



Washington's ESSA Consolidated Plan SUMMARY

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)



DRAFT



U.S. Department of Education

Revised: November 13, 2016

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Introduction to the Consolidated Plan Summary

This document contains a brief summary of Washington State’s 2016 Consolidated Plan to fulfill the objectives of the Every Student Succeeds Act. ESSA replaced No Child Left Behind on December 10, 2015, as the reauthorization of the Elementary and Secondary Education Act. ESSA will be fully operational in school year 2017-18.



ESSA changes the face of education across the nation. It is more flexible and permissive, allowing local school districts to better meet the needs of their students.

ESSA allows states to break down silos in education, and permits flexibility in use of funds to achieve better outcomes for students. ESSA places a strong emphasis on family and community engagement. ESSA directly addresses the opportunity gap many students face, requiring the state’s educational system to track data about how students are being served, who is teaching them, and what supports are in place to ensure all students have access to a high-quality education.

1. Long Term Goals and Measurement of Interim Progress

Summary

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 among historically underserved student groups, students in poverty and students receiving English learner and special education services.



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” by 50 percent, as a half-way point to this goal. Washington will use a new measure called adequate growth percentile (AGP) to track progress. AGP uses Smarter Balanced assessment data to measure proficiency.

For high school students, OSPI proposes using the percent meeting or exceeding standard on the 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 deemphasize the school-level average proficiency rates, and instead focus on closing gaps in proficiency rates of historically underserved student groups.

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.” Washington’s goal in 10 years is a graduation rate of at least 90 percent for each student subgroup.

The evaluation for a specific English language proficiency progress measure will begin once two years of ELPA21 data are available, in mid-2017. When the measure or measures have been established, the Bilingual Education Advisory Committee and the Achievement and Accountability Workgroup will collaborate with OSPI and the Washington State Board of Education to establish long-term goals.

See also

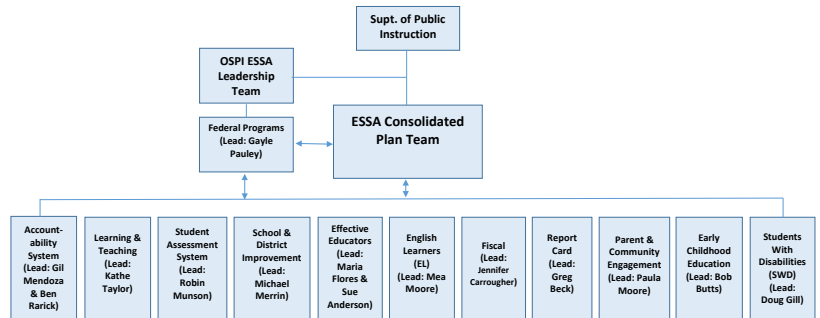
- [Assessment and Testing](#)
- [Educational Opportunity Gap Oversight and Accountability](#)
- [Graduation Toolkit](#)
- [Washington State Report Card](#)

2. Consultation and Coordination

Summary

OSPI engaged in a comprehensive planning and development process to create this plan.

Over the past ten months, work was divided among multiple teams and workgroups with representation from across the state.



OSPI established a Consolidated Plan Team (CPT) to be active members in the development of the ESSA Consolidated Plan. This team received recommendations for the plan from 12 ESSA workgroups and provided the CPT's approved recommendations to State Superintendent Randy Dorn. The Plan was developed through timely and meaningful consultation with representatives from the following: the Governor's office, State Legislature, State Board of Education, districts (including those located in rural areas), tribes, teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, administrators, parents and community members.

OSPI hosted eight listening sessions, including two webinars across the state to obtain public input early in the plan development stage.

The Draft Consolidated Plan was released on-November 14, for a 30-day public comment period. OSPI is currently holding four review tour sessions that provides an overview of the draft plan, addresses how the Consolidated Plan Team incorporated earlier feedback into the plan, and provides information on how to submit comments to the draft plan.

Appendix D of the full Plan contains a comprehensive report of public input and consultation for the Consolidated Plan.

See also

- [Every Student Succeeds Act Implementation](#)
- [ESSA Workgroups and Tasks](#)
- [ESSA Review Tour](#)
- [Provide public comment on Washington's ESSA Consolidated Plan](#)

3. Challenging State Academic Standards and Academic Assessments

Summary

In Washington, OSPI develops the state’s learning standards and oversees the assessment of the learning standards for state and federal accountability purposes. The standards define what all students should know and be able to do at each grade level.

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

Washington’s K-12 learning standards, were developed through a collaborative, public process led by Washington educators and national experts., Washington’s K-12 learning standards are adopted for [English Language Arts and Mathematics](#). Washington has adopted Next Generation Science Standards for science.

Through the adoption of these and other rigorous academic standards, the state has demonstrated its commitment to using challenging academic content standards for mathematics, reading and language arts, and science. The standards 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, English language arts, and science.

