SLP is to assist the student by clearly outlining the requirements that must be met to be successful in high school.

State legislators developed the concept of a SLP as a way to help 8th grade students progress steadily and effectively on the path to academic achievement and high school graduation.

SLPs are developed to both inform and guide students and families regarding the respective role of the school, families and the student to systematically plan and monitor student academic success. Educators work with the student and the family to facilitate two-way communication and cooperative efforts to support the child's success. Learning plans address individual needs with a step-by-step plan and results-focused activities designed to help students meet the state's learning standards and stay on-time for graduation.

The second action was taken by the state legislature by setting a requirement for students in middle school to complete a High School and Beyond Plan.

The High School and Beyond Plan is a graduation requirement. It's a collection of written documents designed to help students think about their future and choose coursework that prepares them for their goals after high school.

Starting in middle school (8th grade), students work with their families and school staff to create their High School and Beyond Plan based on their own Personalized Pathway Requirement. They continue to revise their plan each year throughout high school as their interests or goals change.

The High School and Beyond Plan could include:

- The student's interests and abilities, and the relationship to his/her current career goals.
- A four-year plan for high school courses aligned to high school graduation requirements.
- A list of exams the student needs to graduate from high school and for post-secondary goals (ACT, SAT, etc.).
- Research on postsecondary programs related to the student's goals.
- A completed resume or activity log.
- A budget for life after high school.
- Demonstration of preparedness through presentation of a personal plan.

History

The Washington State Board of Education (SBE) established the High School and Beyond Plan as a graduation requirement in 2000. The requirement is effective for students in the graduating class of 2008 and beyond, through WAC[11] 180-51-061, WAC 180-51-066, and WAC 180-51-067. Please visit State Board of Education for more information. It should be noted that the postsecondary transition component of an eligible student's IEP meets the requirements of the High School and Beyond Plan.

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[11] Washington Administrative Code (WAC). Regulations of executive branch agencies that are issued by authority of statutes.

The third action was a change to the state's Learning Assistance Program that required a Menu of Best Practices and accompanying funding to support programs for students transitioning from middle to high school.

*Transitioning in or out of high school is a significant experience for students. Providing additional supports to ease the transition process can improve student outcomes. The Washington State Legislature recognized the importance of high school transitions and specifically promoted extended learning opportunities programs for 11th- and 12th-grade students at risk of not graduating or meeting state standards as well as students needing assistance to successfully transition from 8th grade into high school for their 9th-grade year (*RCW 28A.320.190*).*

Practice Possibilities—Ideas to Consider When Planning

- *Develop a procedure that uses early warning indicators (course failure, truancy, discipline referrals, etc.) to identify students at risk of dropping out of school.*
- *Create an 8th-grade student mentor system where each student is assigned a high school peer mentor. Mentor/mentee activities could be scheduled monthly, over the course of the school year, or during the summer, and into 9th grade.*
- *Identify students in 8th grade at risk of struggling in high school using multiple measures. Provide interventions prior to and during the transition period. The transition period may last throughout 9th grade.*
- *Partner with local service groups (Kiwanis, Rotary, Lions, etc.) to establish mentoring and service learning projects.*
- *Collaborate with the local library to offer online credit retrieval access and enrichment opportunities.*
- *Create an alternative program for whole class instruction and activities that incorporates social-emotional learning. Assess and think about what barriers caused students not to receive credit. Design and deliver instruction that meets similar learning course objectives while accounting for previous learning barriers.*
- *Use interim schedule breaks to promote enrichment learning for students transitioning in or out of high school.*
- *Design and implement a summer academy for 8th grade students at the end of school year. This program could introduce students to high school behavior expectations, social activities, school culture, and successful learning tips.*
- *Develop a summer bridge course allowing students to develop mathematical concepts and skills and a growth mindset in mathematics.*
- *Provide additional staffing to develop co-teaching models, tutoring, or peer support to 8th and 9th grade identified students.*
- *Some middle schools may identify a significant portion of their students for transition services based on early warning systems or based on the experience of prior 8th graders who have transitioned to 9th grade. For example, a district would be concerned if over a third of a middle school's 8th graders, upon entering the 9th grade, were identified with one of the following indicators:*

failing Algebra I in the first quarter, missing more than 10 days of school in the first quarter, or a suspension in the first quarter. In these situations, consider school-wide transition programs such as freshman academies, authentic learning experiences, and intentional integration of mathematics within other content areas.

- *Design a 9th grade transition readiness academy to support LAP students identified in grade 8.*

Population Considerations—Student Factors to Consider When Planning

- *Youth in the process of adjudication could benefit from additional education opportunities, such as skill centers, while they transition into their regular high school setting.*
- *Youth already experiencing transition as a result of homelessness, military relocation, medical treatment, or foster care placement may require a variety of additional support services as they transition into or out of high school.*
- *Students at risk for low performance in high school mathematics courses may lack motivation, self-efficacy, mathematical skills, and conceptual understanding. A study skills program like Advancement Via Individual Determination (AVID) may be particularly effective for this population, in addition to a focus on developing a growth mindset.*

The SEA has also provided the opportunity for LEAs to participate in Advancement Via Individual Determination (AVID) through a competitive grant process. An example of a systematic approach to intervention designed to close the opportunity gap and bridge the academic transitions between grade levels. AVID is not only a college-readiness system focused on raising achievement for all students, it also provides training and resources to districts, schools, and educators. Ongoing professional learning is critical to supporting student and teacher success.

Following are additional opportunities that have been provided to LEAs and their schools:

- Academic Youth Development (AYD) [Factsheet]. AYD helps develop students' academic identities, engages them in their learning, and focuses on their achievement.
- Development programs focusing on mindset, motivation, and engagement like AYD and extended-period courses like Intensified Algebra are two resources that can support students who struggle in mathematics. College Spark Washington is providing competitive grant opportunities to schools to implement these programs.
- OSPI Career Guidance Washington. Career Guidance Washington is a framework for career and college readiness that provides support for students and their advisors to develop a plan for high school and beyond.

6.1.A.vi Transition from High School to Post-Secondary Education and Careers
OSPI has set the mission of the agency and it reads:

The State will provide funding, resources, tools, data, and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.

The state legislature has provided significant support to ensuring that high schools support their students as they move into post-secondary opportunities. These opportunities include the following:

1. The Building Bridges Workgroup, a multi-agency taskforce created by the legislature in 2007, was tasked with developing recommendations to improve graduation rates and reduce dropouts in Washington. The workgroup created three primary recommendations that still serve as a guiding influence in the Graduation a Team Effort (GATE) work:
   a. Set an educational goal for youth- and family-serving agencies and coordinate efforts to achieve it.
   b. Build local dropout prevention and intervention system and practices at every grade level. Response to Intervention is a school-based, multi-level prevention system to maximize student achievement and reduce behavior problems.
   c. Positive Behavior and Intervention Supports (PBIS) The PBIS model is a research-based strategy that is supported by OSPI. Given that public schools have 180 days each year to advance academic progress, OSPI recognizes instructional time is very valuable and every day is critical. The 3-tiered approach reduces problem behavior as a barrier to student achievement and maximizes efficiency. PBIS is a process for creating school environments that are more predictable and effective for achieving academic and social goals.

2. Supported the development of Bridge to College Courses

   The Bridge to College courses for English language arts (ELA) and mathematics are fourth-year (senior-level) courses designed for students scoring a Level 2 on the Smarter Balanced high school assessment (11th grade). Students who earn a "B" or better in the Bridge Course are eligible to enter credit-bearing coursework in any of the Washington Community and Technical Colleges.

   The courses are grounded in essential career and college readiness expectations as reflected in the Washington State K–12 Learning Standards for English Language Arts and Mathematics (the Common Core State Standards) to ensure that students passing the course are fully prepared for college-level coursework. The courses were developed by higher education faculty, high school teachers, and curriculum specialists from multiple colleges and school districts.

   Why Bridge Courses?

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"The thinking process in this class helps you think in a way that will be valuable to you as you pursue further education. The class really allows students to engage in the material they wouldn't be able to in a more traditional setting."
Carolyn—Mathematics Teacher

"The course gives students a lot of the writing, critical thinking, and analysis that they'll use with any program they go into. It's a rigorous course that gives students what they need to be successful in all other post high school endeavors."
Michele—English Teacher

- Increase student engagement in mathematics and ELA.
- Save money in college by not having to enroll in remedial courses.
- Deepen student understanding of crucial knowledge and skills needed to be successful in college.

3. Exploring the Paths to Your Future

Every Career and Technical Education (CTE) class falls into one of 16 "career clusters." A career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are cluster "pathways" that correspond to a collection of courses and training opportunities to prepare for a given career.

The 16 clusters were established at the national level by Washington's Career Clusters Initiative and are recognizable across the United States in middle schools, high schools, community and technical colleges, and the workforce.

Each cluster has a page on this website and each contains information on careers, affiliated student leadership organizations, education and training options for high school graduates after high school, and other related student resources. More information on CTE classes can be found on the Preparing for Your Future page.

- Agriculture, Food & Natural Resources
- Architecture & Construction
- The Arts, A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing

- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

4. Career Counseling and Exploration

    Career exploration and life skills planning form the foundation of Career and Technical Education programs across the state. Students in the 7th, 8th or 9th grades will benefit from learning about the world of work and planning for your education accordingly. The most efficient way to get organized is to develop a High School and Beyond Plan.

5. Jobs for Washington's Graduates

    Jobs for Washington's Graduates assists young people in staying in school through graduation, as well as reconnecting those students who have prematurely exited the education system by providing them an opportunity to attend a regional high school or skill center, work toward graduation and get a job.

    The Washington model fully implements the online curriculum provided by the Jobs for American Graduates national program, to provide students with personal management skills and employability skills. It also connects students to career and technical education programs to give them technical skills leading to post-secondary education, apprenticeships and living wage careers. The beauty of the Washington model is that it provides the highest-risk students with positive mentors, a reason to stay in school resulting in increased academic achievement, and a bright and promising future with furthering their education or employment.

    Successful completion of the program results in attainment of academic competencies, leading to high school graduation or GED. Additional competencies gained in the program result in students successfully finding meaningful employment and post-secondary learning.

There are also a number of support services for students as they transition between grade spans into post-secondary opportunities. Here are a few of those opportunities:

General Support Services for Washington's Students (K–12)

Project AWARE (Advancing Wellness and Resilience in Education)

Increases awareness of mental health issues among school-aged youth, including training in mental health for school personnel, families and community members.

Military Kids

This program is housed within the OSPI Learning and Teaching division and serves as a resource for educators in Washington state who work with our 136,000 military families. OSPI has a rich history with Operation Military Kids as a former partner of that national program. At the state level, OSPI continues to focus on educating our K–12 teachers on how to support military youth in schools and communities before, during and after the deployment of a parent or loved one.

Count Me In
Count Me In is Washington's school attendance initiative with the long term goal to decrease chronic absenteeism by creating a shared communications plan for youth- and family-serving agencies addressing chronic absenteeism. This is a state commitment to build capacity and collaboration between education and community agencies to reduce chronic absenteeism.

GATE (Graduation a Team Effort)
Through effective local and statewide partnerships, the GATE initiative works to remove barriers to services and learning, improve academic success, reduce dropouts and increase graduation rates. GATE is working to develop a comprehensive dropout prevention, intervention and reengagement system by working collectively to:

- Reduce and eliminate academic and non-academic barriers to learning.
- Align vision and outcomes across youth-serving organizations and agencies.
- Coordinate efforts and share information about successful programs
- Advocate for the needs of children and youth in Washington.

OSPI's Data Analytics Site
The agency has instituted a Data Analytics site for educators that provides information to them as they analyze the issues that impact students. Current data analytics includes information on:

Chronic absenteeism is particularly prevalent among students who are low-income, students of color, students with disabilities, students who are highly mobile (i.e. move around a lot), and juvenile justice-involved youth. These students already face significant challenges. Discipline policies that confuse chronic absenteeism with truancy can lead to further barriers to education and more frequently impact these populations.

Post-secondary enrollment and remediation provides information on the percentage of high school graduates who were academically prepared and attended postsecondary education institutions within one year of graduating high school.

Graduation rate data that provides information on the number of students that graduate in four years and in five years**.**

Dropout data provides information on how many students leave school before graduation**.**

Discipline data that shows:

- How many students are suspended or expelled
- Who is suspended or expelled (by race, sex, program, etc.)
- How many times students are suspended or expelled
- How long are they removed
- Why are they removed – for which behaviors

Future Work on Title I, Part A Data Analytics

The agency is currently preparing data on the impact of Title I, Part A services on the achievement of Title I schools. This information will be available fall 2017.

ESSA and State Program Support for Transitioning from Elementary to Post-Secondary Education

Even though Washington has provided funding for many programs to assist students as they transition from preschool to post-secondary opportunities, there are many support structures that are still needed. OSPI will work through federal ESSA program guidance as released from the United States Department of Education (ED) to further identify transition strategies that may be funded by ESSA. These opportunities will then be provided to LEAs across the state. As the state moves to full implementation of ESSA, OSPI will continue to require LEA's to provide information in their ESSA Consolidated Application requiring the LEA to address the support strategies that they have in place to assist students transitioning across grade spans into secondary opportunities. One system that LEAs and the state supports is the Multi-Tiered Systems of Support (MTSS). This system has been implemented in K–12 LEAs and has a significant impact on student learning. This system impacts the successful transition of students between grade spans. OSPI will provide guidance documents and professional learning opportunities to districts on how ESSA Title Program funds may be used to supplement state and local funds as LEAs determine the transitions strategies that will be provided to their students. In addition, Washington has added Indicator 14 data from the state performance plan (SPP) required under the IDEA, as a performance indicator for LEA determinations issued on November 1, 2016.

Strategy	Timeline	Funding Sources
Full Day Kindergarten	Implementation in 2016–17	State funds
Washington Kindergarten Inventory of Advanced Skills Includes Family Connections which welcomes families into the Washington K–12 system as partners in their education.	Beginning of each school year as students enter Kindergarten and may be given three time throughout the	State funds

Strategy	Timeline	Funding Sources
Focus on Early Learning Collaboration by aligning practices of early learning professionals and kindergarten teachers to support smooth transitions for children.	year to determine student success.	
Bridge Courses	Annually for fourth year (senior-level) courses in ELA and mathematics.	State funds
Expand CTE and STEM courses/opportunities	Ongoing	State and Federal CTE ; Title I, Part A; Title VI, Part A; Title III: Title I, Part C
Expand Early Childhood Programs	Ongoing	Title I, Part A, Title III, Title IV, Part A, State
Multi-Tiered Systems of Support	Ongoing	State and Federal (Title IV, Part A)
Career Counseling and Exploration	Ongoing	State and Federal
Learning Assistance Program (LAP) Menu of Best Practices (implementation)	Ongoing	State LAP funds with Title I, Part A, and Title IV, Part A

ii. *Equitable access to a well-rounded education, in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, history, geography, computer science, music, career and technical education, health, physical education, and any other subjects, in which female students, minority students, English learners, children with disabilities, and low-income students are underrepresented;*

Rationale for Selected Strategies. *Describe the SEA's rationale(s) for the strategies provided in the table below.*

In July 2010, the Washington State Legislature authorized State Superintendent Dorn to provisionally adopt the Common Core State Standards. As part of Washington's process to consider adoption the agency conducted significant statewide outreach that culminated in two

reports to the state legislature in December 2010 and December 2011. In July 2011, State Superintendent Dorn formally adopted the Common Core State Standards for Washington.

Washington state legislators believed that all content areas were of importance to be provided to students during their K–12 education experience. In 1992, a state law was issued that required the development of learning standards in English language arts, mathematics, science, social studies, the arts, and health and fitness. This law still exists and each of the content areas has state learning standards. In addition, standards for Technology and Early Childhood Programs were mandated and are available to all LEAs. ESSA has provided the state with the support needed to institute all of the above standards within the K–12 educational system and has allowed for outreach to early childhood programs and graduation and beyond opportunities.

ESSA places an unprecedented priority on the provision of supports for young people struggling with barriers to learning, including programs that address academics along with the climate and culture of the school setting. Improving the educational outcomes for all students requires that schools – the places where children and youth spend most of their day – promote the necessary conditions for learning, which include: 1) A safe, caring, participatory, and responsive school/classroom climate and; 2) The development of academic, social, emotional, behavioral, and physical competencies. Barriers to learning and teaching, such as inadequate access to the general education curriculum, poverty, trauma, disengagement, absenteeism, bullying, and behavioral health issues, must be addressed.

Districts/schools need to provide programming at three levels of care and instruction (promotion, prevention, intervention) as they develop a safe, caring, (re-)engaging, and participatory environment. These levels include: 1) Foster the well-being of all students through universal schoolwide approaches (core standards-aligned academic curriculum and instruction and practices that promote healthy development); 2) Provide early intervention supports to reduce the possibility of escalating issues (evidence-based practices for content areas and social, emotional, behavioral and physical supports); and 3) Provide intensive, individualized supports for those students demonstrating complex, multi-faceted needs.

All of this work needs to be done within an integrated manner throughout the school and with the support of resources from the local district, Educational Service District (ESD), and OSPI.

MTSS is a framework to help students graduate from high school ready for career, college, and life. It offers different levels of academic and nonacademic services and supports based on individual student needs. The Students with Disabilities Workgroup also encourages the development and adoption of research-based MTSS frameworks for all students that ensure the full participation of special education staff in school-based and districtwide personnel development opportunities so that the source of funds for a particular staff position does not limit any staff person (certified or classified) from gaining skills to improve one or more of the multiple measures for school and district accountability.

The success of MTSS is assessed by annual monitoring of OSPI's research-based dropout prevention and graduation performance indicators:

- Four-year and five-year graduation rates
- English language arts, mathematics, and science course failure rates in 9th grade
- Suspension and expulsion rates
- Attendance, especially chronic absenteeism rates

Strategy	Timeline	Funding Sources
Provide access to advance coursework (AP, IB, etc.)	Annually	Title I, Part A Title IV, Part A State funds
ELA and Mathematics LAP Menus of Best Practices	Annually	LAP Funds

iii. School conditions for student learning, including activities to reduce:

a) Incidents of bullying and harassment;

b) The overuse of discipline practices that remove students from the classroom; and

c) The use of aversive behavioral interventions that compromise student health and safety;

Rationale for Selected Strategies*. Describe the SEA's rationale(s) for the strategies provided in the table below.*

The SEA has a long running history of focusing on issues of bullying and harassment, disproportionality of discipline practices, and use of aversive behavior interventions that compromise student health and safety. The legislature has addressed these topics in a number of laws. They are as follow:

(1) Harassment, intimidation, and bullying prevention policies and procedures—RCW 28A.300.280

The law reads as follows:

> (1) By August 1, 2011, each school district shall adopt or amend if necessary a policy and procedure that at a minimum incorporates the revised model policy and procedure provided under subsection (4) of this section that prohibits the harassment, intimidation, or bullying of any student. It is the responsibility of each school district to share this policy with parents or guardians, students, volunteers, and school employees in accordance with rules adopted by the superintendent of public instruction. Each school district shall designate one person in the district as the primary contact regarding the anti-harassment, intimidation, or bullying policy. The primary contact shall receive

copies of all formal and informal complaints, have responsibility for assuring the implementation of the policy and procedure, and serve as the primary contact on the policy and procedures between the school district, the office of the education ombuds, and the office of the superintendent of public instruction.

(2) "Harassment, intimidation, or bullying" means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

(a) Physically harms a student or damages the student's property; or

(b) Has the effect of substantially interfering with a student's education; or

(c) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

(d) Has the effect of substantially disrupting the orderly operation of the school.

Tools were provided to districts, families, and community members through OSPI's website on Preventing Bullying, Intimidation and Harassment and Increasing Student Knowledge on Mental Health and Youth Suicide (PDF) HIBToolkit page.

State laws address discipline practices through ESSB 5946. Specifically, in Section 3: Student Discipline

- Set time limits on exclusionary discipline practices and provided additional due process rights for students—included language explicitly stating that "School districts should make efforts to have suspended or expelled students return to an educational setting as soon as possible."
- Created Discipline Task Force to develop data collection and definition standards related to school discipline.
    - Discipline Task Force: convened during 2013–14 and published a Final Report.
- Directed OSPI Data Governance to revise the Comprehensive Education Data and Research System (CEDARS) to incorporate Task Force data collection standards.
    - CEDARS Manual and Reporting Guidance: Student Discipline reporting under File P.
    - Made discipline data analytics publicly available through OSPI website. OSPI Discipline Data Analytics: suspensions and expulsions included as a current agency performance indicator.

The SEA provided an avenue to districts to support their implementation of best practices in addressing School conditions that impact student learning through LAP. The law was ESSB 5946 and addressed in Section 2: Learning Assistance Program. Districts were able to include:

- Behavior within the scope of LAP allowable services.
- Directed OSPI to create a menu of best practices for behavior.
  - Behavior Menu of Best Practices and Strategies: Second version published July 1, 2016. Updated annually by OSPI convened behavior panel of experts.

OSPI wrote regulations (WAC 392-190-048) that required districts to

- Annually, districts must review disaggregated data on corrective and disciplinary actions to determine whether disproportionality is occurring among student groups.
- Include data on, but is not limited to, short-term suspensions, long-term suspensions, expulsions, and emergency expulsions.
- Identify disproportionality, where it is occurring, and then must take prompt action to ensure the disproportion is not the result of discrimination.
  - OSPI has a coordinated service agreement with AESD (9 Educational Service Districts) Network—which a two-day training was developed to do discipline data coaching with school administrators in identifying disproportionality, doing root cause analysis, creating an action plan, and engaging in a cycle of inquiry or evaluation.

During the 2016 legislative session, a new bill was passed,4SHB 1541 an act relating to implementing strategies to close the educational opportunity gap, (effective 6/9/16) Part 1: Disproportionality in Student Discipline.

