

2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19

**under the Elementary and Secondary Education Act of
1965**

Washington



**U.S. Department of Education
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Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a “Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)” document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

For any questions or additional information, please contact the U.S. Department of Education at oese.title-i-a@ed.gov.

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this “2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at <https://oese.ed.gov/files/2020/02/csso-letter.pdf>.


Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

Cover Page

Authorized SEA Representative (Printed Name) Chris Reykdal, State Superintendent	
Signature of Authorized SEA Representative 	Date: March 7, 2022

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template):

- a. Establishment of Long-Term Goals. (ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template) Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:
 1. Academic Achievement. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.
☐ One Year
☒ Two Years
 2. Graduation Rate. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.
☐ One Year
☒ Two Years
 3. Progress in Achieving English Language Proficiency (ELP). If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.
☐ One Year
☒ Two Years
- b. Indicators. (ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template) Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

Washington intends to use three years of data, as is specified in the approved Washington ESSA plan. The only exception is for the English language proficiency progress measure which will use one year of progress data, bridging 2021 ELPA21 scores to 2022 WIDA scores.

1. ☐ Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

No revisions to the measure itself. 3 years of data: 2017-18, 2018-19, 2021-22.

2. ☒ Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

As a temporary one-time measure, Washington will use an Average Achievement Level for mathematics and English Language Arts for grades 3 through 8. The measure will be used in lieu of Student Growth Percentiles (SGPs), which are not available for 2021–22; SGPs will resume after 2023 when Washington has two consecutive years of math and ELA assessment data.

The Average Achievement Level, which is a weighted average of students' assessment achievement levels (Level 1, 2, 3, or 4) within a school, will provide valid and reliable statewide data that will allow for meaningful differentiation in school performance as required under ESEA 1111(B)(ii)(II). The proposed Indicator will further distinguish schools, beyond the binary academic achievement indicator (proficient / not proficient) and will recognize schools for the distribution of each level of their students' math and ELA assessment scores.

3 years of data: 2017-18 SGPs, 2018-19 SGPs, 2021-22 Average Achievement Level.

3. ☐ Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

No revisions to the measure itself. 3 years of data: 2019-20, 2020-21, 2021-22.

4. ☒ Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

Washington will use a crosswalk that bridges the 2022 WIDA scores to the 2021 ELPA21 scores for purposes of establishing the Progress in Achieving ELP indicator in 2022. In Washington's existing, approved ESSA plan, a student's ELPA21 domain scores are placed into one of the following categories: Emerging, Progressing (3 levels), or Transitioning. The next year, a student is classified as making progress towards proficiency (or not) based on this chart:

Table 8. Six-year trajectory expectations for English learners.

First Year Grade	Baseline Year	Year 2	Year 3	Year 4	Year 5	Year 6
All	Emerging (level 1 or 2 in all 4 domains)	P1	P2	P3	P3	T
All	Progressing 1	P2	P3	P3	T	
All	Progressing 2	P3	P3	T		
All	Progressing 3	P3	T			

A student with a first-year identification of Emerging would have scored a level 1 or 2 in all four ELPA21 domains of reading, listening, writing, and speaking. That student would have up to six years to transition out of services and clearly identified benchmarks for progression toward Transitioning.

For the temporary, one year crosswalk, Washington will use the same approach, but will use 2021 ELPA21 scores for the Baseline year and 2022 WIDA scores for Year 2.

The table of how test scores correspond to Emerging (E), Progressing (P1-P3), or Transitioning (T) looks like this:

Progress Category	ELPA21 domain scores (2021)	WIDA Overall score (2022)
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E	1s or 2s	1 to 1.9
P1	At least one 1, at least one 3+	2 to 2.9
P2	No 1s, at least one 2, at least one 3+	3 to 3.9
P3	3s or higher	4 - 4.9
T	All 4+	5+

ELPA21 has four domains: reading, listening, writing, and speaking and a student can score between a 1 and 5 in each domain. A student who scores only 1 or 2 in all four domains is identified as Emerging on the ELPA21 assessment. Similarly, “Emerging” in WIDA is a combined WIDA score of 1 to 1.9.

Progress status therefore will be a combination of the two tables above, and will be based on this:

Progress Category	ELPA21 (2021)	Min for "Progress"	WIDA (2022)
E	1s or 2s	P1	2 to 2.9
P1	At least one 1, at least one 3+	P2	3 to 3.9
P2	No 1s, at least one 2, at least one 3+	P3	4 - 4.9
P3	3s or higher	P3	4 - 4.9
T	All 4+	-	-

A student scoring Emerging on the ELPA21 in the baseline school year (2020-2021) would need to so score a 2 or higher on WIDA in the next school year to meet the minimum marker for progressing toward proficiency.

A new progress measure will be established after the 2023 tests when two years of WIDA scores are available.

5. ☐ School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

No revisions to the measures themselves. 3 years of data each:

- 9th grade on track: 2019-20, 2020-21, 2021-22
- Regular attendance: 2018-19, 2019-20 (adjusted to include attendance only September 2019 through February 2020), 2021-22
- Dual credit: 2019-20, 2020-21, 2021-22

The table below illustrates the years of data to be included for each of the WSIF indicators.