For students with the most significant cognitive challenges, Washington uses Essential Elements from Dynamic Learning Maps as a foundation for alternate academic achievement standards that culminate in Washington’s derived Access Point Frameworks. The Washington Access to Instruction and Measurement (WA-AIM) is the assessment that corresponds with the alternate academic achievement 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.

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. 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.

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

Washington's system of performance management has four core processes for performance management for successful implementation of state and LEA plans 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.

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 and the State Report Card

The CPR is a comprehensive process that describes and documents an LEA's implementation of strategies. The majority of Washington's schools are monitored on a 5-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. 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.

Washington will support schools that do not demonstrate continuous improvement by providing technical assistance through the OSPI Office of Student and School Support (OSSS).

See also

- [Washington State Learning Standards](#)
- [Washington Access to Instruction and Measurement \(WA-AIM\)](#)
- [Assessment in Washington state](#)
- [Washington State Report Card](#)
- [Consolidated Program Review](#)

4. Accountability, Support, and Improvement for Schools

Summary

Washington proposes a comprehensive set of indicators across the five categories established by ESSA.

For academic achievement, the indicator will be the percent of students who are proficient in the annual statewide assessments.

For academic progress, the indicator will be a school’s median student growth percentile (SGP) in ELA and mathematics.

For graduation rate, the indicator will be the percent of students who graduate on-time (4 years, after their first time entering 9th grade) and extended (5-, 6-, and 7-year) using the adjusted cohort methodology.

For progress in achieving English language proficiency, the indicator will be the percent of English learners who make progress toward English language proficiency. Progress shall be measured using the ELPA21 assessment and WIDA Alternate ACCESS.

For school quality or student success, Washington will initially include three measures: chronic absenteeism for all schools, and for high schools, 9th grade on track, and dual credit participation. Additional measures may be considered for inclusion for this category.

Washington complies with the federal mandate of collecting ethnicity and race information for students. Federally identified subgroups are used for reporting, and include American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander, Black/African American, Hispanic/Latino of any race(s), White, and Two or More Races.

Washington will use 20 as the minimum number of students required for accountability purposes for the all-student group and subgroups. For small schools and small subgroups, OSPI will combine the most recent three years of data. 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).

OSPI shall identify schools for comprehensive support based on the summative score from the indicators described above, including the all students group in combination with identified subgroups. Schools that were identified as a comprehensive school will be removed from this status if the school meets all state accountability indicators after completion of the three-year improvement cycle.

Academic Achievement

Academic Progress

Graduation Rate

Progress in Achieving English Language Proficiency

School Quality or Student Success

Targeted Support and Improvement Schools will be identified based on the accountability indicators for either race/ethnicity subgroups or program subgroups (English learner, special education, low-income).

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. Specific school improvement funding for targeted improvement schools will only be provided if sufficient funds are available for improvement strategies. However, where applicable and allowable, OSPI will provide for 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.)

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. The steering committee will identify the research- and evidence-based approach to school improvement, with an emphasis on school leadership as the core strategy. All identified schools will use a web-based action-planning tool for developing school improvement plans and monitoring student outcomes. Schools 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](#).

After three years, if needed, more rigorous interventions will be required as provided in Washington State law adopted in 2013 for schools which are consistently underperforming. 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. The school then receives additional support and oversight, as identified in state law (RCW 28A.657.030).

See Also

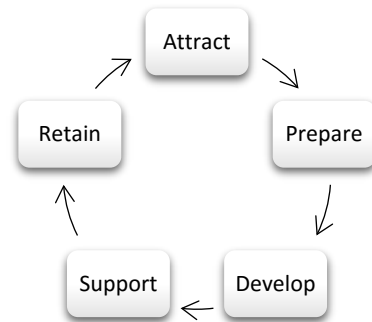
- [Office of Student and School Success](#)
- [Washington State Report Card](#)
- [Menus of Best Practices for Mathematics, English Language Arts \(ELA\), and Behavior](#)

5. Supporting Excellent Educators

Summary

Washington has a comprehensive system of educator development, retention, and advancement. It involves coordinated efforts among OSPI, the Professional Educator Standards Board, the State Board of Education, the Washington Legislature, Educational Service Districts, and the Washington university system.

OSPI provides state funding for induction and mentoring of new educators through the Beginning Educator Support Team (BEST) program. The Recruiting Washington Teachers (RWT) program supports partnerships between high schools, teacher preparation programs, institutions of higher education, families, and community-based organizations to deliver innovative programs that support students who are underrepresented in the teaching profession, in preparing for careers as educators.



OSPI will prioritize funding for principal professional development and training, and recruiting and retaining effective teachers.