- A long-term suspension or expulsion must not exceed the length of an academic term.
- School districts must not use long-term suspension or expulsion as a form of discretionary discipline—included language explicitly stating that, before imposing long-term suspension or expulsion, school districts "should first consider alternative actions."
- School districts may not suspend the provision of educational services as a disciplinary action.
- School districts must provide an opportunity for students to receive educational services while suspended or expelled.
- School districts must disseminate, monitor the impact of, and periodically review/update discipline policies.
- OSPI to develop discipline training modules, including strategies for reengagement and alternatives to suspension.
  - OSPI reconvening Discipline Task Force during October—December, 2016.
  - OSPI to engage in rulemaking during 2016–17 school year on Chapter 392-400 WAC.

In addition, RCW 28A.600.480, Aversive Behavioral Interventions—Restraint & Isolation addresses the safety of students within a school setting. This law addresses restraint or isolation of students, including students with disabilities, in public schools. Washington developed state special education regulations to implement the restrictions on the use of isolation and restraint for students with disabilities eligible for special education on January 29,

2016. However, the provisions of RCW 28A.600.480 apply to all students. Districts must report incidents of restraint or isolation that occur while a student is participating in school-sponsored instruction or activities. Restraint or isolation may only occur when the student's behavior poses an imminent likelihood of serious harm and the least amount of restraint or isolation appropriate must be taken to protect the safety of students and staff.

For each school, the school district shall include (in a report to OSPI):

- the number of individual incidents of restraint and isolation,
- the number of students involved in the incidents,
- the number of injuries to students and staff, and
- the types of restraint or isolation used.

The SEA will continue to support districts as they move to implement MTSS.

LEAs in the implementation of MTSS to ensure the provision of equitable access to a well-rounded education for all students. MTSS is a framework for continuous improvement that is systemic, prevention-focused, and data-informed, providing a coherent continuum of supports (e.g., evidence-based/evidence-informed practices) responsive to meet the needs of all learners.

Instituting multi-tiered systems of support impacts educational outcomes (e.g., academic, social, emotional, mental, behavioral, and physical) of students. Schools that have instituted systems that focus on positive student supports find that the following outcomes are achieved:

- A Positive school climate is achieved;
- A highly qualified workforce that is trained in engaging academic, climate and culturally relevant education is available to students;
- Adequate academic, social, emotional, and behavioral health supports and interventions are available; and
- Coordinated systems for engaging, identifying, referring, and addressing student needs in a positive and proactive manner are followed.

Strategy	Timeline	Funding Sources
LAP: Behavior Menu of Best Practices and Strategies	Ongoing	LAP funds Title I, Part A Title IV, Part A
Discipline Data Analytics	Yearly	State
Continued Professional Learning for Districts through ESDs	At least annually	State
High School and Beyond Plan	Starts in 8th grade and is reviewed	State

Strategy	Timeline	Funding Sources
	throughout high school	
MTSS Training and District Implementation	Ongoing	LAP funds Title I, Part A Title IV, Part A

iv. *The effective use of technology to improve the academic achievement and digital literacy of all students;*

Rationale for Selected Strategies. *Describe the SEA's rationale(s) for the strategies provided in the table below.*

6.1.A.vii Background Information

6.1.A.vii.a Computers 4 Kids Program

Since 1999, the Department of Corrections (DOC), OSPI, and the Department of Enterprise Services have been working in partnership on the Computers 4 Kids (C4Kids) program to provide usable surplus state computers to K–12 public schools in Washington. Equipment designated for C4Kids must meet the state's minimum configuration standards, which are updated annually. A total of 3,024 refurbished and lease-return computers were distributed to needy schools in 46 districts during 2015, bringing the total for the program to over 92,000 computers.

6.1.A.vii.b Technology Learning Standards for Washington Students

The 2007 Washington State Legislature directed OSPI to develop a new set of academic standards. Lawmakers called for EALRs and Grade Level Expectations (GLEs) that describe what K–12 students must know and be able to do with technology. They framed these new proficiencies within a definition of basic literacy and its next level of skill development, technological fluency. In 2011, technology literacy and fluency was included in the state's definition of basic education (RCW 28A.150.210).

6.1.A.vii.c K–20 Education Network

The K–20 network connects 90 percent of our state's 295 school districts, educational service districts, community colleges, the four-year colleges and universities, the state schools for deaf and blind students and OSPI. Educators at all levels and across all regions depend on this high-speed, reliable and cost-efficient communication and data transport channel. Districts pay a nominal cost to take advantage of the K–20 network as their Internet service provider. State funding supports regional technical support for the network in the K–12 sector. State funds also subsidize the costs not covered by district co-pays.

6.1.A.vii.d Broadband Access

In large part due to the K–20 Network, virtually all K–12 classrooms in Washington have Internet access, 99 percent of Washington school buildings have at least a 10 Mbps connection

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to the Internet, and over 95 percent have at least a 100 Mbps connection. In addition, 99.1 percent of Washington school buildings provide some degree of wireless access to the Internet. Of those buildings, 88.4 percent provide access throughout the entire building.

6.1.A.vii.e Open Educational Resources

In 2012, the state legislature directed OSPI to create a library of openly-licensed courseware aligned to state learning standards and an associated awareness campaign. Since then, the Open Educational Resources (OER) Project has been working with districts to explore OER as an important district-level instructional materials strategy and provide reviews, resources and guidance to help with effective implementation.

6.1.A.vii.f Online Learning

The Digital Learning Department (DLD) of OSPI was formed in 2009, through Substitute Senate Bill 5410, as the office responsible for managing a statewide approval process for online learning providers in Washington. This process is intended to qualify, monitor, and maintain high-quality online learning providers for K–12 students. The DLD provides all school districts in the state with equal access to hundreds of online courses available through an easy registration system that saves time and money. This ease of access is further enhanced by ongoing orientations and course support.

6.1.A.vii.g Digital Citizenship Initiative

Substitute Senate Bill 6273, passed by the 2016 Washington State Legislature, directs OSPI to develop best practices and recommendations for instruction in digital citizenship, internet safety, and media literacy, and report to the appropriate committees of the legislature on strategies to implement the best practices and recommendations statewide by December 1, 2016. The best practices and recommendations must be developed in consultation with an advisory committee, and must include instruction that provides guidance about thoughtful, safe, and strategic uses of online and other media resources, and education on how to apply critical thinking skills when consuming and producing information.

6.1.A.vii.h Computer Science Standards

Computer Science Education Learning Standards are authorized through Senate Bill 1813 in 2015, and will be adopted during the 2016–17 school year.

6.1.A.vii.i E-rate Discounts

293 school districts received $41 million in discounts on telecommunications and Internet access costs during the 2015–16 school year. Educational Technology staff at OSPI provide direct technical assistance to districts that apply for this important financial support for technology integration.

State Support of Technology and Digital Learning- Key Strategies

To support the effective use of technology to improve the academic achievement and digital literacy of all students, OSPI is employing these key strategies:

1. Support the effective use of technology for learning:
   a) Update the State Educational Technology Standards—Digital Literacy and Fluency for all students.
   b) Identify or provide Digital Citizenship resources and professional development.
2. Support the effective use of technology in teaching:
   a) Develop/update instructional resources and assessments to support teachers to integrate the educational technology standards to core academic content areas.
   b) Develop and sustain professional development that train educators to adopt highly effective instructional practices and create equitable, technology-rich learning environments.
3. Provide state leadership for equity in educational technology access:
   a) Encourage the state legislature to establish a sustainable funding system for technology integration across Washington state public schools.
   b) Continue to support the K–20 Network and Computer 4 Kids Program
   c) Continue to assist schools in obtaining E-rate funding to support improved bandwidth access.
   d) Conduct annual technology inventory to track growth in student access to instructional devices and high-speed bandwidth.

Strategy	Timeline	Funding Sources
Update State Educational Technology Standards	Starts in 2016–17 and annually thereafter	State funds
Provide Digital Citizenship Professional Development	Ongoing	State funds
Develop Instructional Resources and Assessments to Support Teachers	Beginning in 2017–18	State and federal funds (Title IV, Part A)
Professional Development to Adopt Highly Effective Instructional Practices	Ongoing	State and federal funds

v. *Parent, family, and community engagement; and*

Rationale for Selected Strategies*. Describe the SEA's rationale(s) for the strategies provided in the table below.*

Washington has a long history of supporting opportunities for family, parent and community engagement in the state's 295 LEAS. Parent, family, and community engagement in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor.[12] That is why Washington's federal and state programs insist on robust family

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[12] Henderson, A., & Mapp, L. K. 2002. A new wave of evidence: The impact of school, family, and community connections on student achievement, annual synthesis 2002. Austin, TX: Southwest Educational Development Laboratory.

involvement activities at every LEA and in schools where program funds support effective teaching and engaged learning.

6.1.A.viii ESSA Programs Support of Parent, Family and Community Engagement

Title I, Part A has provided support to districts as they have instituted the requirements for family engagement. The program defines parent involvement as the "participation of parents in regular, two-way and meaningful communications with school staff that involves the student, addresses learning and engages the family in school activities." Washington state's Title I Part A program has also addressed the question "Why Does Family/Parent Involvement Matter?" The research[13] tells us that students with involved parents, are more likely to:

- Exhibit faster rates of literacy acquisition.
- Have higher grades and test scores.
- Are promoted and take more challenging classes.
- Adapt better to school and have better attendance.
- Have better social skills and behavior.
- Graduate.
- Go on to community/technical college or university.

As a way to proactively work in the new changes to ESSA's parent and family engagement Section 1116:

1. The district must establish expectations and objectives for meaningful parent and family engagement in its policy.
2. The district must carry out at least one of the following strategies to engage families effectively: professional development for school staff, which could include parents; and home-based programs, information dissemination, collaboration with community organizations and other related activities.

OSPI is promoting the following actions or strategies:

The Title I, Part A section has developed a number of online tools to assist districts in their outreach to parents and families. These best practices and resources help participating district and schools move to develop systematic way(s) to address parent and family engagement. One of the ways OSPI's Title I, Part A office promotes best practices is through ED's and the Southwest Educational Development Laboratory's work *A Dual Capacity-Building Framework for Family-School Partnerships* by Karen L. Mapp, Paul J. Kuttner, and Lacy Wood. This framework provides a direction for development of effective high impact strategies and initiatives. Along with the framework, the Title I, Part A office has gathered and created resources based on the key components for parent and family Engagement, such as, communication and notification, policy development, coordination of resources, building parent and staff capacity, meaningful goal oriented school-parent compact, evaluation of policy

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[13] Ibid.

and program, funding requirements, allowable costs, plus the latest research in parent and family engagement.

The following are some examples of these best practices and resources:

The Title I, Part A program provides an overview of federal education law, and offers best practices for successful family involvement activities and programs. This year's webinar also included the key components for the Learning Assistance Program. See Presentation, Slide Notes, and Related Resources to learn more about district and school roles in family involvement.

Districts—Parent and Family Engagement
Districts have a responsibility to promote and strengthen parental involvement within their Title I, Part A programs. Find the information needed—requirements, tools and resources—to build an effective parent and family engagement program.

Schools—Parent and Family Engagement
School staff must plan and implement parent and family engagement activities that exemplify ongoing and meaningful consultation of the families whose children benefit from Title I, Part A services. Find the information needed—requirements, tools and resources—to build an effective parent and family engagement program.

Guides in Multiple Languages, Tools and Resources to Build an Effective Parent and Family Engagement Program
Federal law—through the Title I, Part A program—makes it possible to expand basic educational programs with services and interventions that support struggling learners. Parent involvement with the decisions school and district staff make about services and interventions is critical to the quality of a child's life at school and their academic success.

Visit OSPI's Family Involvement resources page to find out more about:

- How Title I, Part A programs work.
- What a school and district must do to keep parents informed and involved.
- What a parent can do to enrich a child's experience of teaching and learning.
- Download parent guides to Title I, Part A programs and school improvement.

OSPI has hired highly qualified staff across all programs that have expertise in family and community engagement. Other OSPI state and federal programs have resources for parents, families, and communities. Websites for five of these programs are:

- Migrant and Bilingual Infographic for Parents
- Learning Assistance Program
- Special Education: Guidance for Families
- 21st Century Learning

- Homeless Education Requirements and Guidance
- Foster Care Education Program

The Learning Assistance Program, a state-funded program offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness skill development or behavior supports. These services address barriers preventing students from accessing core instruction. The menu of program practices for ELA, mathematics, and behavior includes research based practices for family engagement.

6.1.A.ix   Monitoring LEAs for Parent and Family Engagement/Communication

The CPR monitors multiple federally funded programs under ESEA. This process fulfills OSPI's compliance monitoring requirements under Federal regulations (2 CFR 200). The CPR process consists of an OSPI team reviewing Local Educational Agencies' (LEA) federal and selected state programs. The monitoring activities are designed to focus on the results of the LEA's efforts to implement critical requirements of the ESEA using available resources and flexibility provisions. The following federal program areas include a monitoring component for parent and family engagement and/or communication: Title I, Part A: Parents right to request information on qualifications of teachers and paraeducators, LEA parent involvement policy, use of parent involvement funds, school (building) parent involvement policy, school-parent compact, complaint procedures available to parents.

- Title I, Part C (Migrant): Parent Advisory Council
- Title I, D (Neglected & Delinquent): Parent Involvement
- Title III (English learners): Parent Notification, Communication, and Engagement
- Homeless/McKinney Vento: Communication Collaboration, Parents Information
- Civil Rights: Discrimination and Harassment Complaint Procedures (notification to parents), Section 504 (notice of parents rights), interpretation and translation services (LEA communications with all limited English proficiency parents in a language they can understand)

6.1.A.x   OSPI's Citizen Complaint Process under ESEA

OSPI also has a complaint process under ESEA. This is available for all citizens. Parents and family members with concerns can contact OSPI through this route.

6.1.A.xi State Support for Parent, Family and Community Engagement

In early 2000, the Washington State Legislature passed the education reform act that specifically included a section requiring OSPI to conduct parent outreach actions. The Act created the Center for the Improvement of Student Learning (CISL) within OSPI, and at the time, a number of parent outreach actions were undertaken and many of them still remain accessible on OSPI's website. CISL is an educational improvement and research clearinghouse for information regarding educational improvement and family involvement programs.

Unfortunately, over the past four years, CISL was not funded, but in this past session, CISL was funded and is now being reinstituted in OSPI. CISL collaborates with higher education institutions in the state to support educational improvement initiatives in Washington schools and districts. It is required to provide information on strategies for improving the success rates of targeted student groups. CISL must work with families, teachers, and school districts in establishing a model absentee notification procedure that will properly notify parents and families when their student has not attended a class or has missed a school day.

6.1.A.xii ESSA Parent, Family and Community Workgroup

Washington's ESSA Parent, Family, and Community Workgroup submitted recommendations to be considered on how to effectively support the parents, families, and guardians of Washington's students. One recommendation included a statement to guide the work of the agency on effectively working with parents, families, and community members. As OSPI moves forward with ESSA implementation, it has developed a framework based on their recommendation to guide the approach.

> *OSPI will devote federal and state resources and staff to ensure that schools and their districts grow family and community collaboration. Together our efforts on family and community collaboration supports the success of all students and families and develop more culturally responsive and inclusive schools.*

> *To do this, schools, districts, and OSPI should recruit, hire, train, and retain all staff for this commitment to cultural responsiveness, inclusion, and family-community-school collaboration. Families, communities, community-based organizations, civic groups, youth service groups, ethnic and racial affinity and support groups, and faith-based organizations provide vital input and wisdom about their knowledge to improve school policies and practices.*

> *When planning for, or implementing racially and culturally equitable and inclusive (e.g., disability, gender, faith, language) family and community collaboration efforts, schools, districts, and OSPI focus needs to be on reaching and developing ongoing relationships with families and students whose voices have been lost or not heard as well by holding diversity and inclusion as core values. Washington's students and families come from diverse communities, life experiences, and perspectives and enrich our schools with their input and support.*

> *To assist with this effort, OSPI will identify and/or develop resources for districts, schools and families that focus on community collaboration as defined under each of the ESSA Title programs. Through the LEA Consolidated Applications, districts will focus on cross-federal program requirements for parent engagement and will be required to demonstrate how ESSA program funds support effective parent engagement opportunities.*

> *OSPI will work with districts to identify community groups that provide a variety of support services to families.*

OSPI will continue to disseminate information to parents on the state's assessments and the results of those assessments. The information will be provided in language free of jargon and acronyms.

Strategy	Timeline	Funding Sources
CISL Website (provides general information on family engagement)	2017 and updated annually	State funds
Federal Program Support of Parent Engagement—website, documents, webinars	Currently - Update for ESSA. This will be continuously monitored and updated as new information is prepared for parents, families, and communities	ESSA Federal Program—Title I, Part A; Title I, Part C; Title III; Title IV, Part A and B; McKinney-Vento
ESSA Parent Engagement Workshops and Conferences	Annually	Federal—Title I, Part A; Title I, Part C,; Title III State—LAP, TBIP
Student Assessment Results Dissemination	State assessment—annually District/school assessments—ongoing	State and Federal
Federal Program Monitoring	Currently occurring. Will update monitoring to comply with ESSA	Title I, Part A; Title I, Part C; Title III; Title IV, Part A and B; McKinney-Vento State for Civil Rights

vi. The accurate identification of English learners and children with disabilities.

> ***Rationale for Selected Strategies****. Describe the SEA's rationale(s) for the strategies provided in the table below.*

6.1.A.xiii English Learners

The accurate identification of English learners and children with disabilities is an important duty of the state and districts. The SEA ensures that, within the standard processes for the

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identification of ELs and children with disabilities are accurately identified through the home language survey and EL proficiency assessment. This process identifies those students who may or may not need English language development services. English learner students with disabilities are able to prevail upon assessment accommodations per their individualized education plans. Washington is securing a contract with WIDA to provide an appropriate EL proficiency assessment for ELs with significant cognitive disabilities. OSPI anticipates administering this screener and annual assessment by February 2017.

6.1.A.xiv Process for Identification of EL

6.1.A.xiv.a Entrance criteria

Students are identified as English learners based on their home language survey and their score on the state-approved English language proficiency screeners. Currently Washington uses the Washington English Language Proficiency Assessment (WELPA) screener which will be replaced by the ELPA21 screener when it is available in 2017. In early 2017, potential ELs with significant cognitive disabilities will be screened with the WIDA Alternate ACCESS. No other measures are used to determine eligibility.

- A home language survey is completed for all students in Washington when they enroll in school.
- If the student's primary language is not English, districts are required to administer the state English language proficiency assessment within ten days of enrollment (per RCW 28A.180.090). The state English language proficiency screener is provided to school districts at no cost. For school year 2016–17, the screener is the WELPA. In early 2017 potential ELs with significant cognitive disabilities will be screened with the WIDA Alternate ACCESS. Beginning in school year 2017–18, the state will adopt the ELPA21 screener for this purpose. The ELPA21 screener is aligned to the state's English Language Proficiency standards, which correspond to the CCSS. The WELPA, ELPA21 and WIDA Alternate ACCESS assess the language domains of reading, writing, listening, and speaking.
- The scoring rubric for the placement test or screener is developed by the state. Therefore, all districts are using the same criteria to identify English learners.
- Students whose score is below the proficient or transitional level qualify for English language development services.

6.1.A.xiv.b   Exit criteria

English learners are tested annually on the state-approved English language proficiency assessments; ELPA21 and the WIDA Alternate ACCESS for ELs with significant cognitive disabilities. Washington is using the ELPA21 Assessment, which is based on the state English language proficiency standards and addresses the language demands needed to reach college and career readiness. ELPA21 and the WIDA Alternate ACCESS assess the language domains of reading, writing, listening, and speaking. The student's results on the annual assessment is the single criterion used to measure a student's proficiency in English and exit the student from English language development services. The assessment is scored by the state's testing vendor and districts are notified of students' results.

Within each of the four domains (reading, writing, listening, speaking) there are five performance levels (1–5). These performance levels offer additional details as to student performance within each domain.

Based on these performance levels, ELPA21 has established three categories of proficiency status—Emerging (the beginning level of English language acquisition), Progressing, and Proficient. The score files have been updated to present proficiency by status rather than numerically to better reflect the intent of the proficiency rules.

6.1.A.xiv.c Proficiency Status Rules
- Emerging = students with all domains levels ≤ 2
- Progressing = students with domain level combinations that fall in between the criteria for Proficient and Emerging
- Proficient = students with all domain levels ≥ 4

Student Proficiency Status represents the following:

1. Emerging (qualifies for program at the beginning level of English language acquisition)
2. Progressing (qualifies for program) or
3. Proficient (exits program)

Students with an Emerging or Progressing determination will continue to receive English language development services, while Proficient students no longer receive language development services.

For two years after students exit English language development services, districts receive additional funds to monitor their academic progress and provide them with academic support if they are below grade level.

The WIDA Alternate ACCESS has alternate English proficiency levels that are more sensitive to the English language proficiency of ELs who have significant cognitive disabilities and gives these students a chance to demonstrate progress. The alternate English proficiency levels defined for the WIDA Alternate ACCESS are: A1-Initiating; A2-Exploring; A3-Engaging; P1-Entering; P2-Emerging; and P3- Developing. Once a student achieves the P3 level, then they are able to meaningfully access the ELPA21 annual assessment and would exit English language instruction services upon attaining the proficient level.

6.1.A.xv Possible Eligible Not Reported (PENR)
In addition to entrance and exit criteria above, the SEA also employs the PENR student management system with all LEAs. Through CEDARS, the Office of Bilingual Education provides districts with additional support to ensure that English learners (ELs) are identified and served in Washington's schools.

The PENR reporting tool, allows the state to increase our ability to identify students who are not proficient in English to ensure they receive the services they need to be successful academically.

Identification of ELs who may have been inadvertently dropped from English language development services is the initial affirmative step necessary to meet our obligations to English learners. To assist district personnel with identifying PENR students, a spreadsheet is uploaded to the Washington Assessment Management System with a list of students who are potentially eligible for English language development services. These students are enrolled in public school, and are not currently reported as being enrolled in the district's English language development program. Potential eligibility is determined by the following criteria:

- Language other than English reported on home language survey.
- Prior enrollment in an English language development program within the state AND no valid exit reason reported.