	17-18	18-19	19-20	20-21	21-22
Measures					
Proficiency	Proficiency	Proficiency	n/a	n/a	Proficiency
Other Academic (SGPs)	SGP	SGP	n/a	n/a	Average Achievement Level
Graduation Rate			Grad	Grad	Grad
9th Grade on Track			9th	9th	9th
Regular Attendance		Attendance	Attendance (adjusted: Sept - Feb)	Validity and reliability concerns	Attendance
Dual Credit			Dual credit	Dual credit	Dual credit
EL Progress					progress spanning 2021 ELPA to 2022 WIDA

Key:

Light blue: No revisions to the indicator; this year of data will be included in WSIF calculations during 2022-23.

Light green: Temporary measure for WSIF calculations during 2022-23; will not be used after the Addendum period.

- c. Annual Meaningful Differentiation. (ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template) Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1. ☐ State's System of Annual Meaningful Differentiation. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. ☐ Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

3. ☐ Different Methodology. If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- d. Identification of Schools. (ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template) Due to COVID-19, the State is revising its timeline or methodologies for school identification:

1. Timeline. Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).

- i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*

- ☒ Comprehensive Support and Improvement Schools: Low Performing
☒ Comprehensive Support and Improvement Schools: Low Graduation Rate
☒ Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
☒ Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

** Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*

2. Methodologies. The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:

- A. ☐ Comprehensive Support and Improvement Schools: Low Performing. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- B. ☐ Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State's methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- C. ☐ Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- D. ☐ Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- E. ☐ Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- e. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

- i. ☒ The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.
- ii. ☒ The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

B. Criteria

- i. ☒ The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

Currently identified CSI will have to meet the following criteria:

- A. Score above the 2.3 WSIF threshold for the All Students student group using data from the most recent school year, and
- B. Submit a strong plan for sustainability of the progress that the school has made, which includes information on measurable goals, aligned strategies, intentional fiscal support, and a well-defined monitoring/evaluation system. The plan must explain how the school will maintain achievement and support across all student groups served within the school.

For schools currently identified, they can exit current identification even if they are identified for CSI supports in fall 2022 using data from the 2021–2022 school year. If a school identified for CSI support in cycle 1 does not exit status in school year 2022–2023, they must receive additional support from OSPI, consistent with section 1111(d)(3)(A)(i)(I) of ESSA. See table 1 for WSIF identification and supports by school year.

Table 1. WSIF Cycles of Support

	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26
Cycle 1	Identification	Support	Support*	Support*	Support	Support/ Exit Eligible	Additional Support	Additional Support	Additional Support
Cycle 2	-	-	-	-	-	Identification	Support	Support/ Exit Eligible	Additional Support
Cycle 3	-	-	-	-	-	-	Identification	Support	Support

*Schools will receive support for these school years, but their identification in school years 2019–2020 and 2020–2021 will not count toward the number of years in which a school must meet the criteria for exiting identification status.

One of Washington's proposed exit criteria in the ESEA Addendum requires all identified student groups (including the All Students student group) to achieve above the Washington School Improvement Framework threshold for which they are identified. For example, a school identified as CSI would have to have a 2022 WSIF Overall Framework Score above the 2.3 threshold score for which they were identified in 2017. For the following reasons, the state is confident that using the threshold for identification is consistent with ESEA requirements and shows that the school has made progress since being identified:

- A. The underlying data used to identify schools provides a consistent Overall Framework Score for schools that allows the measurement of progress from one year to the next. A school that exceeds the identification threshold *would have to have shown progress in their WSIF scores* within the three years of data used for the calculation of the Overall Framework Score.
- B. To address the issue of ensuring continued progress to improve student academic achievement and school success, the ESEA Addendum also requires the exiting school submit a strong plan for sustaining their success. This plan will allow schools to highlight

the strategies that improved their WSIF scores above the identification threshold and document how they will maintain such strategies after exiting status.

- C. This temporary exit criteria is similar to Washington’s current ESSA Consolidated Plan exit criteria. The exception in the Addendum is that a school could potentially be identified for the same level of support even when the Overall Framework Score is higher than the score for which they were identified. The reason for this flexibility in the Addendum is to shift more quickly toward an accountability system that does not have pandemic data-related disruptions.
- ii. ☒ The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021–2022 school year.

When exiting schools from comprehensive support and improvement, Washington will focus on providing an opportunity for schools to highlight academic gains and demonstrate a strong plan for continuing such gains. This means that schools identified for CSI supports using school year 2021–2022 data will have multiple pathways to demonstrate improved outcomes for students. Schools will have to meet one of the following criteria:

- A. Score above the WSIF identification threshold, to be determined, for the All Students student group using data from the most recent school year, or
- B. Demonstrate significant improvement on math and ELA assessments for the All Students student group between school year 2021–2022 math and ELA assessments and school year 2022–2023 math and ELA assessments.