Washington will continue to use the Teacher/Principal Evaluation Program (TPEP) to evaluate and support teachers and school leaders. TPEP uses direct observation, student growth measures, and other evidence to evaluate professional staff.

All students deserve access to effective educators. Some student subgroups are being taught at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers. OSPI has engaged in a root cause analysis to identify and begin to resolve these issues. The root cause analysis uses a framework aligned to the career continuum of educators to identify issues impacting equitable access to effective, educators, shown above. The most significant root cause is lack of equitable funding across districts for hiring effective educators. As a first step in improving access, OSPI will publish and annually update the data regarding rates and disproportionalities.

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.

ESSA does require that all Title I paraeducators meet state certification and licensure requirements. Washington does not currently have certification and licensure requirements for paraeducators. Though the Washington Legislature authorized a Paraeducator Work Group to create recommendations for standards, it has not adopted them. 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.

The table below outlines the definitions and criteria OSPI will use in providing the data on ineffective, out-of-field, or inexperienced teachers.

Key Term	Statewide Definition or Statewide Guidelines
Effective Teacher	<p>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:</p> <p style="text-align: center;">4-Distinguished 3-Proficient</p>
Emerging Effective Teacher	<p>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.</p> <p>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.</p>
Ineffective Teacher	<p>Teacher and principals will be identified as ineffective if:</p> <p>More than 3 years of experience: 2-Basic 1-Below Basic</p> <p>0–3 years of experience: 1-Below Basic</p>
Out-of-field Teacher	<p>A teacher assigned to teach core academic classes but who is not properly endorsed in the subject(s) being taught.</p>
Inexperienced Teacher	<p>Classroom teachers who have less than or equal to five years of teaching experience.</p>

See Also

- [Washington State Certification](#)
- [Teacher/Principal Evaluation Program](#)
- [2015 Washington State Equity Plan](#)

6. Supporting All Students

Summary

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.



The State Superintendent has set 5 priorities that guide the agency's work in assisting students as they move through the K–12 system.

1. Increase basic education funding.
2. Improve academic achievement for all students and reduce dropout rates.
3. Improve our statewide assessment system.
4. Expand CTE and Science, Technology, Engineering, and Mathematics (STEM) opportunities.
5. Promote early learning opportunities.

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. OSPI has a number of early learning initiatives designed to increase success for all students, including a well-established partnership with the Department of Early Learning, expansion of full-day kindergarten, use of WaKIDS assessments, and transition supports.

Students in middle school must create a High School and Beyond Plan, which 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. Dozens of other transition support services exist for students in Washington at all levels.

Washington supports the effective use of technology through several programs like Computers 4 Kids, the development of technology and computer science learning standards, broadband access, support for open educational resources, and online learning.

Family engagement is central to student success, and OSPI promotes meaningful parent and family engagement through policy development, professional development, and outreach strategies.

The accurate identification of English Learners and children with disabilities is an important duty of the state and districts. OSPI has a clear process for identifying and supporting English learners as they develop proficiency. The state uses ELPA21 for assessing English language proficiency. The WIDA Alternate ACCESS is used for English learners with significant cognitive disabilities.

Students with disabilities receive support according to their needs and, when eligible for special education services, through their Individualized Education Program. The Plan includes a recommendation for 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.

OSPI will use federal and state funds to support state level strategies to improve student achievement, increase capacity, offer well-rounded educational experiences to students, foster safe, healthy, supportive and drug-free environments, and increase access to personalized rigorous learning experiences supported by technology. OSPI seeks to maximize flexibility and effective use of funds by using an LEA Federal and State Program Consolidated Application.

Program-Specific Requirements

Title I, Part A: Improving Basic Programs Operated by State and LEAs. 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, the Office of Superintendent of Public Instruction (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.

Title I, Part C: Education of Migratory Children. 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 provides technical assistance to LEAs on available local, state, and federal resources most suitable to meet identified need; and conducts referrals for services outside the local educational agency.

Title III, Part A: Language Instruction for English Learners and Immigrant Students. Students are identified as English learners based on their home language survey and their score on the state-approved English language proficiency screeners. 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. Students with an Emerging or Progressing determination will continue to receive English language development services, while Proficient students will no longer receive language development services.

Title V, Part B, Subpart 2: Rural and Low-Income School Program. OSPI, through the use of the Rural and Low-Income School Program, will provide LEAs with the flexibility to meet their program objectives and outcomes in partnership with other federal and state grants. 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,A, Title II,A, Title III, and Title IV,A, including Early Learning services.

McKinney-Vento Education for Homeless Children and Youth Program. OSPI will use a variety of procedures to identify homeless children and youths in the state and assess their needs. 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. 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. 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.

See Also

- [Early Learning in Washington State](#)
- [Family Involvement Resources](#)
- [Special Education](#)
- [Federal Programs](#)
- [Foster Care FAQ](#)