In 2014, the Washington state legislature established the Seal of Biliteracy to recognize public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. School districts are encouraged to award the Seal of Biliteracy to graduating high school students who meet the criteria established by OSPI.

Comprehensive data and analysis of Washington's English language development program is published every year as required by the state legislature. The most recent report is titled *Update: Transitional Bilingual Instruction Program 2016*.

6.1.A.xvi Students with Disabilities

Students determined eligible for special education services must meet all three of the following criteria:

- The student must have a disability or disabilities.
- The student's disability/disabilities adversely affect educational performance.
- The student's unique needs cannot be addressed through education in general education classes alone – with or without individual accommodations. The student requires specially designed instruction.

A diagnosis from a doctor or mental health professional alone is not enough to qualify for special education services. Information from a doctor or mental health professional is helpful, however, and should be provided to the school district when a referral is made.

Recipients of state and federal excess cost funding in Washington must follow Child Find procedures and practices consistent with Washington Administrative Code (WAC) 392-172A-02040 and 34 CFR 300.111,712 and 131. Students with disabilities determined eligible for special education must meet all three of the following criteria:

1. The student must have a disability as defined in WAC 392-172A-01035 and 34 CFR 300.8.
2. The student's disability adversely affects his/her educational performance.
3. The adverse educational impact of the student's disability requires specially designed instruction and cannot be addressed solely through the participation in general education classes with or without the use of individual accommodations, or supplemental aids and services.

In addition to initial Child Find requirements, which include students progressing from grade to grade, LEAs must also reevaluate students with disabilities eligible for special education services at least once every three years.

Students with disabilities who are not eligible for special education follow identification procedures consistent with Section 504 of the Rehabilitation Act of 1973. Section 504 is administrated at the state level by the Equity and Civil Rights office at OSPI.

Students may be exited from special education through a reevaluation, completion of high school graduation requirements or reaching age 21 before August 31.

Disproportionate representation of students with disabilities eligible for special education is monitored through procedures and processes described in the State Performance Plan (SPP) approved by the Office of Special Education Programs (OSEP) and includes the identification of both disproportionate representation and significant disproportionality. Local educational agencies that experience disproportionate representation are required to complete self-analysis templates available from OSEP funded national technical assistance centers, and local educational agencies that are identified as significantly disproportional are required to reserve 15 percent of the LEA's IDEA Part B funding for the provision of coordinated early intervening services (CEIS) to address the root causes associated with the designation of significantly disproportional.

Washington also utilizes a system of integrated monitoring for special education that targets a specified number of districts each year as a result of a statewide risk assessment (systems analysis). At risk districts are scheduled each year for either a desk review or an on-site visit. The adoption of multiple factors in the accountability index as applied to students with disabilities for Washington will cause the statewide risk assessment mechanism to be revised (e.g. growth models, chronic absenteeism, suspension and expulsion data, school climate measures, etc.). In addition, resources for use by at risk districts will also continue to be developed.

Although the ESSA Students with Disabilities Workgroup provided six specific recommendations to the statewide ESSA CPT, perhaps the most important recommendation was aimed at developing and including multiple measures in the state's accountability system so that individual students with disabilities are not penalized as a result of their disability. For example, including linear growth models in addition to academic achievement measures for all students, and using extended graduation rates so that students who require and are entitled to services

until age 21, receive such services without being considered as a dropout, when these students are only continuing to be served consistent with current state and federal law.

Strategy	Timeline	Funding Sources
Adopted English Language Proficiency standards and currently implementing with K–12 teachers across 295 LEAs	December 2013 to present	Federal and State
Adopted ELPA 21 assessment which is aligned with both the ELP standards and Washington state standards	ELPA21 was consequential Spring 2016; throughout the 2016–17 school year the SEA is providing technical assistance to LEAs on the new assessment	Federal and State
The SEA has identified an assessment for ELs with significant cognitive disabilities	Administer in February 2017	Federal
Dual Language Expansion Grant Program adopted by state legislature to increase expansion of existing dual language programs and implementation of new programs in five LEAs	Started June 2015 and ongoing	State
In the 2017 legislative session the state will move forward with rule change to adopt the federal definition of ELs and provide guidance to LEAs	January 2017	State
The state has proposed changes to the Home Language Survey which align with the federal EL definition. If adopted LEAs will be provided technical assistance in the form of new templates, translations and guidance.	2016–17	State
Universal Design for Learning (UDL)	Ongoing	State and Federal
Multi-Tiered Systems of Support (MTSS)	Ongoing	State and Federal
Develop and adopt Alternate Achievement Standards	During winter/ spring of 2017	Federal

Strategy	Timeline	Funding Sources
Develop model notification language and IEP team guidelines for school districts to use regarding alternate assessment	Spring 2017	Federal

vii. Optional: Other State-identified strategies

> ***Rationale for Selected Strategies****. Describe the SEA's rationale(s) for the strategies provided in the table below.*

The rationale is included in the description of the strategies below.

6.1.A.xvii   Other state-identified strategies

OSPI formed an ESSA Federal Programs Workgroup and an ESSA Fiscal Workgroup to identify actions that the agency would institute to better serve the 1.1 million students housed in Washington's 295 public school districts, eight charter schools and four tribal compact schools. This change in the SEA's federal program application process will result in shifting OSPI's culture from programs working in isolation to working across programs. Out of their work came two recommendations that were approved by the State Superintendent.

6.1.A.xvii.a   LEA Federal and State Program Consolidated Application

The first approved recommendation is for the agency to work with LEA federal and state program directors to build an electronic LEA Consolidated Application for the federal programs that are recommended in ESSA to be consolidated.

List of ESSA Programs to be Included in LEA Consolidated Application:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part B, Section 1201: Grants for State Assessments and Related Activities
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act: Education for Homeless Children and Youths

In addition to these programs, three state programs will be included: Transitional Bilingual Instructional Program (TBIP), LAP, and the Highly Capable Program.

Many elements of the required ESSA District Plan were contained in the previous law, but ESSA provides the opportunity to look at common elements of the Title programs included in the law. The workgroup recommended that areas such as family engagement, be addressed by LEAs in relationship of how federal and state programs would jointly support efforts to actively involve parents/guardians and families in the education decisions that impact their students. Other areas identified for LEAs to address in a consolidated manner include:

- Needs assessment
- Professional development
- Evaluation process
- Private schools
- Assurances
- Provide one budget alignment section that would reflect how the district will assign federal and state program resources in support of the master program description.
- Career and Technical Education

Additionally, there are some new areas under ESSA that should be considered in the development of a LEA Consolidated Application. They include:

- How the LEA will support early learning.
- How the LEA will address dual credit opportunities.
- How the LEA will address partial credit (barriers to credit accrual for transient or adjudicated youth).
- How the LEA will identify and address disparities in teacher distribution.
- How the LEA will address Career and Technical Education opportunities.
- How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

The Consolidated Application will allow LEAs to use one portal to provide programmatic and fiscal information related to these grants in order to ensure that the academic and non-academic needs of all students, including each unique subgroup, are considered. This project will be developed during 2016–17 and phased in over three years.

6.1.A.xvii.b   Consolidated Program Review
The second approved recommendation is to align Washington's CPR process to ESSA by including questions that focus on how a district has used the federal and state funds to improve educational outcomes for the students served. The CPR includes the review of each program's requirements. What will be new is that districts will be required to demonstrate that the goals set within their LEA Consolidated Application are met, and if not met, what actions will be taken to redesign their ESSA and state programs.

The revised CPR process will be implemented in 2017–18.

Strategy	Timeline	Funding Sources
LEA Federal and State Program Consolidated Application	Annually	ESSA Federal and State Program Funds
Consolidated Program Review	CPR occurs at least once every 5 years, with certain LEAs identified more frequently based on risk assessment and size of federal funding.	Federal and State

6.1.B   Use of Federal Funds to Support Strategies

Each SEA must describe how it will use title IV, part A and part B, and other Federal funds to support the State-level strategies described in section 6.1.A and other State-level strategies, as applicable, and to ensure that, to the extent permitted under applicable law and regulations, the processes, procedures, and priorities used to award subgrants under an included program are consistent with the requirements of this section.

6.1.B.i   Title IV, Part A Student Support and Academic Enrichment Grants

6.1.B.i.a   Purpose

Title IV, Part A funds are to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to:

1. Provide all students with access to a well-rounded education.
2. Improve school conditions for student learning.
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

6.1.B.i.b   State Use of Funds

OSPI shall use funds under this part to provide technical assistance and capacity building to districts to meet the goals of this program. OSPI will work to support districts in providing programs and activities that: 1)offer well-rounded educational experiences to all students; 2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement; and 3) increase access to personalized, rigorous learning experiences supported by technology.

As with Titles I, and Title II currently, OSPI will consider what resources and programs across the state are presently in place and available, and it will seek to maximize effective use of Title IV, Part A funds by:

- Coordinating new plans and resources available under this subpart with such pre-existing resources and programs.
- Monitoring the implementation of Title IV, Part A activities and programs through its existing CPRs.
- Offering technical assistance to districts to help them in implementing approved program activities.
- Identifying the appropriate division to provide equitable access for all students to the activities supported under Title IV, Part A, including aligning those activities with the requirements of other federal laws.

Guidance will be provided to local educational agencies in providing programs and activities that—

(A) offer well-rounded educational experiences to all students, as described in section 4107, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects, which may include—

(i) increasing student access to and improving student engagement and achievement in—

(I) high-quality courses in science, technology, engineering, and mathematics, including computer science;

(II) activities and programs in music and the arts;

(III) foreign languages;

(IV) accelerated learning programs that provide—

(aa) postsecondary level courses accepted for credit at institutions of higher education, including dual or concurrent enrollment programs, and early college high schools; or

(bb) postsecondary level instruction and examinations that are accepted for credit at

institutions of higher education, including Advanced Placement and International Baccalaureate programs;

(V) American history, civics, economics, geography, social studies, or government education;

(VI) environmental education; or

(VII) other courses, activities, and programs or other experiences that contribute to a well- rounded education; or

(ii) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, as described in clause (i)(IV);

(B) foster safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 4108, which may include—

(i) coordinating with any local educational agencies or consortia of such agencies implementing a youth PROMISE plan to reduce exclusionary discipline, as described in section 4108(5)(F);

(ii) supporting local educational agencies to—

(I) implement mental health awareness training programs that are evidence-based (to the extent the State determines that such evidence is reasonably available) to provide education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health or the safe de-escalation of crisis situations involving a student with a mental illness; or

(II) expand access to or coordinate resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs;

(iii) providing local educational agencies with re-sources that are evidence-based (to the extent the State determines that such evidence is reasonably available) addressing ways to integrate health and safety practices into school or athletic programs; and

(iv) disseminating best practices and evaluating program outcomes relating to any local educational agency activities to promote student safety and violence prevention through effective communication as described in section 4108(5)(C)(iv); and

(C) increase access to personalized, rigorous learning experiences supported by technology by—

(i) providing technical assistance to local educational agencies to improve the ability of local educational agencies to—

(I) identify and address technology readiness needs, including the types of technology infrastructure and access available to the students served by the local educational agency, including computer devices, access to school libraries, Internet connectivity, operating systems, software, related network infrastructure, and data security;

(II) use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners; and

(III) build capacity for principals, other school leaders, and local educational agency administrators to support teachers in using data and technology to improve instruction and personalize learning;

(ii) supporting schools in rural and remote areas to expand access to high-quality digital learning opportunities;

(iii) developing or using strategies that are innovative or evidence-based (to the extent the State determines that such evidence is reasonably available) for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to on-line dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102));

(iv) disseminating promising practices related to technology instruction, data security, and the acquisition and implementation of technology tools and applications, including through making such promising practices publicly available on the website of the State educational agency;

(v) providing teachers, paraprofessionals, school librarians and media personnel, specialized instructional support personnel, and administrators with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement, which may include coordination with teacher, principal, and other school leader preparation programs; and

(vi) making instructional content widely available through open educational resources, which may include providing tools and processes to support local educational agencies in making such resources widely available.

LEA 's will apply for Title IV, Part A funds through the LEA Consolidated Application. Each LEA will be required to conduct a needs assessment to determine the focus of their application, will sign all assurances to be eligible for the funds, and will be required to set-aside use not less than 20 percent of funds received to support one or more of the activities authorized under section 4107; use not less than 20 percent of funds received to support one or more activities authorized under section 4108;and use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a) and(b).

6.1.B.ii   Title IV, Part B: 21st Century Community Learning Centers
ESSA supports the creation of the 21st Century Learning Centers Program and is authorized under Title IV Part B of the Elementary and Secondary Education Act.

6.1.B.ii.a   Purpose
The law's specific purposes are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics.
- Offer students a broad array of additional services, programs, and activities, such as, youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

6.1.B.ii.b   State Use of Funds

Two percent of the funds will be used for state administration. This includes using funds to pay for administration and peer reviewers of the sub grant applications. These activities will be done in consultation with the Governor's Office and other state agencies responsible for administering youth development programs and adult learning activities.

Five percent of the funds will be used for state activities. The funds will be used to pay for the following as outlined in ESSA, Title IV, Part B, Section 4202 (c)(3):

- Monitoring and evaluating programs and activities.
- Providing capacity building, training, and technical assistance.
- Conducting a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities assisted.
- Providing training and technical assistance to eligible entities that are applicants for or recipients of awards.
- Ensuring that any eligible entity that receives an award under this part from the state aligns the activities provided by the program with the challenging state academic standards.
- Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community.
- Working with teachers, principals, families, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs.

6.2   Performance Management and Technical Assistance for Supporting All Students

Each SEA must describe its system of performance management for implementation of State and LEA plans regarding supporting all students, consistent with §299.14 (c) and §299.19. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, collection and use of data, monitoring, continuous improvement, and technical assistance. If a table is provided below, the SEA's description must include strategies, timelines, and rationales.

6.2.A   System of Performance Management

Describe the SEA's system of performance management for implementation of State and LEA plans for supporting all students.

OSPI is the primary agency charged with overseeing K–12 public education in Washington state. Led by the State Superintendent, OSPI works with the state's 295 school districts, 8 charter schools, and 4 tribal compact schools to administer basic education programs and implements education reform on behalf of more than one million public school students.

The State Superintendent has set two Measures of Success for Washington's K–12 students. They include:

- Increase four- and five-year high school graduation rates.
- Increase enrollment and completion rates and decrease remediation rates in post-secondary training and education.

To address OSPI's Measures of Success the following Performance Indicators were identified to provide educational opportunities for all students and by subgroups (subgroups identified under ESSA for data disaggregation):

- Enter kindergarten with expected skills in all six areas identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS).
- Meet standard on the 3rd, 8th, and 11th grade statewide English language arts (ELA) and mathematics assessments, and the 8th grade statewide science assessment.
- Grow toward proficiency in ELA and mathematics, as determined by Student Growth Percentiles, in 4th and 6th grades.
- Enroll in Algebra I/Integrated Mathematics I by the end of 8th or 9th grade and earn high school credit.
- Enroll in college-level courses and earn dual credit.
- Take the SAT and ACT and earn college-ready scores.
- Access financial aid for post-secondary learning.

OSPI has conducted data disaggregation and disproportional impact summaries in a number of areas which include:

- 9th grade course failure.
- Discipline Data - Suspensions and expulsions.
- Chronic absenteeism.

The agency has set a system for performance management that includes three components, Planning, Monitoring, and Rating.

6.2.A.i.a   Planning: Set Expectations to be Accomplished

Each OSPI section has developed performance management plans that address the appropriate performance indicators that address the programs assigned to that section.

6.2.A.i.b *Monitoring*

Periodic review to measure performance/outcomes. OSPI performance indicators are reviewed three times during the school year. If adjustments to actions need to be made, this is done throughout the monitoring timeline.

6.2.A.i.c *Rating*

Success on meeting the indicators is determined through multiple data sources collected through OSPI's CEDARs system, state assessment data, graduation data, school drop-out data, federal and state program completion data, and a variety of other sources related to a specific indicator.

6.2.A.ii   State Board of Education

The Washington State Board of Education (SBE) is responsible for implementing a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student achievement (RCW 28A.305.130).

The SBE conducts an annual review of each school district's kindergarten through twelfth grade program shall be conducted annually for the purpose of determining compliance or noncompliance with basic education program approval requirements.

The SBE sets high school graduation requirements; students entering the ninth grade on or after July 1, 2015. The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total twenty-four as required in this section, except as otherwise provided in subsections (11) and (12) of this section. All credits are to be aligned with the state's essential academic learning requirements developed under RCW 28A.655.070 for the subject.

6.2.B   Review and Approval of LEA Plans

Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan related to supporting all students.

6.2.B.i   Development:

OSPI program staff will provide technical assistance to LEAs on the statutory and regulatory regulations for ESSA Title programs that a LEA will include in the LEA Federal and State Program Consolidated Application. In addition, LEAs will be required to address strategies that support all students and specific populations of students (i.e., racial/ethnic groups, children living in poverty, foster, homeless, English learners, migrant, students with disabilities) that are part of Washington's Consolidated Plan. These strategies will be clearly defined and provided to all districts upon approval of the Plan.

Options for technical assistance will include federal program workshops, online trainings, website information, and individual contacts. For example, a 2017 Federal Programs Spring Workshop will be conducted on developing the application.

A new section will be added to the LEA Consolidated Application that requires a district to identify their student success goals and accompanying performance indicators. Most of the ESSA Title programs require a needs assessment be conducted to determine what the needs are of students to determine if there are inequities in services, and what resources are needed. This information will be required to be included in each LEA's application. Title programs have collected this information independently in past LEA program applications. In the future, OSPI will provide a majority of the data required to be reviewed through the SEA's electronic data system. To have all needs assessment data outlined in one section of the application will assist districts in clearly identifying the needs of their students.

6.2.B.ii   Review
OSPI program staff will review each LEA's application and will provide technical assistance to district program staff throughout the review process. This is consistent with OSPI's current application review practice. A scoring rubric will be designed to ensure consistency across required components and between OSPI plan reviewers.

Some additional review process procedures for the reviews will be implemented as the agency moves to LEA Consolidated Applications. One procedure will require OSPI staff to work across programs to approve applications. This will allow program staff to observe how LEAs use funds to support federal, state and district student success.

6.2.B.iii   Approval
LEA Consolidated Application will be approved by a team of OSPI program supervisors. A checklist (rubric) for the consolidated section of the application and for each specific program section will be developed and used by application reviewers to ensure that all statutory requirements are addressed. Notification of approval will be provided to each district in a timely manner.

6.2.B.iv   Use of Information and Data to Inform Review and Approval of LEA Plans
Describe how the SEA will use the information and data on resource equity collected and reported under §§ 200.34 and 200.27 and section 1111(h) of the ESEA, including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool to inform review and approval of LEA applications.

6.2.B.iv.a Per-Pupil Expenditures of Federal, State, and Local Funds
Currently OSPI doesn't have a system that tracks building level expenditures by local, state, and federal funding sources. To be able to report these data, a complete change to our account code structure will have to be made. OSPI will submit a plan for how to meet ESSA per pupil expenditure data requirements on our report card using data currently available in the "District

Allocation of State Resources" portal (as required by statute) and conduct an analysis specific to how districts spend their local levy money, and describe how to move towards full implementation of a system that will meet the federal requirements of ESSA.

6.2.B.iv.b Educator Qualifications as Described in §200.37
Washington has adopted a definition of *effective* which states:

Teachers and principals with more than three years of experience will be identified as being effective if they receive the following summative scores on TPEP of 4-Distinguished and/or 3-Proficient.

Teacher and principals will be identified as emerging early career effective in years 0–3 of their career if they receive the following summative scores on TPEP of "2" on TPEP. They are identified as effective with a score of 3 or 4.

Should any federal and state funding be allocated to target ineffective educators, educators in the emerging early career effective category would qualify for job embedded professional learning.

Teacher and principals will be identified as ineffective if they have more than three years of experience and if they receive the following summative scores on TPEP of 2-Basic and/or 1-Below Basic.

Teacher and principals will be identified as ineffective if they have 0–3 years of experience and if they receive the following summative score on TPEP of 1-Below Basic.

Effective Educator data are provided on the state report. Informational data on out-of-field, inexperienced and/or ineffective will be provided.

The Title II, Part A state technical assistance reserve will be used to develop, improve, or provide assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by:

- Developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results.
- Developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.
- Developing a system for auditing the quality of evaluation and support systems.

- Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging state academic standards.

One percent of Title II funds are dedicated for item 5 on the SEA State Activities list, which is described below:

5) Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through—

(I) opportunities for effective teachers to lead evidence-based (to the extent the state determines that such evidence is reasonably available) professional development for the peers of such effective teachers; and

(II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.

6.2.B.iv.c Advanced Coursework
Washington offers a number of opportunities for students to take advantage of advanced coursework. Washington's legislature has passed several laws define these opportunities. For example, RCW 28B.10.053 requires colleges and universities to develop master lists of courses that can be fulfilled by taking and meeting competency levels in dual credit opportunities. These lists are posted to the Washington Student Achievement Council website, with a link from the OSPI Dual Credit Programs website. These sites provide an important guidance resource for school districts, high schools, students, and their families.