Schools meeting one or more of the above criteria will also be required to submit a strong plan for sustainability of the progress that it has made, which includes information on measurable goals, aligned strategies, intentional fiscal support, and a well-defined monitoring/evaluation system. The plan must explain how the school will maintain achievement and support across all student groups served within the school.

Schools to be identified in fall 2022 using assessment data from school year 2021–2022 will be able to exit identification even if they are identified for CSI supports in spring 2024 using data from the 2022–2023 school year. If a school identified for CSI support in cycle 1 does not exit status in school year 2022–2023, they must receive additional support from OSPI, consistent with section 1111(d)(3)(A)(i)(I) of ESSA. (See table 1 for WSIF identification and supports by school year.) After this cycle, Washington will return to its three-year exit criteria as described in the state’s ESEA consolidated plan.

One of Washington's proposed exit criteria in the ESEA Addendum requires all identified student groups (including the All Students student group) to achieve above the Washington School Improvement Framework threshold for which they are identified. For example, a school identified as CSI would have to have a 2022 WSIF Overall Framework Score above the 2.3 threshold score for which they were identified in 2017. For the following reasons, the state is confident that using the threshold for identification is consistent with ESEA requirements and shows that the school has made progress since being identified:

- B. The underlying data used to identify schools provides a consistent Overall Framework Score for schools that allows the measurement of progress from one year to the next. A school that exceeds the identification threshold *would have to have shown progress in their WSIF scores* within the three years of data used for the calculation of the Overall Framework Score.
- B. To address the issue of ensuring continued progress to improve student academic achievement and school success, the ESEA Addendum also requires the exiting school submit a strong plan for sustaining their success. This plan will allow schools to highlight the strategies that improved their WSIF scores above the identification threshold and document how they will maintain such strategies after exiting status.
- C. This temporary exit criteria is similar to Washington’s current ESSA Consolidated Plan exit criteria. The exception in the Addendum is that a school could potentially be identified for the same level of support even when the Overall Framework Score is higher than the score for which they were identified. The reason for this flexibility in the Addendum is to shift more quickly toward an accountability system that does not have pandemic data-related disruptions.
 - iii. ☒ The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

Schools entering CSI supports in fall 2022 using data from the 2021–2022 school year assessments will have two years of support before more rigorous state supports will be required. Schools identified in this WSIF cycle will have the opportunity to exit status after a single year of supports to be provided in school year 2023–2024.

2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:

A. Timeline

- i. ☒ The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.
- ii. ☒ The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

B. Criteria

- i. ☒ The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

Currently identified ATSI schools will have to meet the following criteria:

- A. All identified student groups score above the 2.3 WSIF threshold for the All Students student group using data from the most recent school year, and
- B. Submit a strong plan for sustainability of the progress that it has made, which includes information on measurable goals, aligned strategies, intentional fiscal support, and a well-defined monitoring/evaluation system. The plan must explain how the school will maintain achievement and support across all student groups served within the school.

For schools currently identified, they can exit current identification even if they are identified for ATSI supports for student groups not previously identified in fall 2022 using data from the 2021–2022 school year. If a school identified for CSI support in cycle 1 does not exit status in school year 2022–2023, they must receive additional support from OSPI, consistent with section 1111(d)(3)(A)(i)(I) of ESSA. See table 1 for WSIF identification and supports by school year.

For elaboration on why using the WSIF threshold is an appropriate measure for exit criteria, see section e.1.B.ii.

- ii. ☒ The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021–2022 school year.

When exiting schools from ATSI status, Washington will focus on providing an opportunity for schools to highlight academic gains and demonstrate a strong plan for continuing such gains. This means that currently identified ATSI schools will have multiple pathways to demonstrate improved outcomes for students. Schools will have to meet one of the following criteria:

- A. All identified student groups score above the WSIF threshold, to be determined, for the All Students student group using data from the most recent school year, or
- B. Demonstrate significant improvement on math and ELA assessments for the identified student groups between school year 2021–2022 math and ELA assessments and school year 2022–2023 math and ELA assessments.

Schools meeting one or more of the above criteria will also be required to submit a strong plan for sustainability of the progress that it has made, which includes information on measurable goals, aligned strategies, intentional fiscal support, and a well-defined monitoring/evaluation system. The plan must explain how the school will maintain achievement and support across all student groups served within the school.

Schools to be identified in fall 2022 using assessment data from school year 2021–2022 will be able to exit identification even if they are identified for ATSI supports in spring 2024 using data from the 2022–2023 school year. If a school identified for ATSI support in cycle 2 does not exit status in school year 2024–2025, they will be identified for CSI support. (See table 1 for WSIF identification and supports by school year.) After this cycle, Washington will return to its three-year exit criteria as outlined in the state’s ESEA consolidated plan.

For elaboration on why using the WSIF threshold is an appropriate measure for exit criteria, see section e.1.B.ii.

- iii. ☒ The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.

Schools entering ATSI supports in fall 2022 using data from the 2021–2022 school year assessments will have two years of support before more rigorous state supports will be offered. Schools identified in this WSIF cycle will have the opportunity to exit status after one year of supports to be provided in school year 2023–2024.