With the passage of 2SHB 1642, K–12 Education—High School—Academic Acceleration, the 2013 legislature has reinforced the importance of dual credit programs including the elimination of all barriers. This law encourages each school district board of directors to adopt an academic acceleration policy. This policy should encourage high school students to advance to the most rigorous levels of courses, including dual credit options, after meeting or exceeding state assessment standards.
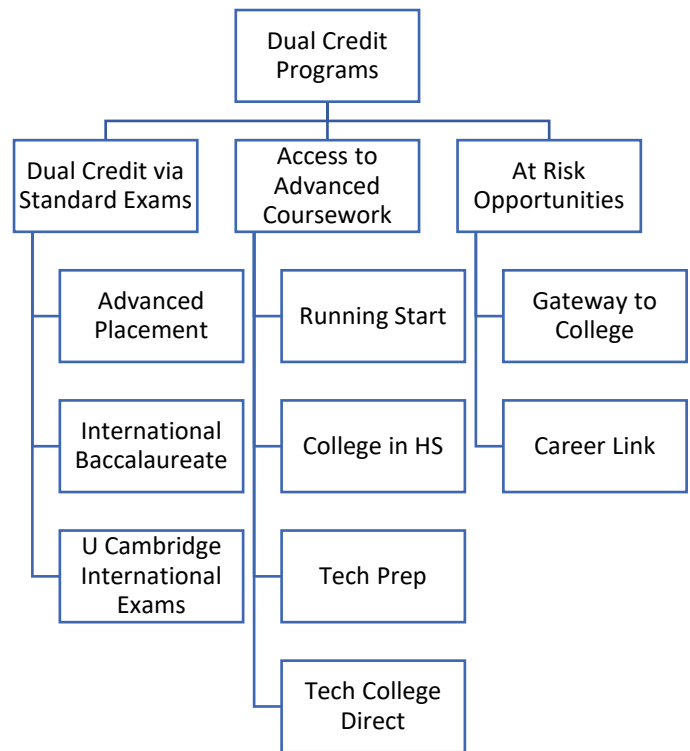
6.2.B.iv.c.1 Programs Allowing Dual Credit Through Standardized Examinations

Advanced Placement, International Baccalaureate, and the University of Cambridge International Examinations allows students to take college-level courses while staying on their high school campuses. Students may become eligible for the awarding of college credit based on scores obtained in the year-end examinations.

6.2.B.iv.c.1.1 Advanced Placement (AP)

Allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions.

6.2.B.iv.c.1.2 International Baccalaureate (IB)

Offers high quality programs of international education to a worldwide community of schools. The three programs for students aged 3 to 19 help develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world.

6.2.B.iv.c.1.3 University of Cambridge International Examinations

Offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically-able students. Just as with International Baccalaureate (IB) and Advanced Placement (AP), colleges and universities have recognition policies for the awarding of credit based on exam scores.

6.2.B.iv.c.2 Access to Advanced Coursework

The state legislature has passed a number of laws that address a variety of advanced coursework options for students.

RCW 28B.10.053 requires colleges and universities to develop master lists of courses that can be fulfilled by taking and meeting competency levels in dual credit opportunities. These lists are posted to the Washington Student Achievement Council website, with a link from the OSPI Dual Credit Programs website. These sites provide an important guidance resource for school districts, high schools, students, and their families.

With the passage of 2SHB 1642, K–12 Education—High School—Academic Acceleration, the legislature reinforced the importance of dual credit programs including the elimination of all barriers. This law encourages each school district board of directors to adopt an academic acceleration policy. This policy should encourage high school students to advance to the most rigorous levels of courses, including dual credit options, after meeting or exceeding state assessment standards. Programs Allowing Dual Credit Through College Course Enrollment

6.2.B.iv.c.2.1 Running Start

Running Start allows students in grades 11 and 12 to take college courses at Washington's community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College. Running Start students and their families do not pay tuition, but they do pay college fees and buy their own books, as

well as provide their own transportation. Students receive both high school and college credit for these classes, therefore, accelerating their progress through the education system.

6.2.B.iv.c.2.2 College in the High School

College in the High School is an opportunity for students to be concurrently enrolled in high school and college and to earn high school and college credit in the same course offered on the high school campus. Costs to students vary with each institution.

6.2.B.iv.c.2.3 Tech Prep

The Tech Prep program helps students transition from high school into college professional technical programs. Tech Prep is a cooperative effort between K–12 schools, community and technical colleges, and the business community to develop applied integrated, academic, and technical programs.

6.2.B.iv.c.2.4 Technical College Direct Funded Enrollment Programs

Provides students the opportunity to simultaneously accumulate high school and college credits, earning a high school diploma while progressing toward an associate's degree or certificate. Students have access to most of the training programs and support services at any of the three participating technical colleges.

6.2.B.iv.c.3 Opportunities for At-Risk Students

6.2.B.iv.c.3.1 Gateway to College

Students, aged 16–21, who have dropped out of school, or are in the danger of dropping out, may qualify for this program to simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward a certificate or associate degree.

6.2.B.iv.c.3.2 Career Link—South Seattle Community College Career Link Program

Designed for 16–21 year-olds who have dropped out of high school or are on the verge of dropping out and are interested in returning to school and completing their high school diploma. The target population is low-income youth, first-generation college goers, students of color, and other young people underrepresented in higher education.

6.2.B.iv.d   (4) Availability of Preschool to Inform Review and Approval of LEA Applications

OSPI will work with DEL to build a communication process to provide information to early childhood agencies and providers. Guidance will be provided by OSPI to LEAs to provide technical assistance regarding: The availability and use of ESSA funds for serving prekindergarten children (e.g., Title I, Title II, Title III); creating quality preschool programs; how to create socioeconomically diverse classrooms using multiple funding streams; transitions into kindergarten; Head Start requirements; and other related information. Guidance will also be provided to districts on the process for engagement of preschool staff in the LEAs federal program application process, review and implementation.

This state-level technical assistance will be provided in collaboration with Educational Service Districts, Child Care Aware, and Department of Early Learning regional offices.

6.2.C   Collection and Use of Data

Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting all students.

Strategy	Timeline
State assessment data review of state assessment data at grades 3–8 and high school for ELA, mathematics and science for the *All students* category and for each of the student categories required under ESSA. Data will be provided by OSPI to districts for their use in determining if the district and schools served by federal programs met their desired program goals. This information will be reported to OSPI in each federal program's end-of-year report.	Summer 2018
Graduation Rate Data will be provided by OSPI to districts for their use in determining if the district and schools served by federal programs met their desired program goals. This information will be reported to OSPI in each federal program's end-of-year report.	Fall 2018
Review of English Learners Data Data will be provided by OSPI to districts for their use in determining if the district and schools served by federal programs met their desired program goals. This information will be reported to OSPI in each federal program's end-of-year report.	Spring 2018
Review of Non-Academic Accountability Indicators Data will be provided by OSPI to districts for their use in determining if the district and schools served by federal programs met their desired program goals. This information will be reported to OSPI in each federal program's end-of-year report.	Spring 2018
LEA-Determined Indicators	Spring 2018

Strategy	Timeline
LEAs will identify other data collected on the success of federal programs and will provide this information to OSPI.	

6.2.D   Monitoring

Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 6.2.C to ensure compliance with statutory and regulatory requirements related to supporting all students.

Strategy	Timeline
CPRs and Fiscal Review: OSPI will update a CPR process that monitor federal programs that a district implements. The focus of the review will be to ensure that districts are meeting all federal statutory and regulatory requirements. The review will also include questions on how the district and its schools met the goals that were written in their ESSA Consolidated Plan.	5-Year Rotation: Each of the state's 295 LEAs, charter schools and tribal compact schools will be monitored once in a 5-year period. If a LEA is identified through risk factors, then that LEA will be monitored at the time of the high-risk designation. The 4 LEAs that receive the highest amount of federal funds, will be monitored in some format every year.

6.2.E   Continuous Improvement

Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting all students.

Strategy	Timeline
Federal Program Evaluations End-of-Year Reports: Districts will be required to evaluate the impact that each federal program had on the success of their students. Data will be required to substantiate outcome claims. Districts will evaluate program activities and adjust these activities if student success is not achieved. OSPI will review all program end-of-year reports and will provide technical assistance to districts as needed.	Annually

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Strategy	Timeline
Successful Program Practices: OSPI federal program staff will collect examples of effective program practices and will publish these on the website and will provide through technical assistance activities.	Ongoing
Successful Schools- Moving to Success: OSPI will institute a requirement for schools that are consistently underachieving or have specific populations of students that are not meeting with success to be mentored by a school (same demographics) that is meeting with success. This will be supported through state and federal funds to provide time for schools to meet, observe, to analyze barriers to success, and to implement practices to be found to be successful.	Ongoing

6.2.F   Differentiated Technical Assistance

Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies related to supporting all students.

Strategy	Timeline
General Technical Assistance: Technical assistance will be provided by individual federal program staff specifically on statutory and regulatory requirements for each of the Title programs to all districts. These will take the form of regional district directors' meetings, individual consultation, webinars, web published program information, and statewide conferences. During each of these activities discussions will be conducted that address strategies related to supporting all students.	These opportunities are provided throughout the year, including summer.
Differentiated Technical Assistance: New Federal Program Directors Workshop and follow-up contacts. New federal programs district staff will be invited to work with OSPI federal program staff. A workshop will be designed specifically for new to program directors and district staff will be assigned to work with an OSPI staff member throughout the	These opportunities are provided throughout the year, including summer.

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Strategy	Timeline
year. During each of the activities designed to assist new federal program directors, discussions will be conducted that address strategies related to supporting all students.	
Data to Drive Decisions: OSPI is conducting the collection of data analytics in several areas that impact student success. One example is the chronic absenteeism data that has been collected by district and school. This information and other such areas of data analytics will be provided to assist districts in making decisions on the use of federal programs funds. This information is and will be available OSPI's website and will be presented to districts through webinars, work sessions, and regional ESD meetings. Districts will be provided opportunities to discuss the data and effective program practices to build student success.	These opportunities are provided throughout the year, including summer.

6.2.F.i   Use of Information and Data to Inform Differentiated Technical Assistance

Describe how the SEA will use the information and data on resource equity collected and reported under §§200.34 and 200.27 and section 1111(h) of the ESEA, including a review of LEA-level budgeting and resource allocation related to (1) per-pupil expenditures of Federal, State, and local funds; (2) educator qualifications as described in §200.37; (3) access to advanced coursework; and (4) the availability of preschool to inform its differentiated technical assistance in the implementation of local plans.

Current state law requires OSPI to maintain an internet based portal that would partially satisfy this requirement. The portal provides citizens an opportunity to view, for each local school building, the state-funded vs. actual staffing levels and related costs.

The SEA uses a mixture of state apportionment data and school district enrollment, staff, and fiscal data to arrive at the comparisons shown within the portal. The challenge to the State is: 1) in separately reporting state and local expenditures; and 2) collecting and reporting school levels expenditures. OSPI will continue to work with districts to develop a system for collecting the data. The agency will work with the Department to obtain guidance and if needed a waiver to allow the State the time to phase this requirement into the State's data collection system.

In addition, it will take a budget allocation from the state legislature to assist the agency in funding a new electronic data collection system or to revise current accounting/reporting systems in order to collect the information in the format required by ESSA.

1. The State will strive to build a system to report per-pupil expenditures of federal, state, and local funds. As this information is collected districts will be provided the Information collected on the per-pupil expenditures. Agency staff will review the expenditures and will provide technical assistance to districts as success indicators are reviewed. If a correlation between the amount of the per- pupil expenditure and student success is not demonstrated, the agency will provide data to assist the district in determining future budget decisions.

2. Educator qualifications as described in §200.37 will be available to all school and districts. These data will drive hiring and retention practices. In addition, the districts will report the information to OSPI on the number of effective teachers that are working with students that are traditionally served by out-of-field, inexperienced teachers.

3. Access to advanced coursework—Information on student access to advanced coursework will be reported to OSPI. A statewide summary will be provided on OSPI's website. Information on options for advanced coursework will be provided to districts. If a district does not offer advanced coursework OSPI staff will work with those districts to assist them in finding options for students.

4. The availability of preschool to inform its differentiated technical assistance in the implementation of local plans; OSPI staff will work with the Department of Early Learning, Head Start and other preschool organizations to identify preschool options that districts may consider supporting through state and federal funds. Guidance will be provided to districts on how federal funds may be used to support a district/school preschool program.

6.3   Program-Specific Requirements

6.3.A   Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

Each SEA must describe the process and criteria it will use to waive the 40 percent schoolwide poverty threshold under section 1114(a)(1)(B) of the Act submitted by an LEA on behalf of a school, including how the SEA will ensure that the schoolwide program will best serve the needs of the lowest-achieving students in the school.

Approximately 70 percent of Washington state's Title I, Part A schools operate a schoolwide program and 30 percent operate a targeted assistance program. As such, OSPI will allow waiver applications for any building that has been a targeted assistance building or a LAP building for at least one year prior to converting to a schoolwide program. (LAP is a state-funded supplemental services program for students struggling in English language arts or mathematics. It shares the same intent and purpose as Title I, Part A.)

6.3.A.i   Waiver Application
6.3.A.i.a   *Phase One*
LEAs will need to submit their intent to apply for a waiver in advance of initiating schoolwide planning. OSPI will provide an approval or denial of the waiver, so schools are informed and can implement the needs assessment and planning necessary to develop the schoolwide plan.

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The LEA, on behalf of the schools applying for the waiver, will need to address the following components in the intent to apply for a waiver:

- An explanation of how the school will implement, as part of the schoolwide program, improvement strategies that are not currently possible as a targeted assistance program. This explanation will need to address why converting to a schoolwide program is in the best interest of its most struggling students.
- An explanation of how, given the conversion from a targeted assistance program to a schoolwide program, the school will address the needs of its most struggling students currently served under the targeted assistance program.
- An explanation of the data the school anticipates using to identify its needs and design a schoolwide program that will benefit student learning.
- An outline of the planning process the school will take to develop the schoolwide plan. This will need to identify how the planning will include parents and families, community members, and staff. It will need to specifically outline how it will reach out and include parents and families of children currently served as part of the targeted assistance program.
- Anticipated funding sources to be combined as part of the schoolwide program.

For the 2017–18 school year, LEAs will need to submit this intent to apply for a waiver by February 15, 2017. For subsequent years, LEAs will need to submit this intent no later than October 1 of the year prior to becoming a schoolwide program.

6.3.A.i.b   Phase Two

LEAs will need to submit a final application to OSPI that consists of their schoolwide plan. OSPI's website currently displays the 10 components all schoolwide plans must address. In the application, schoolwide plan must address the 10 components AND must specifically address how the new strategies to be implemented will best serve the needs of the lowest-achieving students in the school. OSPI staff will review the schoolwide plans using the same criteria used to review schoolwide plans during the CPR.

The completed schoolwide plan must be submitted by July 15, prior to the school year start for a school to become a schoolwide building. OSPI would issue approval no later than August 1. In reviewing the schoolwide plans for approval, OSPI staff will follow the same checklist used for reviewing schoolwide programming as part of the CPR.

6.3.A.ii   Monitoring

Title I, Part A staff will monitor schools that received a waiver for schoolwide programing as part of the regular CPR monitoring process.

6.3.A.iii   Duration of the Waiver

The LEA, on behalf of the school, will only need to secure the waiver once. However, OSPI reserves the right to revoke the waiver if significant findings are discovered either by OSPI staff during monitoring or by the state auditor.

6.3.B   Title I, Part C: Education of Migratory Children

6.3.B.i   Identifying Eligible Migratory Children

Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a Statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the State will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.

The SEA conducts the following activities with LEAs to ensure active Identification and Recruitment of all eligible students aged 3–21 residing in state boundaries.

- Completion of Certificate of Eligibility (COE) aligned with federal data collection requirements.
- Review of Certificates of Eligibility for completeness and accuracy.
- Annual quality control of random selected COEs for verification and documentation.
- Participation in 3rd party reviewer process with Oregon every three years, 2016–17.
- Ongoing training/updates for Recruiters and LEAs and the ID/R handbook conducted and updated every year.

Note: It is recommended that the SEA engage in new business rules under CEDARS to include preschool aged children who are enrolled in SEA and federally funded preschool programs be issued a statewide student identification number (SSIN) to aid in the establishment of baseline data related to enrollment reports and the *GOLD* observation instrument that aligns with the state's WaKIDS kindergarten inventory.

6.3.B.ii   Assessing Needs

Describe how the SEA and its local operating agencies, which may include LEAs, will assess the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.

OSPI provides guidance on the use of academic and support rubrics LEAs may use to identify the educational and support needs of migrant students, including preschool (PreK) and out-of-school youth (OSY). OSPI then analyzes the assessment results including PreK and OSY.

6.3.B.iii   Identifying and Addressing Needs

Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

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It is incumbent upon the SEA, LEAs, and all federal programs to support the inclusion of migrant students and to ensure equitable access to all programs that support them to meet the same challenging academic standards as all students. To ensure this the SEA:

- Analyzes and provides technical assistance to LEAs on available local, state, and federal resources most suitable to meet identified need.
- Conducts referrals for services outside the local educational agency.

6.3.B.iv   Use of Funds

Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

a)   State Migrant Education Program (MEP) participates in national and state activities to promote interstate and intrastate coordination/collaboration.

b)   State MEP works with other in-state and out-of-state organizations and agencies that foster common goals and assistance for migrant students to meet state academic standards.

c)   State MEP maintains a state migrant student database system that provides for the timely transfer of health and academic records of migrant students.

6.3.B.v   Unique Educational Needs

Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.

- The state MEP utilizes rubrics and assessments such as WaKIDS to gauge the level of Kindergarten readiness for migrant students as compared to their participation in Early Learning Programs.
- The state MEP reviews student transcripts and conducts student interviews to determine whether it is feasible for an OSY student to return to high school to graduate or pursue an Alternative Education Program.
- The state MEP analyzes student academic, assessment, language, attendance data as well as other factors of currently enrolled migrant students to determine the type of supplemental support they may need and the most effective support resource(s).

6.3.B.vi   Measurable Program Objectives

Describe the current measurable program objectives and outcomes for Title I, part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes.

Current Measurable Performance Objectives Academic Year:

- Increase the percentage of migrant students who score proficient or above in English language arts (Reading).
- Increase the percentage of migrant students who score proficient or above in mathematics.
- Increase the percentage of Priority for Service (PFS) migrant who graduate from high school as compared to non-PFS migrant students.
- Compare the results of the newest English Language Proficiency exam (ELPA21) administered spring 2016 to establish a baseline for migrant student growth, PFS vs. non-PFS.

Current Measurable Performance Outcomes based on Summer Program activities:

- Reading—at least 57 percent of migrant students participating in standards-based reading (English language arts) will improve their scores by five percent.
- Mathematics—at least 77 percent of migrant students participating in standards-based mathematics instruction will improve their scores by five percent.
- Graduation—at least 83 percent of migrant students enrolled in credit bearing courses will obtain credit toward high school graduation.

6.3.B.vii Consultation with Parents

Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA, as amended by ESSA.

The SEA and LEAs are required to form a Parent Advisory Council (PAC). Each PAC is required to be included in the planning, implementation, and evaluation of the program components.

LEAs report PAC activities to the state on an annual basis.

LEAs are reviewed for compliance monitoring on a five-year cycle or perhaps more often based on their risk assessment.

6.3.B.viii Priority for Services Processes and Procedures

Describe the SEA's processes and procedures for ensuring that migratory children who meet the statutory definition of "priority for services" are given priority for Title I, Part C services, including:

a) *The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria;*

The SEA has a developed algorithm within state student database system which generates a PFS report based on identified factors.

b) *The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services;*

In addition to the algorithm for identifying PFS, the supplemental services report identifies services provided to PFS students and whether services provided were migrant or non-migrant funded.

c) *The timeline for making priority for services determinations, and communicating such information to title I, part C service providers.*

- PFS review of criteria: Summer 2016
- Updates to Service Providers: August–October 2016
- Updated student listings provided by state student database system: quarterly beginning November 2016; after spring assessment results received from the state.

6.3.C   Title III, Part A: Language Instruction for English Learners and Immigrant Students

6.3.C.i   Standardized Entrance and Exit Procedures

Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA, as amended by ESSA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:

a) *Include a score of proficient on the State's annual English language proficiency assessment;*

b) *Be the same criteria used for exiting students from the English learner subgroup for title I reporting and accountability purposes;*

c) *Not include performance on an academic content assessment; and*

d) *Be consistent with Federal civil rights obligations.*

6.3.C.i.a   Entrance criteria

Students are identified as English learners based on their home language survey and their score on the state-approved English language proficiency screeners. Currently, Washington uses the WELPA screener which will be replaced by the ELPA21 screener when it is available in 2017. In early 2017 potential ELs with significant cognitive disabilities will be screened with the WIDA Alternate ACCESS. No other measures are used to determine eligibility.

- A home language survey is completed for all students in Washington when they enroll in school.
- If the student's primary language is not English, districts are required to administer the state English language proficiency assessment within ten days of enrollment (per RCW 28A.180.090). The state English language proficiency screener is provided to school districts at no cost. For school year 2016–17, the screener is the WELPA. In early 2017

potential ELs with significant cognitive disabilities will be screened with the WIDA Alternate ACCESS. Beginning in school year 2017–18, the state will adopt the ELPA21 screener for this purpose. The ELPA21 screener is aligned to the state's English Language Proficiency standards, which correspond to the CCSS. The WELPA, ELPA21 and WIDA Alternate ACCESS assess the language domains of reading, writing, listening, and speaking.

- The scoring rubric for the placement test or screener is developed by the state. Therefore, all districts are using the same criteria to identify English learners.
- Students whose score is below the proficient or transitional level qualify for English language development services.

6.3.C.i.b   Exit Criteria

English learners are tested annually on the state-approved English language proficiency assessments; ELPA21 and the WIDA Alternate ACCESS for ELs with significant cognitive disabilities. Washington is using the ELPA21 Assessment, which is based on the state English language proficiency standards and addresses the language demands needed to reach college and career readiness. ELPA21 and the WIDA Alternate ACCESS assess the language domains of reading, writing, listening, and speaking. The student's results on the annual assessment is the single criterion used to measure a student's proficiency in English and exit the student from English language development services. The assessment is scored by the state's testing vendor and districts are notified of students' results.

Within each of the four domains (reading, writing, listening, speaking) there are five performance levels (1–5). These performance levels offer additional details as to student performance within each domain.

Based on these performance levels, ELPA21 has established three categories of proficiency status—Emerging (the beginning level of English language acquisition), Progressing, and Proficient. The score files have been updated to present proficiency by status rather than numerically to better reflect the intent of the proficiency rules.

6.3.C.i.c   Proficiency Status Rules

- Emerging = students with all domains levels ≤ two
- Progressing = students with domain level combinations that fall in between the criteria for Proficient and Emerging
- Proficient = students with all domain levels ≥ four

Student Proficiency Status represents the following:

1. Emerging (qualifies for program at the beginning level of English language acquisition)
2. Progressing (qualifies for program) or
3. Proficient (exits program)

Students with an Emerging or Progressing determination will continue to receive English language development services, while Proficient students no longer receive language development services.

For two years after students exit English language development services, districts receive additional funds to monitor their academic progress and provide them with academic support if they are below grade level.

The WIDA Alternate ACCESS has alternate English proficiency levels that are more sensitive to the English language proficiency of ELs who have significant cognitive disabilities and gives these students a chance to demonstrate progress. The alternate English proficiency levels defined for the WIDA Alternate ACCESS are: A1–Initiating; A2–Exploring; A3–Engaging; P1–Entering; P2–Emerging; and P3–Developing. Once a student achieves the P3 level, then they are able to meaningfully access the ELPA21 annual assessment and would exit English language instruction services upon attaining the proficient level.

6.3.D   Title V, Part B, Subpart 2: Rural and Low-Income School Program
6.3.D.i   Measurable Program Objectives
Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.

OSPI, through the use of the Rural and Low-Income School Program, will provide LEAs with the flexibility to meet the program objectives and outcomes in partnership with other federal and state grants. The program objectives include:

- All students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- All students will be taught by highly effective teachers.
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- All students will graduate from high school.

OSPI will provide technical assistance to LEAs in implementing the activities described in Section 5222 through grant application management, during the CPR process, and collaboration with other programs that provide federal and state grants to rural school districts, such as Highly Capable; Equity and Civil Rights; and Title III. Additionally, OSPI will provide technical assistance to ensure RLIS schools know that their funds can be used for the expanded opportunities allowed under ESSA in Title I, Part A; Title II, Part A; Title III; and Title IV, Part A, including Early Learning services.

6.3.E   McKinney-Vento Education for Homeless Children and Youth Program

6.3.E.i   Identifying Eligible Homeless Children

Describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

OSPI will use a variety of procedures to identify homeless children and youths in the state and assess their needs. The timely identification of students who qualify for services and supports under the McKinney-Vento Act is the paramount duty of the homeless liaison every local education agency (LEA) in our state. To best facilitate the identification of children and youth who are experiencing homelessness, housing questionnaires are provided to the parents of each child, and each unaccompanied youth, in every district. The dissemination of the housing questionnaire is to occur at the beginning of each school year, and also upon new enrollment for students entering the district throughout the academic year. OSPI provides a sample format, translated into multiple languages, for school districts to adopt and customize for their district. Student enrollment and the provision of supportive services are to take place immediately upon student enrollment to ensure timely attention to the needs of students who are experiencing homelessness. In addition to the use of the housing questionnaire, LEAs are to use an intake/interview form with all students who qualify as homeless according to the McKinney-Vento Act, to ensure that all district services and necessary supports are identified and provided.

The SEA collects homeless student data from 100 percent of Washington state's LEAs through an electronic survey found in the OSPI Educational Data System (EDS.) LEA's collect homeless student data locally through the use of housing questionnaires, and then submit the information to their district level student information systems; that data is then reported to OSPI's CEDARS. The CEDARS data and is made available to LEAs for verification and correction. Once completed, the data is reviewed by OSPI staff, certified, and submitted to ED through the Education Data Exchange Network/EdFacts system.

OSPI offers routine, comprehensive training to all LEAs regarding the duties of the district, including the requirements related to the immediate identification and enrollment of homeless children and youth, the use of housing questionnaires and intake forms, the provision of all services and supports necessary for academic success in school, and the requirement for routine data collection and reporting.

6.3.E.ii   Heightening Awareness of Needs

Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

OSPI offers a robust program for school personnel, including liaisons, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, to heighten the awareness of school personnel of the specific

needs of homeless children and youths, including such children and youths who are runaway and homeless youths. The McKinney-Vento office at OSPI offers routine, comprehensive training for LEA liaisons, and all interested school district staff are welcome and encouraged to attend. Training includes information pertaining to the federal requirements outlined in the Act to ensure local districts appropriately implement the law and immediately enroll and serve children and youth experiencing homelessness. Other state and federal programs including Migrant Education; Title I, Part A; Head Start; school nutrition; Title I, Part D; foster care; and other state and federal partners routinely provide informational support through supplemental presentations at McKinney-Vento training. Multiple onsite regional training opportunities are offered throughout the school year, with additional OSPI resources such as sample forms, translated materials for families, posters, flyers, tip sheets and other resources included. Live and recorded webinars are provided by the McKinney-Vento state coordinator as specific topics and issues warrant additional information for the field. Additionally, OSPI has a longstanding relationship with the National Center for Homeless Education, which is the official clearinghouse and technical assistance center for the U.S. Department of Education. Resources including Liaison Toolkits, issue briefs, online training, webinars and other materials are routinely sourced as OSPI provides a layered approach to training and technical assistance. Telephone and email assistance through the OSPI McKinney-Vento office is available to school district personnel upon request. The provision of training and technical assistance is a critical component of Washington's McKinney-Vento program, as best practices are shared along with the legal requirements of the Act.

With the additional language pertaining to LEA training in the newly reauthorized McKinney-Vento Act, Washington will continue providing robust and comprehensive training and technical assistance to LEAs, and will add a tracking component to allow OSPI McKinney-Vento program staff to focus outreach and technical assistance for districts that do not access training opportunities as frequently as they should. The anticipated training database will allow district liaisons to report attendance at training provided through the National Center for Homeless Education (NCHE) or other providers, as well as training provided by OSPI. The development of this new system is currently in the planning phase and should be fully implemented within the 2016–17 school year.

Full-day McKinney-Vento liaison training workshops are offered by the SEA multiple times throughout the school year, in addition to breakout presentations at conferences offered by other state agencies and partner organizations. Additionally, all districts are notified monthly through electronic alerts regarding the availability of training and webinars offered through the NCHE.

6.3.E.iii   Dispute Resolution
Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

OSPI developed and implemented a three tiered homeless dispute resolution in 2002 to ensure that disputes regarding the educational placement of homeless children and youths are

promptly resolved. Since that time, homeless parents, or unaccompanied homeless youths, who wish to appeal a school district's decision related to the identification, enrollment, placement or provision of services for homeless students may engage in the homeless dispute resolution process. All districts in the state of Washington use the same dispute process to ensure consistency across the state in the event that students move across school district lines.

6.3.E.iv   Identifying and Removing Barriers for Receiving Appropriate Credit

Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school polices.

OSPI ensures that youths described in the McKinney-Vento Act and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services. The identification of homeless youth is accomplished through the use of housing questionnaires, active outreach, data collection and reporting.

Washington state does not currently have a specific, uniform procedure in place to ensure that all McKinney-Vento students, including those who have been out of school, can receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. Moving into fall 2016, OSPI will work with other state and federal programs within the agency, and also evaluate existing state laws regarding partial credit and credit retrieval, to develop guidance for LEAs. Schools must work with a student's prior school to calculate, award and receive partial credits, as well as make necessary adjustments to a student's schedule to permit students to complete courses started elsewhere and participate in credit recovery opportunities. Existing language in state law, as well as best practices pulled from well-developed Washington online learning programs, the federal Migrant Education Program, and GATE will be examined, with information provided to LEA staff to ensure homeless youth have the ability to receive credit for full or partial coursework from prior schools. Information related to this new requirement will be included in Washington's comprehensive McKinney-Vento Liaison training efforts.

6.3.E.v   Processes and Procedures

Describe the SEA's procedures to ensure that homeless children and youths:

   a) *Have access to public preschool programs, administered by the SEA or by LEA, as provided to other children in the State;*

Young homeless children in Washington have access to public preschool programs, administered by the SEA or by the LEA, as provided to other children in Washington. The McKinney-Vento program at OSPI has an ongoing collaborative relationship with DEL which creates a cross-agency support system when coordinating services and supports for early learners. The McKinney-Vento Liaison Training offered through OSPI includes input from early

childhood/preschool/Head Start/ECEAP programs, including information related to the Head Start regulations related to homeless children. Additionally, the competitive McKinney-Vento grants offered by OSPI to LEAs include coordination and targeted services for early learners/preschoolers experiencing homelessness so that they can enroll in, attend and succeed in preschool programs. These efforts may include reserving slots, collecting data and conducting community needs assessments related to homeless early learners. LEAs are made aware of the federal McKinney-Vento requirements related to the priority for enrollment and the provision of services for homeless preschool students, including transportation to school of origin when in the best interest of the student. With the reauthorization of the McKinney-Vento Act, LEAs in Washington will recognize school of origin rights for preschool students in programs operated by the LEAs.

b) *Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities under; and*

OSPI ensures that homeless children and youth who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities. Children and youth experiencing homelessness are to be enrolled and able to fully participate in all school activities. Sports, including varsity level sports are school activities. The Office of Superintendent of Public Instruction works with the Washington Interscholastic Athletic Association (WIAA) regarding issues pertaining to student athletic eligibility. Athletic associations must comply with the McKinney-Vento Act's requirements, and must remove barriers to homeless student's participation in sports, paying special attention to participation rules related to attendance and residency. Moving into the 2016 school year, OSPI will work with WIAA to develop guidance and explore best practices related to full athletic participation by homeless students.

Similarly, to ensure homeless student's access to all school activities, barriers due to outstanding fees and fines are to be addressed by LEAs. Fees for extracurricular activities are to be waived or paid through donations or district funds.

c) *Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.*

OSPI ensures that homeless children and youth who meet the relevant eligibility criteria, are able to participate in federal, state, and local nutrition programs by including materials and resources to all school districts regarding eligibility and access for free meals. The OSPI Child Nutrition Services office is a key partner with the McKinney-Vento program and their staff is included in, and provides presentations at, McKinney-Vento Liaison Training workshops. LEAs are informed that homeless children and youth are categorically eligible for school meals, and liaisons work locally with child nutrition directors to ensure access to meals without needing to complete free/reduced forms. Summer meal programs are offered through for communities via application to OSPI for those communities experiencing high poverty. This program provides an additional layer of support to children and youth experiencing homelessness.

6.3.E.vi Addressing Issues with Enrollment and Retention

Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with section 722(g)(1)(H) and (I) of the McKinney-Vento Act.

OSPI will address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention through a multi-layered approach. Efforts include: continued training and technical assistance to LEAs to ensure that all barriers to the enrollment and retention of homeless children and youth are removed. OSPI will continue to provide meaningful and comprehensive training opportunities for liaisons, will work with LEAs to utilize the Homeless Dispute Resolution Process when needed, will assist districts with records transfer and address confidentiality programs when needed, and will also provide district monitoring through the CPR process.

Every LEA in the state of Washington is monitored for compliance related to federal education laws, including the McKinney-Vento Act, on a regional rotational basis. Districts are monitored (at minimum) every five years, or more frequently based on overall risk. In addition, the four largest districts in the state are monitored annually by the OSPI federal programs team. All districts, whether they are undergoing an onsite monitoring visit or a desk review, must provide evidence and documentation related to compliance with the provisions of the McKinney-Vento Act. This provides a system of constant oversight by the SEA regarding McKinney-Vento compliance.

Sample policies and procedures developed by our partner agency, the Washington State School Directors Association (WSSDA), are used across the state to inform the work of each school district in regard to compliance with federal law. Those sample policies are updated and revised routinely to ensure that homeless children and youths do not encounter enrollment delays or other implementation challenges at the local level. OSPI will continue to reach out to WSSDA to assist in collaboration when developing/revising policies and procedures pertaining to the education of homeless students.

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Appendix A: Approved ESSA Workgroup Recommendations

The following tables show the recommendations developed by the 12 ESSA workgroups that were approved for inclusion in the Consolidated Plan by State Superintendent Randy Dorn.

Accountability System

Rec #	Item	ESSA Cit.	Recommendation(s)
AS1	School Quality or Student Success Indicators	Section 1111 (c)(4)(B)(v)	Include the following measures as the SQ/SS indicator as part of the Annual Meaningful Differentiation of schools, in two phases. Phase 1— 1. A measure of chronic absenteeism 2. A measure of 9th graders on track 3. Advanced course taking Phase 2—Includes the integration of (1) Industry Certification within Advanced Course taking. 1. Integrating Industry Certification within Advanced Course taking 2. Disproportionate discipline 3. School Climate and Engagement Survey 4. Teacher Assignment and Equity All other measures (2–4) will be referred to the OSPI Data Governance team and the Achievement and Accountability Workgroup for review of feasibility, collection, and integration.
AS2	Additional information for Report Card	Section 1111 (h)(1)(C)(xiv)	Anything in recommendation AS1, Phase 2, not determined to be included as an SQSS indicator will be considered, as well as: • Verified Post-Secondary Acceptance • Seal of Biliteracy
AS3	High school graduation Indicator	Section 1111 (c)(4)(B)(iii)(II)	Include more than one measure for the high school graduation indicator as part of the Annual Meaningful Differentiation of schools: 1. The 4–Year adjusted cohort graduation rate as required 2. Extended-year adjusted cohort graduation rates: 5, 6, and 7–Year cohort rates

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Rec #	Item	ESSA Cit.	Recommendation(s)
AS5	Annual Meaningful Differentiation	1111(c)(4)(C)	Schools will be differentiated by assigning a 1–10 rating, name, and color coded.
AS6	Participation Rate	1111(c)(4)(E)	The Achievement & Accountability Workgroup shall develop details around state-determined actions for schools that do not meet 95 percent participation rate. Those actions should be non-punitive supports that do not affect the rating or funding of schools. The AAW would define and recommend these supports and technical assistance that would be used to help schools meet 95 percent participation. AAW would also recommend and define tiered accountability if improvement wasn't made.
AS7	Identification of Schools for Comprehensive Support	1111(c)(4)(D)	Identify schools for Comprehensive Support based on the All Students group in combination with targeted subgroups. This approach emphasizes the importance of targeted subgroups' performance. The Achievement & Accountability Workgroup shall review data, and consider different methods for the calculation (weights and proportions) in order to balance the importance of historically underserved populations but not skewing outcomes for schools with large populations of those students.
AS8	Identification of Schools for Targeted Support	1111(c)(4)(D)	Identify schools for targeted support by grouping race/ethnicity subgroups together, and grouping program subgroups together. This approach will identify the lowest performing from two categories: race/ethnicity groups, and the lowest performing program groups.
AS9	English learner subgroup definition	1111(b)(3)(B)	The English learner subgroup be current English learner students only.
AS10	English Language Proficiency	1111(c)(4)	With input from BEAC and AAW, OSPI will develop an EL progress measure over the next year. Using the second year of ELPA21 data,

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Rec #	Item	ESSA Cit.	Recommendation(s)
	Progress Measure	(B)(iv)	OSPI and SBE will conduct analyses and simulations.
AS11	Long-term goals and timelines	1111(c)(4)(A)	**Overall goals**: Improvement every year, based on reducing the number of non-proficient students each year by a specified percent.
AS12A	Interim targets method—**elementary and middle schools**	1111(c)(4)(A)	For elementary and middle schools, long-term goals and interim progress toward those goals be determined using a hybrid approach, based on a combination of proficiency and adequate growth.
AS12B	Interim targets method—**high schools**	1111(c)(4)(A)	Option for a target-setting method: • Interim steps based on an end-point (which could be 100 percent or something less than that (see ASW11))
AS13A	Indicator weighting	1111(c)(4) (C) (i) and (ii)	**Elementary Schools** <table><tr><td>Proficiency</td><td>Medium</td></tr><tr><td>Growth</td><td>High</td></tr><tr><td>EL progress</td><td>Medium-Low</td></tr><tr><td>SQSS</td><td>Low</td></tr></table>**Middle Schools** <table><tr><td>Proficiency</td><td>Medium</td></tr><tr><td>Growth</td><td>High</td></tr><tr><td>EL progress</td><td>Low</td></tr><tr><td>SQSS</td><td>Low</td></tr></table>**High Schools** <table><tr><td>Proficiency</td><td>Medium-High</td></tr><tr><td>Growth</td><td>High</td></tr><tr><td>EL progress</td><td>Low</td></tr><tr><td>SQSS</td><td>Low</td></tr></table>
AS13B	Weighting within the grad rate indicator: cohorts	1111(c)(4)(A)(i)(I)(bb) and 1111(c)(4)(B)(iii)(II)	Prioritize most recent cohort (4 year)
AS14	Equity Lens	Not directly cited in ESSA accountability	OSPI and SBE, and EOGOAC review the recommendations from the CPT and the workgroups through an equity lens and

Rec #	Item	ESSA Cit.	Recommendation(s)
		sections of the law	incorporate a focus on equity and serving historically underserved students in the final ESSA Consolidated Plan.

Learning and Teaching

Rec #	Item	ESSA Cit.	Recommendation(s)
LT1	Challenging Academic Standards and Aligned Achievement Standards	Section 1111, 1(b)(1) (A-C)	Confirmation that Washington's adoption of the Common Core State Standards in 2011 and Next Generation Science Standards in 2013 is assurance that the state has adopted challenging academic content standards for mathematics, reading or language arts, and science.
LT2	Challenging Academic Standards and Alignment with CTE Standards	Section 1111, 1(b)(1)(D)	Confirmation that the state has demonstrated that the challenging state academic standards are aligned with relevant career and technical education standards for mathematics, reading or language arts, and science.
LT3	Challenging Academic Standards and Alignment with Entrance Requirements for Credit-bearing Coursework in the System of Higher Education in the State	Section 1111, 1(b)(1)(D)	Confirmation that the state has demonstrated that the challenging state academic standards are aligned with entrance requirements for credit-bearing coursework in the system of higher education in the state.
LT4	English Language Proficiency Standards and Alignment with Academic Standards	Section 1111, 1(b)(1)(F)	Confirmation that the state has adopted English language proficiency standards that: • Are derived from the 4 recognized domains of speaking, listening, reading, and writing; • Address the different proficiency levels of English learners; and • Are aligned with the challenging state academic standards.

Student Assessment System

Rec #	Item	ESSA Cit.	Recommendation(s)
SAS1	Part 1 of Verification General Assessments	Section 1111(b)(2)(B)	Confirmation that the state is currently operating within the requirements of ESEA, except in the following areas: Score reports are not available in other languages. • Itemized score reporting is not provided to districts, but that may develop as the system matures. • The tests do not provide diagnostic information because they are designed for school and district accountability.
SAS2	Exemption of 8th Grade Students in Advance Mathematics	Section 1111(b)(2)(C)	Washington should not allow 8th grade students in advanced mathematics to be exempted from the 8th grade mathematics test.
SAS3	District Selection of Nationally Recognized Exam	Section 1111(b)(2)(H)	If a nationally-recognized test passes peer review in a state that has our same learning standards (CCSS), a committee of stakeholders should return to give input on how it would be implemented. The committee of stakeholders would have to include in the recommendation that using the alternate test would require a change in state law in order to allow the alternate test to be used to meet graduation requirements to avoid double testing.
SAS4	Part 2 of Verification Select Assessments— Alternate Assessments for Students with the Most Significant	Section 1111(b)(2)(D)	Confirmation that the state is currently operating within the requirements of ESSA regarding assessment of students with the most significant cognitive disabilities, except in the following area, which should be addressed by OSPI: Score reports are not available in other languages.

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Rec #	Item	ESSA Cit.	Recommendation(s)
	Cognitive Disabilities		
SAS5	Part 2 of Verification Select Assessments—Assessments of English Language Proficiency	Section 1111(b)(2)(G)	Confirmation that the state is currently operating within the requirements of ESSA regarding assessment of English language proficiency, except in the following areas, which should be addressed by OSPI: • Score reports are not available in other languages. • The language proficiency screener/placement test that will be used in fall 2016 does not match the language proficiency standards. A screener aligned to the new English language proficiency standards should be launched according to revised schedule for operational use slated for late winter 2017.

SAS6	Recently Arrived English Learners	Section1111(b)(3)(A)	Hybrid of options 1 and 2:
			Year 1 ELA testing would be optional; determination of whether to test a student could be made at the school or student level with parent/guardian input. Accountability phase-in listed in Option 2 above would then be used (growth measure in 2nd year tested; proficiency reporting in 3rd year tested).
			
			- If student **IS** tested in ELA the first year:
			  o Yr 1 ELA score is not included in accountability;
			  o Yr 2 ELA score is included as growth measure at the school, district and state level;
			  o Yr 3 ELA score is included in proficiency rates at the school, district and state level.
			- If student **IS NOT** tested in ELA the first year:
			  o Yr 1 is no-score and has no impact on accountability;
			  o Yr 2 ELA score is not included in accountability as there is no basis for measuring growth;

Rec #	Item	ESSA Cit.	Recommendation(s)
			○ Yr 3 ELA score is included in proficiency rates at the school, district and state level. - If the state cannot propose a hybrid as part of Consolidated Plan, the workgroup decided the original Option #2 would be their preference.
SAS7	Audits of State and Local Assessments	Section1202 (e)(1)	OSPI seek the funding when it becomes available, and conduct the inventory at the state level and develop a sampling plan for local inventories, issuing grants to local districts that are interested but ensuring that there is a representative sample of districts awarded grants.
SAS8	Capping Testing Time	Section1111(b)(2)(L)	Does not recommend limiting/capping the amount of time that students are allowed to spend testing at this time. This item should be re-visited once additional information is available (i.e., outcome of audits/inventories and further guidance from ED).
SAS9	Innovative Assessment Pilot	Section1204(b)	WA/OSPI pursue grant the opportunity specific to science.

School and District Improvement

Rec #	Item	ESSA Cit.	Recommendation(s)
SDI1.A	School and District Improvement	1111 (d)(A)(B) 1003(e) (d)(l)(c)(i)	The State, using the State's system of meaningful differentiation, identifies lowest performing 5 percent of Title I funded schools. *to be referred to the Achievement and Accountability Workgroup.
SDI1.B	School and District Improvement	1111 (d)(A)(B) 1003(e) (d)(l)(c)(i)	**School Improvement Process Summary** • State Identification 1111(d)(A) p. 40 • SEA will convene a meeting with and for schools and districts for exploration of what it means to be an identified school which includes the subsequent process steps

Rec #	Item	ESSA Cit.	Recommendation(s)
			• Formula LEA funding provision based on number of identified schools. 1003(a)(1)(a) • LEA conducts a needs Assessment 1111(d)(B)(i) p. 40 (sec. 200.21 of PRG) • LEA and School Improvement Plan, including LEA support of Identified school. 1003(e) p. 10 1111(d)(B) p. 40 • Review by peer(s). • School submits plan to LEA for approval 1111(d)(B)(v) p. 40 • Submit school/LEA plan to SEA for approval 1111(d)(B)(v) p. 40 • Funding is finalized for plan implementation • The SEA must conclude plan approval process no later than 30 days after LEA submission. • LEA monitors progress and evaluates impact and reports to the SEA. • SEA monitors progress and reports Evaluation of Impact to the LEA 1111(d)(B)(vi) p. 40
SDI2	School and District Improvement	1111 (d)(A)(B) 1003(e) (d)(I)(c)(i)	**Recommended Process for Targeted Improvement Schools** 1. SEA, using the meaningful differentiation of schools, notifies LEA of any school served by the LEA in which any subgroup of students is consistently underperforming, as described in subsection (c)(4)(C)(iii). 1111(d)(2)(A)(i) 2. LEA notifies the school 1111(d)(2)(A)(ii) 3. The identified school, in partnership with stakeholders, develops and implements a school-level targets support and improvement plan to improve student outcomes for the identified group. 1111(d)(2)(B) a. Informed by indicators 1111(d)(2)(B)(i)

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Rec #	Item	ESSA Cit.	Recommendation(s)
			b. Includes evidence-based interventions 1111(d)(2)(B)(i)
			4. School submits plan to LEA. 1111(d)(2)(B)(iii)
			5. LEA approves plan 1111(d)(2)(B)(iii)
			6. LEA monitors the outcome of the identified group of students and reports progress to SEA. 1111(d)(2)(B)(iv)
			7. SEA monitors progress of the identified group of students and reports progress to LEA.
			8. If school has not met the exit criteria, a team is convened prior to year-end to the school's level of progress. The team will be comprised of, but not limited to the principal and other school stakeholders include parents, superintendent or designee, OSPI/ESD content lead for goal areas needing to be addressed. The team may include an outside consultant agreed upon by the SEA and LEA. The SIP is reviewed and the team provides the LEA a report including commendations and recommendations. 1111(d)(3)(B)
			9. If progress is not made in the final year towards meeting the statewide exit criteria, the SEA may identify the school for comprehensive support and improvement. 1111(d)(3)(A)(II)

Effective Educators

Rec. #	Item	ESSA Cit.	Recommendation(s)
EE1	Definition and criteria for effective educators (teacher and principals)	1111 (g) (B) 2101 (c) (4) (B) (iii)	Teacher and Principal Definition: Teachers and principals with more than 3 years of experience will be identified as being effective if they receive the following summative scores on TPEP 4–Distinguished 3–Proficient Teacher and principals will be identified as **emerging early career effective*** in years 0–3

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Rec. #	Item	ESSA Cit.	Recommendation(s)
			of their career if they receive a "2" on TPEP. They are identified as **effective** with a score of 3 or 4. Should any federal and state funding be allocated to target ineffective educators, educators in the emerging early career effective category would qualify for job embedded professional learning. Teacher and principals will be identified as **ineffective** if: More than 3 years of experience: 2–Basic 1–Below Basic 0–3 years of experience: 1–Below Basic
EE2	Paraeducator qualification requirements	1112 (e) (A)	Maintain paraeducator qualifications, as previously required under NCLB, until such time that the paraeducator standards recommended by the Paraeducator Workgroup are implemented by the legislature with funding of a statewide paraeducator evaluation system.
EE3	State level activities	2101 (c) (3)	**3 percent of Title II funds dedicated for items 2 and 8 from the SEA State Activities List.** **2)** Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by—

Rec. #	Item	ESSA Cit.	Recommendation(s)
			(I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results;
			(II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions; and
			III) developing a system for auditing the quality of evaluation and support systems.
			8) Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging state academic standards.
			1 percent of Title II funds dedicated for item 5 on the SEA State Activities List.
			5) Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through—
			(I) opportunities for effective teachers to lead evidence-based (to the extent the state

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Rec. #	Item	ESSA Cit.	Recommendation(s)
			determines that such evidence is reasonably available) professional development for the peers of such effective teachers; and (II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.
EE4	Educator Data—Suppression Rules for "Not Personally Identifiable"	2104 (d)	Publicly report effective educator data at both the district (n-size 10) and school levels (n-size 5). School districts with fewer than 10 teachers will be reported as an aggregate group and with a label indicating which districts fall in the aggregate group. An aggregate group will not apply to the school level data; data will not be displayed if the n-size is fewer than 5. Implementation plan: adjust by the end of the 2017–18 school year, if needed. Reconvene the Effective Educator Workgroup to revisit the full data set.

English Learners

Rec. #	Item	ESSA Cit.	Recommendation(s)
EL1	Use of Funds	3111(b)(2)(A-E) 3111(b)(3)	State to receive 5 percent of Title III allocation.
EL2	Allocation: Technical Assistance Administrative Expenses	3111(b)(2)(A-E) 3111(b)(3)	State's 5 percent allocation to OSPI to be divided: • State Activities (TA): 55 percent • Direct Administrative Expenses (CA): 45 percent
EL3	Use of Funds—LEAs	3111(b)(1)	SEA will allocate 95 percent of Title III funds to LEAs (Approx. $14,250,000).
EL4	Use of Funds—Immigrant Grants	3114(d)(1)	Allocation for immigrant children and youth competitive grants raised from 0.6 percent to 1.0 percent.

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Rec. #	Item	ESSA Cit.	Recommendation(s)
EL5	Subgrant awards	3113(b)(1) 3114(b)	Continue to use iGrants application for awarding LEA subgrants for Title III.
EL6	Statewide entrance and exit procedures	3113(b)(2)	Keep 10–day requirement as written in current WAC.
EL7	Assurances	3113(b)(3)(A-G)	SEA sub grant applications will have required assurances that are aligned with the language in ESSA. A. LEAs comply with assessment of all ELs B. LEAs annually assess all ELs with state-adopted ELP assessment C. SEA addresses needs of all sizes and geographic areas D. LEAs sufficient size and scope to carry out effective language instruction E. SEA will require LEAs to build capacity to continue effective language instruction F. SEA will monitor for compliance G. Plan developed by stakeholders, including parents of ELs
EL8	Coordination with state and federal programs	3113(b)(4)	SEA to convene cross-collaborative regional committees representative of state and federal programs to coordinate guidance and activities.
EL9	LEA flexibility allowances—High quality language instruction in most effective manner	3113 (b)(5)(A-B) 3115(a)	LEAs will have flexibility in how they meet the required subgrantee activities under ESSA sec. 3113 (b)(5)(A-B).
EL11	LEAs meet challenging academic	3113(b)(6)(B)	SEA to provide state assessments in native languages to the full extent allowed under ESSA Title I.

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Rec. #	Item	ESSA Cit.	Recommendation(s)
	standards for all students		
EL12	SEA will meet the needs of immigrant children and youth	3113(b)(1–8)	SEA will provide staffing for newcomer program development that will provide technical assistance, streamlined information, and resources to districts for immigrant students. SEA to develop models/resources for districts that utilize parent input about cultural funds of knowledge. SEA to provide clear guidance to parents about purpose and structure of a newcomer program.
EL13	Effective teacher and principal preparation and PD activities related to the education of ELs	3113(b)(2)(A–E)	SEA will support preservice and in-service teachers and principals to acquire competencies related to the effective instruction of ELs. It is the intention that all teachers are attending to ELP standards within their respective content area(s). The SEA will effectively collaborate with LEAs and educator programs to increase offerings for continued professional learning.
EL15C	Academic Assessments— Provided in language most likely to yield accurate data, until students have achieved English language proficiency	1111(b)(2)(B)(vii)(III)	SEA will provide the state required academic assessments in the top 7 languages and provide students access to these tests to the full extent of the law. SEA will develop guidelines to assist LEAs in making the decision to test in the most appropriate language.
EL16	Academic Assessment of ELs After 3 Consecutive Years of U.S. Schooling	1111(b)(2)(B)(ix)	LEAs may provide ELA academic assessment on a case-by-case basis in native language to ELs who have not achieved a level of English proficiency to yield valid results on ELA assessment for two additional years. For students in dual language programs, the LEA shall have the option to provide the state-required 3rd grade English language arts (ELA)

Rec. #	Item	ESSA Cit.	Recommendation(s)
			assessment in the form and language most likely to yield accurate data on what each student knows and can do in the ELA content area.
EL22	School & District Reform— Purposes of Subgrants*	3115(a)(3) & (4)	SEA will support and provide guidance to the district in carrying out highly focused, innovative and locally designed activities to expand or enhance existing language instruction educational programs. SEA will support and provide guidance to a district or individual school not making adequate progress to implement programs for restructuring, initiate parent survey, reforming and upgrading all relevant programs, activities and operations relating to language instruction educational programs and academic content instruction for ELs.

*Note: LEAs use effective approaches and methodologies for teaching ELs and immigrant children and youth for the following purposes: 1) Developing and implementing new language instruction educational programs; 2) Carrying out activities to expand or enhance existing language instruction educational programs; and 3) Implementing at the school or district level restructuring, reforming and upgrading all programs, activities and operations relating to academic content instruction for ELs.

Fiscal

Rec #	Item	ESSA Cit.	Recommendation(s)
FW1	Report Card/Per Pupil Expenditures	1111(h)(1)	OSPI should submit a plan for how to meet ESSA per pupil expenditure data requirements on our report card using data currently available in the "District Allocation of State Resources" portal (as required by statute) and conduct an analysis specific to how districts spend their local levy money, and describe how to move towards full implementation of a system that will meet the federal requirements of ESSA.

Rec #	Item	ESSA Cit.	Recommendation(s)
FW2	Consolidated Application		The state should provide an opportunity for grantees to apply for federal funds through a consolidated application.

Report Card

Rec #	Item	ESSA Cit.	Recommendation(s)
RC1	N-size for display	1111(h)(1)(C)(i)(I) and 1111(h)(1)(B)	All non-accountability information (Report Card data) should have a minimum n-size of 10 students in order to be displayed, in accordance with state law. The Report Card should if possible, instruct and allow users to 'bundle' sub-groups until the minimum n-size is achieved.
RC2	N-size for Accountability	1111(c) (3)(A)(i) and 1111(h)(1)(C)(i)(I)	N-size design for Accountability may be determined by the ESSA Accountability Systems Workgroup. However, the Report Card Workgroup reviewed the topic and makes this recommendation to the Accountability Systems Workgroup for consideration: *"ESSA requires states to establish the minimum number of students to be included for accountability purposes. To balance student inclusion with reliable results, we support using a minimum n-size of 20 for accountability calculations for the 'all students' category and for student subgroups. For schools with fewer than 20 students in a given subgroup, we recommend combining the most recent two or three years of data if that results in reaching the 20 student minimum."*
RC3	Design and usability	1111(h)(1)(B)	Washington Report Card website be developed and improved with the following underlying principles. Report Card should be: *Rich. Provide access to meaningful and relevant data with different levels of detail. This would include having disaggregated information,*

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			longitudinal data, drill-down capacity, and downloadable data files. **_Timely_**. *Updated regularly, such that it contains the most recent information.* **_Easy-to-use_**. *Simple and intuitive navigation that is ADA compliant, and multilingual.* **_Understandable_**. *Information is clearly labeled. Definitions and documentation are readily available and easily understood.* **_Interactive_**. *Information is accessible in a variety of user customizable presentations that allows users to consume information in a manner that suites them best. User experience should be customizable and provide search and help features.* **_Actionable_**. *Contextual documentation is easily accessible that enables users to fully understand the information viewed.*
RC4	Customer and Stakeholder Input	1111(h)(1)(B)(ii)	Recommends the following regarding customer and stakeholder input for Report Card: a) Leverage parental/guardian/family input activities initiated by other ESSA workgroups to gather as much parental input as is possible. b) Leverage District and Stakeholder activities initiated by other ESSA workgroups to gather as much input as possible. c) Design and implement a feedback survey. • Incorporate feedback survey into current Report Card website for the purpose of influencing design of new Report Card. • Incorporate feedback survey into new Report Card for the purpose of continues product improvement.
RC5	Civil Rights Data	1111(h)(1)(C)(viii)	ESSA requirement to display the Civil Rights Data Collection (CRDC) shall be met by providing a clearly labeled and defined link to the federal data site (ocrdata.ed.gov/). The site

Rec #	Item	ESSA Cit.	Recommendation(s)
			already contains a variety of data displays, using the data submitted directly by districts. OSPI continue to review elements that are reported in CRDC and already collected in CEDARS. Where appropriate and possible report those elements directly on Report Card when it would be valuable to have them integrated with other Report Card information.
RC6	Functions, Features and Data	1111(h)(1)(B)	Recommendations regarding prioritization and the structure of Report Card. The recommendations are specifications and will help guide the actual development of the revised Report Card. The attached documents outline: a) workgroup prioritization for features and functions. b) workgroup recommendations for layering of data and data groupings. c) example of workgroup recommendation of data presentation style.

Parent and Community Engagement

Rec #	Item	ESSA Cit.	Recommendation(s)
PCE1	Adopt a Guiding Statement for Family and Community Collaboration to Frame OSPI's work with ESSA.	1111(a)(1)(A) 1111(g)(2)(C) 1111(g)(2)(F) 1111(g)(1)(D) 1111(g)(1)(G) 1112(a)(1)(A) 1112(b)(7) 1112(e)	Devote resources and staff to ensure schools, districts, and OSPI support and grow family and community engagement. This should occur from students' birth through graduation and onto their careers. This effort on family and community engagement is the undergirding to support the success of all students and families, reduce the opportunity gap, and develop more culturally responsive and inclusive schools. Schools, districts, and OSPI must recruit, hire, train, and retain all staff for this commitment to cultural responsiveness, inclusion, and family-community-school engagement. Families, communities, community-based organizations, civic groups, youth service groups, ethnic and

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Rec #	Item	ESSA Cit.	Recommendation(s)
		1116(a)(1)	racial affinity and support groups, and faith-based organizations provide vital input and wisdom about their students. All staff should leverage this knowledge to improve school policies and practices. When planning for, or implementing racially and culturally equitable and inclusive (e.g., disability, gender, faith, language) family and community engagement efforts, schools, districts, and OSPI must focus on reaching and developing ongoing relationships with families and students whose voices have been lost or not heard as well by holding diversity and inclusion as core values. Washington's students and families come from diverse communities, life experiences, and perspectives and enrich our schools with their input and support.
PCE2.A	Emphasize family and community collaboration as part of ESSA implementation	1111(a)(1)(A) 1111(g)(2)(C) 1111(g)(2)(F) 1112(a)(1)(A) 1112(b)(7) 1112(e) 1116(a)(1)	Ensure research-based family and community collaboration is woven into all of the federal programs as a key instructional and school improvement strategy. Family and community engagement must be a focal point of ESSA implementation. OSPI must ensure that federal programs work together and their individual requirements and efforts are not in conflict or duplicative, given limited resources.
PCE2.B	Improve transparency and communication of district and school funding available for family and community collaboration.	1111(g)(2)(C) 1111(g)(2)(F) 1116(a)(2)(D) 1116(e)	OSPI, districts and schools will be encouraged to increase transparency.

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Rec #	Item	ESSA Cit.	Recommendation(s)
PCE3.D	Build Community Outreach Rec. first to the Early Learning Workgroup and then to the Federal Programs Team and CPT.	1116(e) 1111(g)(1)(A) 1111(g)(2)(H) 1119	Districts should identify community groups providing key family collaboration services and explore establishing community partnerships. An example is the community school results framework. Districts and schools need to build partnerships with community organizations, including but not limited to, organizations that are affinity and support groups for youth and their families based on their faith, race, ethnic, or cultural identity as well as community organizations that support students and families with disabilities.
PCE5.A	Assessment Information Provided to Families Rec. first to the Assessment Workgroup and then to the Federal Programs Team and CPT.	1111(b)(2)B)(x) 1111(g)(2)(C) 1111(g)(2)(F)	Students and families must receive state and district assessment information about student academic progress that is timely, accessible, and actionable. Families and communities should be informed of the test and its intent prior to the state assessment and any major district assessments. The assessment information should be free of acronyms and professional jargon. The information provided about results should include recommendations to families explaining the next steps for how a student can improve his or her score. OSPI should provide guidance to districts on reporting assessment results in a way that makes sense to families. OSPI should work with families in developing this guidance. Further, OSPI should require that districts provide translated copies of these materials for Limited English Proficient families. The workgroup encourages adoption of an aspirational goal that districts establish a system to engage and information families on the purpose of assessments throughout the academic year.
PCE7.C	Older English Learners' School	1112(e)(3)(D) 1111(g)(2)(C)	OSPI must provide clearer guidelines under Title I, C and Title III/TBIP and Civil Rights to districts and schools on the responsibility to provide services to older EL students with

Rec #	Item	ESSA Cit.	Recommendation(s)
	Enrollment Options Rec. first to the CPT after consultation with the English Learner Workgroup.	1111(g)(1)(D) 1111(g)(1)(G) 8304(a)(3)(B)	limited credits or SIFE (Student with Interrupted Formal Education) status. Schools and districts must ensure all eligible EL students are provided the opportunity to enroll in traditional academic settings, regardless of their high school credit status. The enrollment decisions should be made based strictly on the student's best interest determined by the student's families. This should be based on appropriate information from the school and district on available programs. OSPI needs to monitor and enforce the guidelines as part of Title I, C and Title III grant administration. This should include data review to identify any potential disproportionality of EL enrollment, graduation, and retention rates among the school and district. Additional resources should be provided for this effort.

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Early Childhood

Rec #	Item	ESSA Cit.	Recommendation(s)
ECE1.1	State Agency Preschool Technical Assistance: State plans are to describe: "(A) how the State will provide assistance to local educational agencies and individual elementary schools choosing to use	Sec. 1111 (g) Sec. 1112 (b)	**State and Regional Technical Assistance:** Provide capacity at the Office of Superintendent of Public Instruction (OSPI), to provide technical assistance to school districts regarding: The availability and use of ESSA funds for serving prekindergarten children (e.g., Title I, Title II, Title III); creating quality preschool programs; how to create socioeconomically diverse classrooms using multiple funding streams; transitions into kindergarten; Head Start requirements; and other related information. This state-level technical assistance will be in collaboration with ESDs, Child Care Aware, and/or regional offices of DEL.

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Rec #	Item	ESSA Cit.	Recommendation(s)
	funds under Title I to support early childhood education programs;" School District Plans: "Each Local Education Plan shall describe: - (8) if applicable, how the local educational agency will support, coordinate, and integrate services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs;" School Wide Plans: An eligible school	Sec. 1114 (b)	

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Rec #	Item	ESSA Cit.	Recommendation(s)
	operating a school wide program shall develop a comprehensive plan that: "(7) includes a description of — (A) the strategies that the school will be implementing to address school needs, including a description of how such strategies will — (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include— (V) strategies for assisting preschool children in the		

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Rec #	Item	ESSA Cit.	Recommendation(s)
	transition from early childhood education programs to local elementary school programs;"		
ECE1.2		1114 (b)	**Website:** Create a section on the OSPI website that will provide information to school district staff pertaining to expanding high quality prekindergarten programs in school districts that would include information on the Head Start standards, blending and braiding funding streams, best practices, model programs, and other useful information.
ECE1.3			**ESSA Guides for School Districts and Private Schools:** Prior to the development of school district consolidated plans, the federal government or OSPI should create a guide for school districts that summarizes the early childhood provisions in ESSA and the new opportunities that school districts have to serve prekindergarten children and to provide professional development (PD) opportunities for early learning professionals. As part of the guide, information should be provided discussing the options that school districts have in collaborating with private schools and other early learning providers in providing joint PD and sharing ESSA funded tools and resources. In addition, the federal government or OSPI should create and distribute a guide for private schools that provides information regarding the assistance that is available to private schools through ESSA.
ECE1.4			**School District Planning:** When school districts are preparing their plans for utilizing ESSA funding, provide opportunities (e.g., face-to-face meetings, webinars) for school district staff to understand ways to utilize

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Rec #	Item	ESSA Cit.	Recommendation(s)
			ESSA funds for early childhood programs and activities.
ECE1.6			**School District Planning Tool:** OSPI should review the current early childhood provisions/questions in its planning tool to determine if early learning is adequately addressed.
ECE1.7			**Assessing Community Need and Technical Assistance**: OSPI and the Department of Early Learning should either identify, or develop, a process that school districts and communities can use: to assess the need for additional preschool opportunities in their community, to determine how best to meet the need, and how to provide technical assistance to organizations identified as potential sources for additional opportunities.
ECE3.1	**State Report Cards:** "State Report Cards must include: (II) the number and percentage of students enrolled in: (aa) preschool programs;"	Sec. 1111 (h)(1)(C)	**Data to be shared:** It is recommended that this ESSA requirement be completed in two phases: Phase 1 would include preschool data currently available in CEDARS of children **enrolled in school-district preschool programs** by age groupings that correspond with major programs (e.g., Part C and B of IDEA).
ECE5 (combined with EL20)	**Title III (English Learner) funds for serving pre-kindergarten children:** School districts may utilize Title III funds for providing educational services to pre-kindergarten	Sec. 3102	**Development of early learning EL proficiency standards, a screener and an assessment for prekindergarten children:** It is recommended that OSPI and DEL staff work with their colleagues in other states to identify or create prekindergarten early learning EL proficiency standards, a screener and an assessment. The screener should incorporate a home language survey and information from the guardian.

Appendix A: Approved ESSA Workgroup Recommendations| OSPI

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Rec #	Item	ESSA Cit.	Recommendation(s)
	English learners.		
ECE10.2	**Coordination with other federal programs:** OSPI is required to coordinate their ESSA Plan with other federal programs, including Head Start, McKinney-Vento, and the Child Care Block Grant.	Sec. 4101	**Head Start Standards:** It is recommended that OSPI inform school districts of the recently adopted Head Start Standards that must be used when school districts use Title I funds for preschool programs. In addition, OSPI should initiate discussions with representatives of the Head Start program regarding how the program can help provide technical assistance to school districts in meeting these new standards.
ECE 12	**Early Learning Planning and Implementation Grants:** ESSA authorizes funds for states to develop plans to improve coordination of pre-kindergarten services and, once a plan is created, fund implementation of the plan.	Sec. 4101	**State application for the grants:** If Congress appropriates funds for these grants, it is recommended that Washington submit an application to obtain a grant.

Students with Disabilities

Rec #	Item	ESSA Cit.	Recommendation(s)
SWD1		1306	Take full advantage of every opportunity to ***maximize the state's fiscal, regulatory and***

Rec #	Item	ESSA Cit.	Recommendation(s)
		1111	***reporting flexibility*** while maintaining meaningful accountability measures consistent with the intent of the reauthorization of the ESSA, and ***apply the core principles of universal design for learning (UDL)*** to build capacity within the general education core curriculum to promote equitable and meaningful access, engagement, and representation of students with disabilities in the least restrictive environment for each student.
SWD3		1125A 1424	Adopt and encourage the use of ***blended and/or braided funding mechanisms*** (cost allocation models) endorsed by the U.S. Department of Education to enhance the development and adoption of research based, multi-tiered systems of support (MTSS) for all students, and ensure the full participation of special education staff in school and district wide personnel development opportunities so that the source of funds for a particular position does not limit any staff person (certified or classified) from gaining skills to improve one or more of the multiple measures for school and district accountability, or limit service delivery to students who are eligible for services across multiple categorical programs (Title I, English Learners and Special Education).
SWD4		1111	Given the ESSA 1 percent limitation on the percentage of total tested students that can be alternately assessed, the ESSA CPT should ***adopt the statewide definition of the term "cognitively challenged" (i.e., Those students who require intensive or extensive levels of direct support that is not of a temporary or transient nature. Students with significant cognitive challenges also require specially designed instruction to acquire, maintain or generalize skills in multiple settings in order to successfully transfer skills to natural settings including the home, school, workplace, and***

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Rec #	Item	ESSA Cit.	Recommendation(s)
			community.) This statewide definition will enable districts to uniformly apply for a waiver of the 1 percent limitation should the district have the need to apply for such a waiver.
SWD5		1111	Consistent with the application of the core principles of Universal Design for Learning (UDL) in Recommendation 1, recommend *development and adoption of Alternate Achievement Standards* using the *Links for Academic Learning (LAL)* process on behalf of students with significant cognitive challenges and ensure that a student's need for an alternate assessment is not the result of a lack of the student's access to appropriate instruction, *or* the need for assistive technology.
SWD6		8101	OSPI to *develop model notification language and IEP team guidelines* for school districts to use regarding alternate assessments which includes language that indicates a student's participation in the alternate assessment may delay, or otherwise affect the student completing the requirements for a regular high school diploma.

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Appendix B: Acknowledgements

On behalf of myself and my team at the Office of Superintendent of Public Instruction, we would like to acknowledge, and extend our gratitude to, all of those who contributed to the work of Washington's Every Student Succeeds Act Consolidated Plan. The Plan is a result of 10 months of work comprising 12 workgroups, a leadership team and a consolidated plan team. The workgroups contained a total of over 200 members, from education, business, legislative and parent organizations from around the state. In addition to public comments each workgroup received, our leadership team traveled throughout the state, holding regional forums for the public. Our Plan is, without a doubt, the most collaborative we've ever written. It is, truly, a state plan—one that will guide education policy in Washington for many years to come. We have all our stakeholders to thank for that.

~Randy I. Dorn
State Superintendent
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Patrick Haggarty	Seattle Archdiocese/Private Schools	Federal Programs
Patty Finnigan	OSPI	English Learners
Patty Wood	Kelso School District Board Member	Effective Educators
Paul Wieneke	OSPI	Federal Programs
Paula Moore	OSPI	Parent and Community Engagement/Federal Programs
Paula Steinke	SOAR	Parent and Community Engagement
Pete Knittle	Othello School District	Federal Programs
Randy Spaulding	Washington Student Achievement Council	Accountability System/CPT
Rashelle Davis	Office of the Governor/Office of Financial Management	Early Childhood Education
Rebecca Fry	Bellevue School District/Washington Education Association	Students with Disabilities
Ric Pilgrim	Educational Service District 105	English Learners
Rich McBride	Association of Educational Service Districts	CPT
Rich Stewart	Nespelem School District	School and District Improvement
Rob Manahan	Lake Chelan School District	Student Assessment System
Robin Munson	OSPI	Student Assessment System
Ron Sisson	Association of Washington School Principals	Early Childhood Education/CPT
Rona Popp	Kent School District	Federal Programs
Rosalyn O'Donnell	Ellensburg School District	Effective Educators
Sally McNair	Washington Education Association	Effective Educators/ CPT
Sandra Gessner-Crabtree	Olympic Educational Service District 114	Student Assessment System
Sandra Lindsay-Brown	Tacoma Public Schools	Learning and Teaching
Sandra Szambelan	Educational Service District 101	Early Childhood Education

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Name	Organization/Role/Representing	Workgroup
Sarah Butcher	Special Education Advisory Council	Accountability System/CPT
Sarah Gill	Federal Way Public Schools	English Learners
Sarah Rich	North Thurston Public Schools	Accountability System
Scott Seaman	Association of Washington School Principals	Accountability System
Sebrena Burr	Washington State Parent Teacher Association	Accountability System
Shane Baguyo	Orting School District	Report Card
Shanna McBride	Department of Social and Health Services	Federal Programs
Sharon Tomiko Santos	Washington State Legislature/Educational Opportunity Gap Oversight and Accountability Committee member	Accountability System/CPT
Sharonne Navas	Equity in Education Coalition	Accountability System
Shawn Lewis	Spokane School District	Fiscal
Shawn Thurman	Yakima School District	Federal Programs
Shay Shaw	Oroville School District	Effective Educators
Sherry Krainick	Washington State Parent Teacher Association	Student Assessment System/CPT
Sly Boscovich	Franklin Pierce School District	Learning and Teaching
Stacey Klim	Parent	Parent and Community Engagement
Stephanie Hance	Nine Mile Falls School District	Fiscal
Stephen Mullin	Partnership for Learning	CPT
Steve Davidson	Washington Association of Learning Alternatives/Naches Valley Virtual Academy	Accountability System/CPT
Sue Anderson	OSPI	Effective Educators
Summer Guy	Tacoma Public Schools	School and District Improvement
Susan Sellers	Edmonds School District/Society for Health & Physical Education of Washington	Learning and Teaching
Suzie Hanson	Washington Federation of Independent Schools	Early Childhood Education
Suzy Martinez	Commission on Hispanic Affairs	Parent and Community Engagement/CPT
Sylvia Reyna	OSPI	Federal Programs
Tamara Shoup	Vancouver School District	Parent and Community Engagement
Tammy Campbell	Federal Way Public Schools	Student Assessment System

Name	Organization/Role/Representing	Workgroup
Thomas McDermott	Auburn School District	Report Card
Tim Ames	Medical Lake School District	Accountability System
Tim Garchow	Washington State School Directors Association	Accountability System/CPT
Tim Probst	Employment Security Department	Accountability System
Tim Touhey	Chehalis School District	Federal Programs
Timothy McNeely	OSPI	Federal Programs
Tom Venable	Methow Valley School District	Early Childhood Education
Vicki Bates	Auburn School District	Federal Programs
Victoria Hodge	Quincy School District	Federal Programs
Wanda Billingsly	Educational Opportunity Gap Oversight and Accountability Committee member	Accountability System/CPT
Wendy Rader-Konofalski	Washington Education Association	Accountability System

Note: Workgroup member organizations and roles reflect the appointing organization. Some workgroup members may belong to other organizations which were not identified upon selection of membership to each workgroup.

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Appendix C: Glossary

Acronym	Definition
AAW	Achievement and Accountability Workgroup
ACT	American College Testing, a college readiness assessment
AESD	Association of Educational Service Districts
AGP	Adequate Growth Percentile
AMO	Annual Measurable Objectives
AVID	Advancement Via Individual Determination
AWSP	Association of Washington State Principals
AYD	Academic Youth Development
BEAC	Bilingual Education and Advisory Committee
CAA	Certificate of Academic Achievement
CEDARS	Comprehensive Education Data and Research System
CEL	Center for Educational Leadership
CFR	Code of Federal Regulations
CIE	Careers in Education
CISL	Center for the Improvement of Student Learning
COE	Collection of Evidence
CPR	Consolidated Program Review
CPT	Consolidated Plan Team
CSTP	Center for Strengthening the Teaching Profession
CTE	Career and Technical Education
ED	U.S. Department of Education
DEL	Washington State Department of Early Learning
DLD	OSPI Digital Learning Department
DLM	Dynamic Learning Maps
EALR	Essential Academic Learning Requirement
ECE	Early Childhood Education
ECEAP	Early Childhood Education and Assistance Program
EL	English learner, formerly English language learner
ELA	English language arts
ELP	English Language Proficiency
ELPA21	English Language Proficiency Assessment, 21st Century
EOC	End of Course (assessment)
ESD	Educational Service District
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESSB	Engrossed Substitute Senate Bill
GATE	Graduation a Team Effort
GED	General Education Development

Acronym	Definition
GOLD	Teaching Strategies' GOLD, an early learning/kindergarten assessment tool
HS	High School
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LAP	Learning Assistance Program
LEA	Local Education Agency
MSP	Measurements of Student Progress
MTSS	Multi-Tiered Systems of Support
NAACP	National Association for the Advancement of Colored People
NCHE	National Center for Homeless Education
NCLB	No Child Left Behind Act
NGSS	Next Generation Science Standards
OER	Open Educational Resources
OSPI	Office of Superintendent of Public Instruction
OSSS	Office of School and Student Support
OSY	Out of school youth
PAC	Parent Advisory Council
PBIS	Positive Behavior and Intervention Supports
PENR	Possible eligible, not reported
PESB	Professional Educator Standards Board
PTA	Parent Teacher Association
RAD	Required Action District
RCW	Revised Code of Washington
RWT	Recruiting Washington Teachers
SAT	Scholastic Aptitude Test, a test measuring overall college readiness in English and mathematics.
SBA	Smarter Balanced assessment
SBE	Washington State Board of Education
SEA	State education agency
SGP	Student growth percentile
SIG	School improvement grant
SIP	School improvement plan
SLP	Student learning plan
STEM	Science, technology, engineering, and mathematics
SWD	Students with disabilities
TBIP	Transitional Bilingual Instruction Program
TPEP	Teacher/Principal Evaluation Program
UDL	Universal Design for Learning
WAC	Washington Administrative Code

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Acronym	Definition
WEA	Washington Education Association
WELPA	Washington English Language Proficiency Assessment
WIAA	Washington Interscholastic Athletic Association
WSSDA	Washington State School Directors Association

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Appendix D: Summary of ESSA Public Involvement

Introduction

The Office of Superintendent of Public Instruction hosted forums for stakeholders across Washington to provide information and gather feedback about Washington's ESSA Consolidated Plan. Forums were designed to provide the following for our state's stakeholders:

- Overview of the state's process to implement the federal Every Students Succeeds Act (ESSA)
- Description of opportunities and challenges that lie ahead
- Overview of ways that ESSA is similar to and different from the No Child Left Behind Act
- Opportunity for open discussion and to provide feedback to inform Washington's ESSA Consolidated Plan

This report provides a summary of participant input and feedback; both were used by the SEA to inform the creation of its ESSA Consolidated Plan. The report begins with an overview of the Every Student Succeed Act (ESSA). A description of the process used to engage stakeholders, gather feedback, and analyze stakeholder input follows. The next section of the report offers a summary of primary themes emerging from this process.

Overview of the Every Student Succeeds Act

Signed into law on December 10, 2015, ESSA reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces No Child Left Behind (NCLB). The new act builds upon ongoing efforts to improve educational opportunities for all students while giving states more authority to chart their own courses and emphasizes the close relationship between state, federal, and local policy. The act also provides an opportunity for states to create a new accountability system, including defining an accountability system that will be fair, reliable, easier to understand and more meaningful for students and families.

Key features of the act follow.

- Holds all students to high academic standards that prepare them for success in college and careers.
- Ensures accountability and guarantees that when students fall behind, steps are taken to help them and their schools improve; focuses on the very lowest-performing schools, high schools with high dropout rates, and schools where subgroups are falling behind.
- Continues to ensure that parents and educators have annual assessment information about how students are doing, while supporting states and districts in reducing unnecessary, onerous and redundant testing.
- Empowers state and local decision-makers to develop their own strong systems for school improvement.

- Protects students from low-income families, students of color, English learners, and students with disabilities from being taught at disproportionate rates by ineffective, inexperienced, and out of field teachers.

The Every Student Succeeds Act affords Washingtonians an opportunity to create an equitable, student-centered ESSA Consolidated Plan that reflects the priorities of stakeholders and builds on Washington's vision of ensuring all students graduate prepared for careers, college, and life. The Plan will include challenging, yet attainable goals for student learning anchored in rigorous standards and assessments; outline accountability and other systems that support a seamless education from early childhood through post-secondary education; focus on ensuring equitable access and support leading to equality in outcomes; and include multiple and continuing opportunities for consultation and coordination. Finally, the act will enable the SEA and local districts to continue to implement those educator systems and practices supporting the goal of high-achieving and equitable schools as well as to revise and/or eliminate those systems and practices not having the intended impact.

The 2016–17 school year is considered the "transition year" as the state shifts from requirements of the federal No Child Left Behind Act (NCLB) to requirements of the Every Student Succeeds Act (ESSA) and prepares for ESSA implementation in the 2017–18 school year. Washington's ESSA Consolidated Plan is scheduled to be in place for the 2017–18 school year.

Meaningful Stakeholder Engagement

Since passage of the Every Student Succeeds Act, the SEA has engaged a variety of stakeholder groups to support development of Washington's ESSA Consolidated Plan. Additionally, leadership from the Office of Superintendent of Public Instruction hosted multiple forums and other opportunities to engage stakeholders in the process. This section describes those outreach efforts, including the process to gather and analyze participant feedback.

Meaningful and ongoing stakeholder engagement helps ensure that stakeholders have opportunity to provide feedback and inform continuous enhancement of state and local strategies to improve student outcomes and meet state-established performance goals. It also produces valuable information that will help the state and districts design the best possible education systems for students, and increases public buy-in throughout the stages of implementation.

The state created a variety of opportunities to communicate with and engage stakeholders in the process of designing its ESSA Consolidated Plan. To facilitate continuous feedback, support high-quality systems of engagement, and remove systemic barriers that could prevent meaningful and broad engagement, the SEA engaged in the following:

- Held forums after the work/school day so that working parents, teachers, school leaders, and other professionals were best able to participate;
- Hosted forums at multiple sites across the state, enabling stakeholder groups from across the state to participate;

- Invited a broad range of stakeholders, including those who have been traditionally left out of such conversations;
- Encouraged all stakeholders who participated in forums to provide written, substantive input;
- Provided interpretation services to support communication with families who do not speak English as their first language;
- Presented at statewide convenings and regional meetings to engage stakeholders representing a variety of groups across the state (i.e., Washington Association of Colleges for Teacher Education Conference, Washington State Migrant Education Program Conference, meeting of the Seattle branch of the National Association for the Advancement of Colored People, and joint OSPI/Bremerton Educational Service District 114 meeting);
- Hosted a webinar to communicate with and gather feedback from stakeholders not able to attend forums;
- Posted names and contact information for officials and stakeholders working on state implementation, as well as information related to the progress of each committee and work group, on OSPI's website;
- Ensured transparency on the process, timeline, and opportunities to engage by providing advance notice and clear descriptions of the opportunities for feedback on implementation of the new law, including by sharing information on the OSPI's website.

This open process supports the State to craft a stronger ESSA Consolidated Plan that serves the needs of all students. It also creates a transparent and inclusive atmosphere conducive to creating buy-in from the public, which will be foundational to successful implementation of the Consolidated Plan at the State and local levels.

Community Forums and Presentations

To engage stakeholders across Washington, OSPI held eight forums, presented at four statewide convenings and regional meetings, hosted a webinar, and gathered email communications. Events were attended by a variety of stakeholders from across the state, including teachers, principals, superintendents, families, and others interested in understanding and providing feedback to Washington's ESSA Consolidated Plan. In addition to written comments and verbal feedback, participants also posed a variety of questions for OSPI to consider as it develops the Plan.

Key Questions

Forums began with an overview of ESSA. Participants were then asked to share and document their responses to three questions:

1. What school characteristics are most important?
2. How should we measure the quality or success of a school?
3. How do we ensure all students are successful?

Data Analysis

Participants' written responses served as the primary source of data. Additionally, verbal comments recorded during open discussions in the forums, statewide convenings and regional meetings, and webinar, as well as email communications, were used to identify the central themes emerging from these outreach efforts.

Over 350 sets of written comments, words and phrases used by participants; 9 sets of verbal input recorded during regional forums and convenings; 23 questions submitted during the webinar; and 2 email communications were analyzed to

understand participants' thinking around Washington's education system and to identify common themes.

These sources of data were coded separately for the major components of ESSA:

1. Consultation and Coordination
2. Challenging Academic Standards and Academic Assessments
3. Accountability, Support, and Improvement for Schools
4. Supporting Excellent Educators
5. Supporting All Students

Table 4 below includes the major themes emerging from this analysis.

Because the results of this analysis can be open to other interpretations, these findings are not generalizable to other settings. That said, they do inform the OSPI's efforts to create a Consolidated Plan to further enhance state and local level educator and systems practices and enable the state to achieve its vision of graduating all students prepared for careers, college, and life.

General Themes and Comments

The first column in *Table 4* describes the general themes and summary of comments emerging from the data analysis process. The number in parenthesis following each comment represents the number of participants indicating this is a priority for the state to consider when crafting its ESSA Consolidated Plan. The next two columns list the corresponding ESSA component and the total number of participants for each general theme.

Table 4. Summary of Participant Input—Organized by ESSA Theme.

General Theme and Summary of Comments	ESSA Component	Total Number
State Testing • Do only what is required for federal accountability; make sure assessments are developmentally appropriate and validated (72) • Delink from Graduation Requirements (21) • Consider using Alternate Assessments (ACT, SAT, ASVAB at high school; ITBS at elementary school) (20) • Reduce over-reliance on testing and anxiety for students (15)	*Supporting All Students*	128
Washington's Process and ESSA Plan • Forums provided opportunity to learn about ESSA Plan, learn from others and hear local concerns (52) • Process should ensure all stakeholders are represented on workgroups, including practitioners, students, parents, and communities of color (35) • Information and updates should be provided online (10) • Opportunities should be expanded for more public input, including rural/remote; provide opportunity for stakeholders to observe/comment with Work Groups (10) • Make the ESSA Plan an improvement over NCLB (4) • Make the ESSA Plan as bones and basic as possible (3)	*Consultation and Coordination, All Components*	114
Personalization for Each Student • Provide learning environment that is equitable and inclusive, and ensures all students are physically and emotionally safe and have access to social/emotional supports and curriculum (32) • Ensure each has access to balanced curriculum that includes full range of content areas (e.g., art, music, social studies) (18)	*Supporting All Students*	97

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General Theme and Summary of Comments	ESSA Component	Total Number
• Move from one size fits all to K–12 system of innovative options and models of delivery that includes alternative paths, programs for highly capable, Running Start, dual credit, career exploration, internships, and access to advanced coursework (17) • Ensure school is student-centered and teaches to "whole child," is inclusive, honors ALL students, and respects ALL students (17) • Prepare each student for next steps, so each is career, college (and civically) ready; ensure effective transitions for all students (16–21), including SWD and students from poverty (13)		
Supporting Excellent Educators: Recruitment, Retention, Professional Learning, Certification and Evaluation Processes • Provide opportunities for professional learning for educators around areas such as diversity, trauma, SE, cultural competence, equity, positive discipline and restorative justice (21) • Focus on teacher shortage; recruit especially in high-need areas (Bilingual, Special Education, teachers from communities of color) (19) • Improve TPEP process, including training for evaluators and teachers (18) • Revise the teacher certification process, requirements and ProCert process (17) • Ensure all students have access to effective educators (11)	*Supporting Excellent Educators*	86
Accountability System • Use variety of data, including student growth (18) • Ensure system holds districts, schools, and educators accountable; doesn't allow loopholes for districts with failing schools, "How ensure accountability across 295 districts?" (17) • Use system to identify and drive funding for low-performing schools (7) • Ensure system isn't punitive and doesn't label schools (5) • Ensure system includes ALL students (3)	*Accountability, Support, and Improvement for Schools*	50

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General Theme and Summary of Comments	ESSA Component	Total Number
Supporting Excellent Educators: Adequate Resources/Funding • Adjust the funding formula to ensure schools are fully staffed (i.e., reduce class size) (16) • Hold the state legislature accountable to fully fund education (16) • Provide funding to support librarians and technology, including technology to support state testing (13)	*Supporting Excellent Educators*	45
Measurement of Success • Include Growth (18) • Measure in multiple ways - academic, social-emotional, climate, school capacity to meet student needs (13) • Provide flexibility at the local level to use school/district determined assessments; enable teachers to assess and define success for students (13)	*Accountability, Support, and Improvement for Schools*	44
Challenging Academic Standards and Assessments • Ensure ALL students receive standards-based, rigorous, developmentally appropriate, and culturally relevant curriculum (CCSS); research-based programs; and interventions (16) • Ensure ALL students have access to effective educators, teaching students to same standard (12) • Set High Expectations for ALL students to achieve challenging academic standards (6)	*Challenging Academic Standards and Academic Assessments for ALL Students*	34
Students with Disabilities • **State Testing:** Use developmentally appropriate tests that measure growth; eliminate WA AIM; do only what is required for federal accountability (25) • **Service Model:** Implement processes to identify and serve that align with IDEA (3)	*Supporting All Students*	28
English Learners • **State Testing:** Use developmentally appropriate tests that measures growth; do only what is required for federal accountability (10) • **Service Model:** Implement processes to identify and serve that align with Title I; blend funding and services where possible; extend learning time and opportunities (e.g., PreK, summer school) (6)	*Supporting All Students*	16

General Theme and Summary of Comments	ESSA Component	Total Number
Parent, Family, and Community • Engage parents in the education of their child; hold them accountable for student learning, teach them how to advocate for their child (13)	*Supporting All Students*	13

Primary Themes

Six themes aligned with ESSA Components emerge from the written and verbal comments:

1. **Supporting All Students:** A desire to implement strategies to ensure all students have access, opportunity, and support to meet rigorous standards.
2. **Supporting All Students:** A commitment to address the academic and non-academic needs of all students, including English learners and students with disabilities.
3. **Challenging Academic Standards and Academic Assessments:** A call to collect and use a variety of data at the state and local levels, including teacher, school, and district-based assessments, to assess student learning and outcomes.
4. **Accountability, Support, and Improvement for Schools:** A desire to use a variety of data, including student growth, to measure student and school success and to ensure the state administers the minimum number and types of annual assessments required by ESSA.
5. **Supporting Excellent Educators:** A desire to establish the conditions necessary to ensure high-quality, highly effective educators are recruited, retained, provided professional learning, and held to held accountable through meaningful certification and evaluation processes.
6. **Consultation and Coordination:** A commitment to continue to consult with stakeholders and coordinate efforts across the state and local districts.

Theme 1—Supporting All Students: A desire to implement strategies to ensure all students have access, opportunity, and support to meet rigorous standards.

Participants consistently expressed a desire to move from "one size fits all" to a personalized learning environment that is student-centered and focuses on the whole child. They described the following attributes of a personalized learning environment: (a) ensures each child has access to balanced curriculum that includes the full range of content areas, including the arts, science, and social studies; (b) provides a safe, healthy, inclusive, and equitable environment that supports each student to achieve to high standards; (c) includes a range of options and alternative pathways (e.g., Running Start, dual credit, programs for highly capable, and CTE programs) to ensure students are prepared for their next steps; and (d) makes certain all students are physically and emotionally safe and have access to social/emotional supports and curriculum.

Participants also emphasized the need for all students to have access to Common Core and other state standards, research-based programs and interventions, and quality curriculum materials. Several articulated the importance of holding high expectations for all students to achieve, providing engaging instruction, and creating an inclusive and culturally responsive environment. Others declared the importance of engaging parents and families in the education of their child, holding them accountable for student learning, and teaching them how to advocate for their child.

Theme 2—Supporting All Students: A commitment to address the academic and non-academic needs of all students, including English learners and students with disabilities.

A related theme focused on addressing the academic and non-academic needs of subgroups of students, including English learners and students with disabilities. Descriptors for this theme included (a) providing students extended learning time for meeting grade-level standards and graduation requirements, (b) assessing students using valid and reliable tests, (c) reducing the amount of testing time for students, and (d) blending services to reduce redundancy and increase effectiveness. Several participants expressed specific concerns about the ELPA 21 for English learners, asserting it is inappropriate. Others declared the state should revise or eliminate use of the WA-AIM for students with disabilities, citing the cumbersome nature of the assessment and its over-reliance on teacher engagement in the assessment process. In general, participants citing this as a priority advocated for the use of developmentally appropriate tests that measure growth and for the state to administer only those tests required for federal accountability.

Theme 3—Challenging Academic Standards and Academic Assessments: A call to collect and use a variety of data at the state and local levels, including teacher, school, and district-based assessments, to assess student learning and outcomes.

Another message heard across all forums and presentations was the importance of setting high expectations for all students to achieve to challenging academic standards and ensuring each receives standards-based, rigorous, developmentally appropriate, and culturally relevant curriculum (CCSS); research-based programs; and interventions. Similarly, all students should have access to effective educators, teaching students to same standard.

Participants also advocated for the use a variety of data at the state and local levels to assess student learning and outcomes. Some expressed support for assessments that provide usable data and inform instruction, while others opined that assessments for accountability aren't designed to inform instruction at the individual student and classroom levels.

Theme 4—Accountability, Support, and Improvement for Schools: A desire to use a variety of data, including student growth, to measure student and school success and to ensure the state administers the minimum number and types of annual assessments required by ESSA.

A companion theme focused on Washington's system for accountability. Participants expressed a desire for the state to (a) use a variety of data, including academic performance and student

growth, social-emotional, climate, and school capacity to meet student needs; and (b) provide flexibility at the local level to use school and district determined assessments. Multiple participants emphasized the importance of ensuring the system holds districts, schools, and educators accountable and doesn't allow loopholes for districts with failing schools. Several requested the accountability system be used to identify and drive funding for low-performing schools, while others declared the system should not be punitive and label schools. Several emphasized the importance of ensuring all students are included in the accountability system.

Additionally, participants described a variety of alternative assessments that could be used to replace the Smarter Balanced assessments (e.g., ACT, SAT, and ASVAB at high school level; ITBS at elementary level; and Smarter Balanced interims at all levels). Some expressed a desire to delink state testing from graduation requirements, while several declared the state should not delink state testing from graduation requirements.

Theme 5—Supporting Excellent Educators: A desire to establish the conditions necessary to support excellent educators, from providing adequate funding to recruiting and retaining high-quality, highly effective staff.

Participants asserted all students should have access to effective educators, including teachers, para-educators, and leaders. Those identifying this as a priority described two areas of interest: providing adequate resources and funding and implementing systems and strategies focused on recruiting and retaining effective educators, offering job-embedded professional learning, and implementing useful and efficient certification and evaluation processes.
With respect to adequate resources and funding, participants asserted the state legislature is not meeting its duty to fully fund basic education; this includes adjusting the funding formula to ensure schools are fully staffed (e.g., reduce class size). Several identified funding for early childhood education; to support librarians and technology, including technology for state testing; and for teacher collaboration and professional development as priorities.

Additionally, multiple participants expressed concerns regarding the following: (a) state's teacher shortage, particularly in specific areas (e.g., special education, English language acquisition); (b) teacher certification requirements (e.g., Pro Teach Portfolio); and (c) teacher evaluation process. They also expressed desire for professional development to support them in effectively addressing the emerging needs of their students. Several cited the following as areas for additional learning: diversity, trauma, cultural competence, equity, and discipline/restorative justice).

Theme 6—Consultation and Coordination: A commitment to continue to consult with stakeholders and coordinate efforts across the state and local districts.

A prevalent theme heard across all forums and convenings focused on OSPI's process for consultation and coordination. Specifically, participants requested that OSPI implement a process and timeline enabling effective development and implementation of the Washington's ESSA Consolidated Plan. The process should provide for stakeholder representation and voice across all work groups, as well as public input from all areas of the state, including rural and

remote areas. Requests for opportunities to observe and contribute to the work groups, as well as for increased participation from communities of color, were also heard. Several encouraged the state to ensure the Consolidated Plan "is an improvement over NCLB," asserting this is a "window of opportunity" for Washington to develop its own plan and direction. Others requested flexibility and control at the local level, encouraging the state to develop a plan that is as "bare bones and basic as possible." Finally, a number of participants expressed appreciation for the OSPI's outreach through community forums and for providing information on the website.

Conclusion

The themes described in this summary will support the SEA in crafting its ESSA Consolidated Plan. Continued engagement with stakeholders across the state will be critical to ensure the Plan aligns with stakeholder priorities and the Washington's vision of graduating all students prepared for career, college, and life. Additional opportunities for stakeholder input will be provided as the Plan is finalized and implemented in schools and districts across Washington.

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List of Forums, Participant Demographics, and Responses to Exit Survey Questions

OSPI hosted forums across the state to provide an overview of the Every Student Succeeds Act (ESSA) implementation in Washington. Dr. Gil Mendoza, Deputy Superintendent of K–12 Education, and Gayle Pauley, Assistant Superintendent of Special Programs and Federal Accountability, co-lead the following community forums and presentations.

- **June 14,** 6–8 pm, Everett Community Resource Center, Everett
- **June 15,** 6–8 pm, Emerald Ridge High School, Puyallup
- **June 16,** 6–8 pm, Educational Service District 112, Vancouver
- **July 11,** 6–8 pm, Educational Service District 105, Yakima
- **July 12,** 6–8 pm, Wenatchee High School, Wenatchee
- **July 13,** 6–8 pm, West Valley High School, Spokane
- **July 19,** 6–8 pm, Highline Performing Arts Center, Burien
- **August 1,** 6–8 pm, Webinar, Registration required
- **August 2,** 6–8 pm, Olympic ESD 114, Bremerton
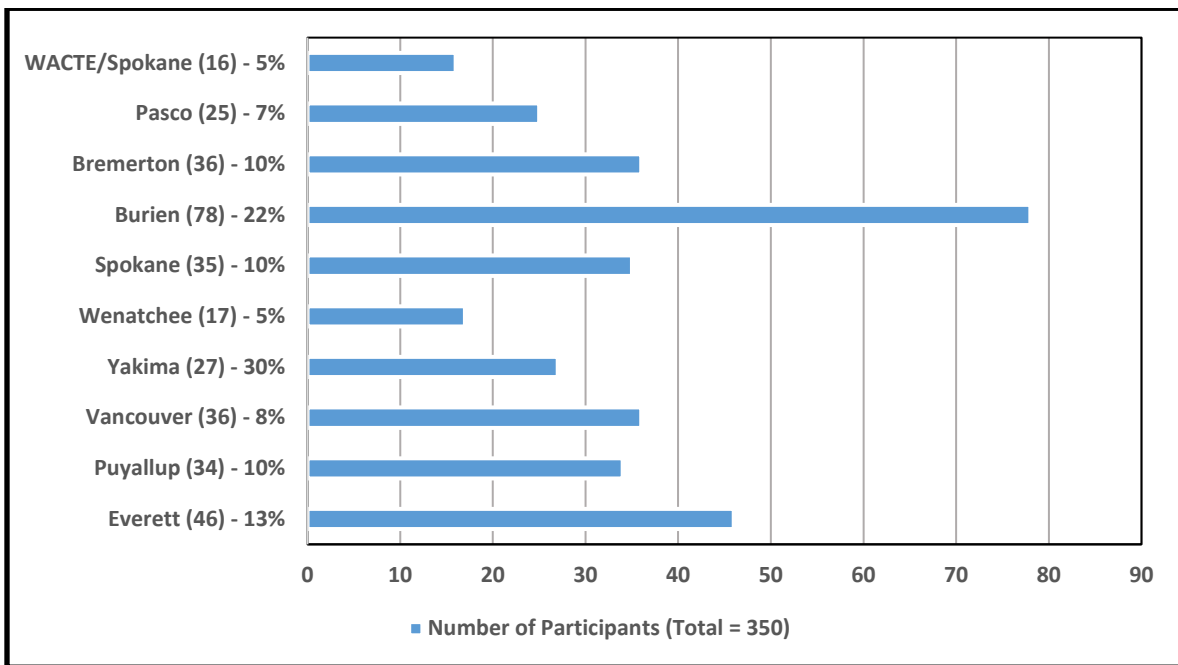
*Figure 9. **Total Number of Participants by Region (N=350)**. Number in parentheses indicates total number of participants; the percent of the total number of participants follows.*
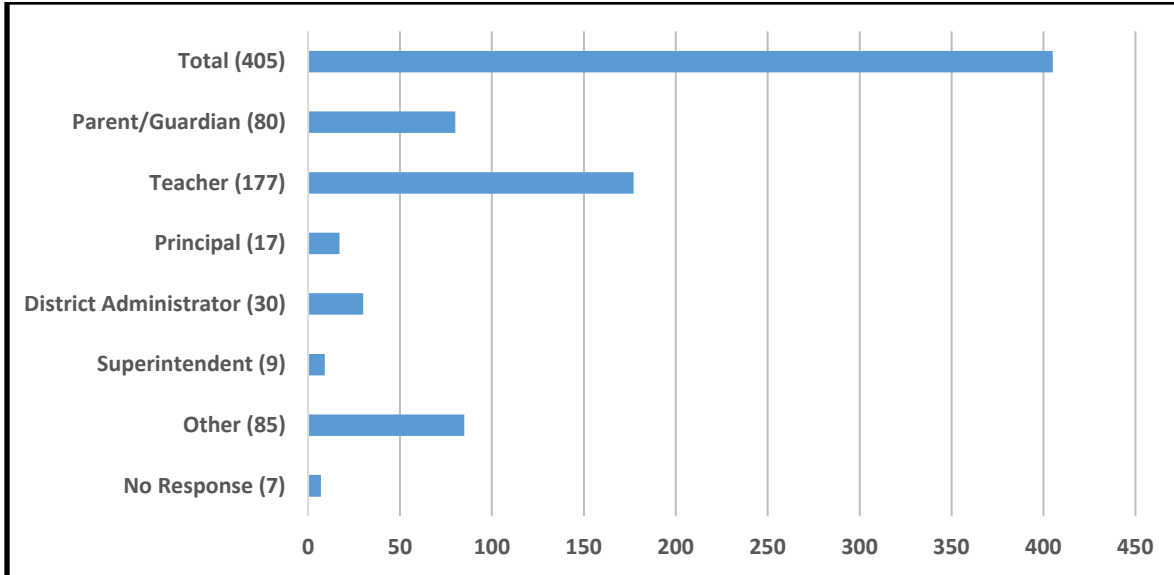
*Figure 10. **Participant Roles Across All Forums.** Number in parentheses indicates total number of participants. Note that some participants identified more than one role.*
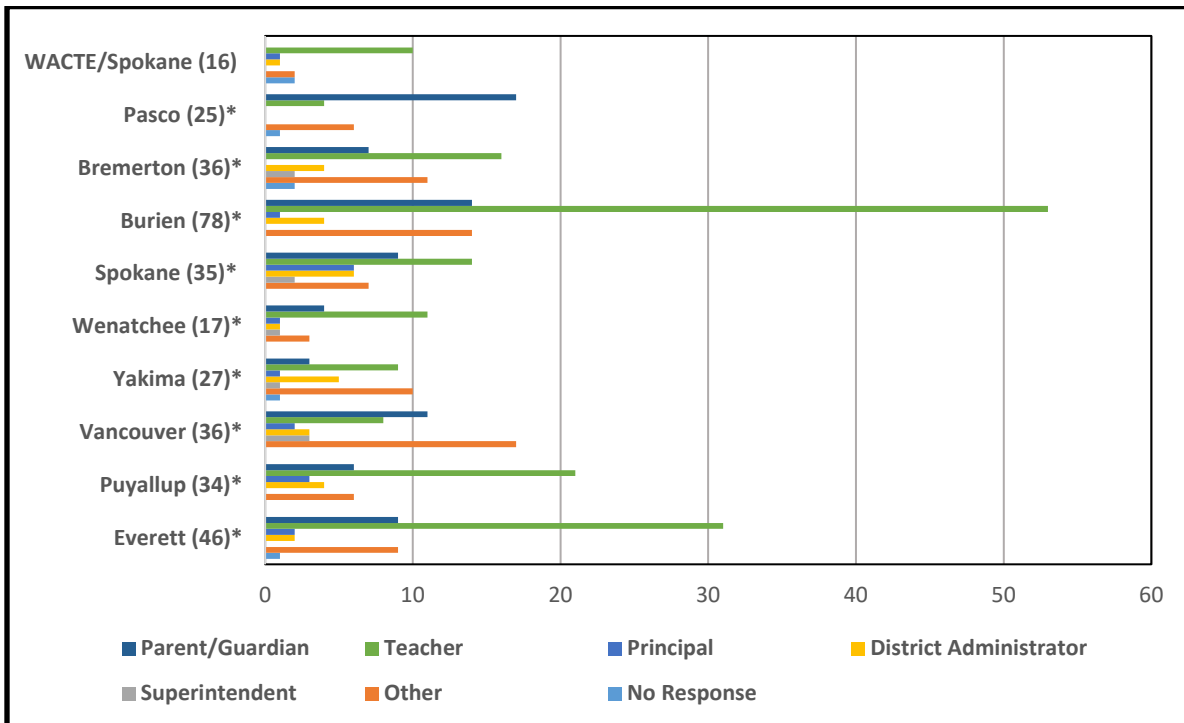
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*Figure 11. **Participant Roles by Location.** Number in parentheses indicates total number of participants. Locations marked with an asterisk indicates participants identified more than one source.*
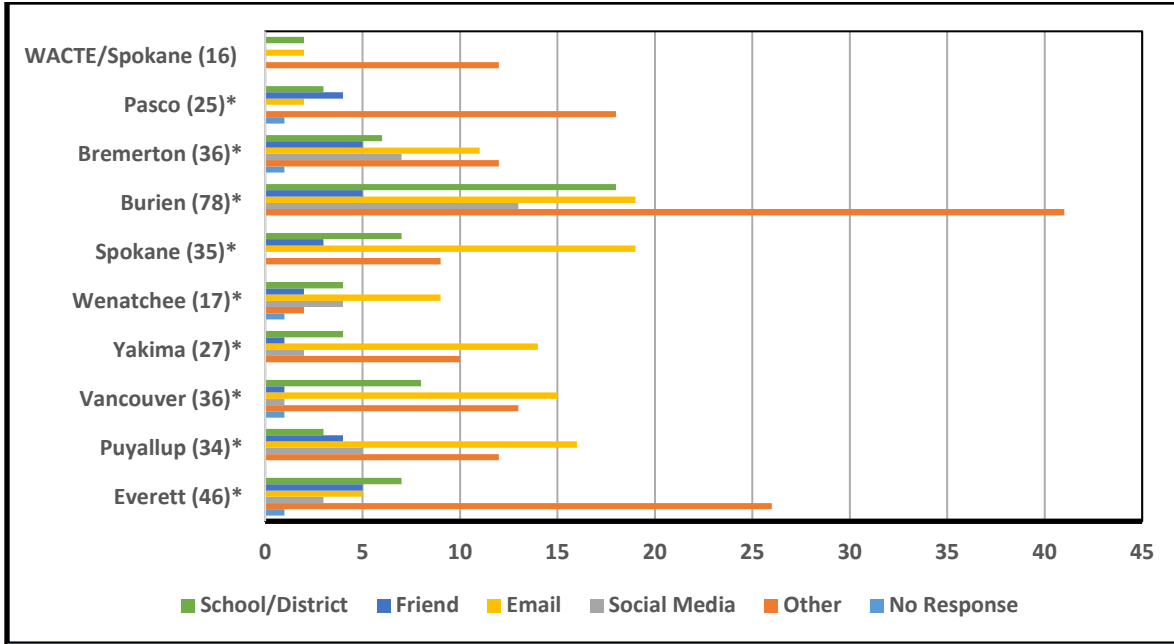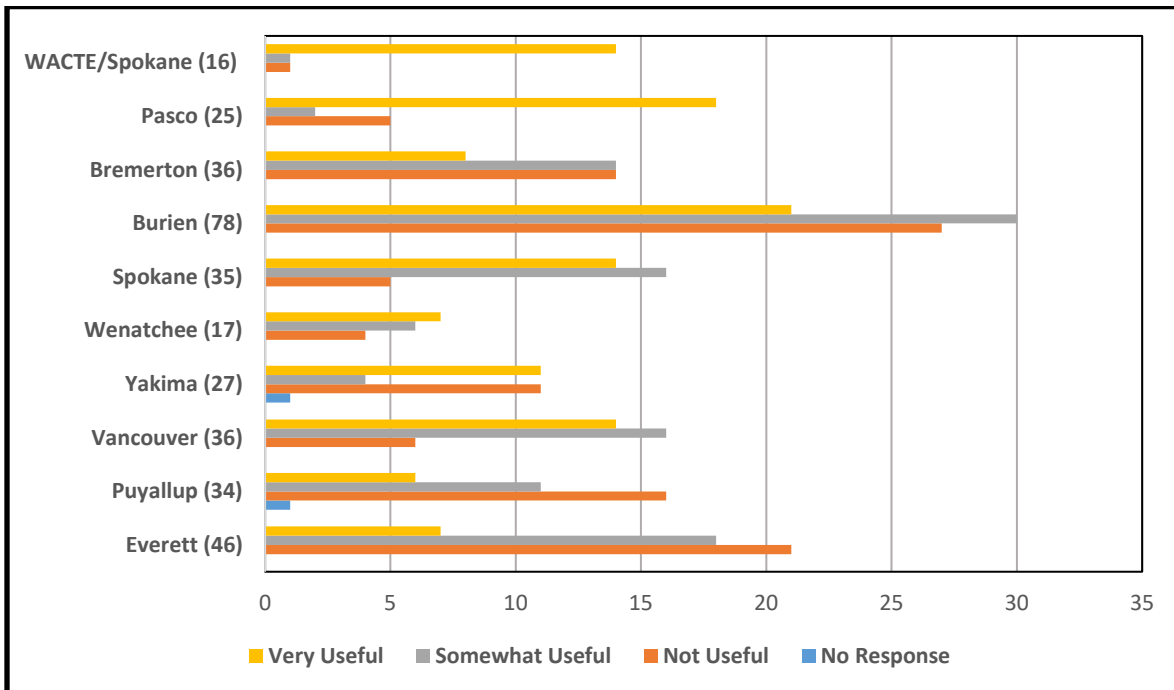
Figure 12. **Participant Response to the Question, "How did you learn about this event?"** *Number in parentheses indicates total number of participants. Locations marked with an asterisk indicates participants identified more than one source.*

Figure 13. **Participant Response to the Question, "How useful was the information presented at this event?"** *Number in parentheses indicates total number of participants.*

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