



Public Notice for the Office of Superintendent of Public Instruction Addendum Request to U.S. Department of Education

Notice to school districts and community members of the Office of Superintendent of Public Instruction's intent to submit an addendum to Washington's Consolidated State Plan pursuant to Section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA).

The Office of Superintendent of Public Instruction (OSPI) will submit an addendum to the U.S. Department of Education (ED) to request short-term, minimal modifications to the state accountability system as defined in Washington's Every Student Succeeds Act (ESSA) Consolidated Plan. Changes proposed in the addendum are temporary, one-year changes necessitated by data gaps in school years 2019–20 and 2020–21 due to the COVID-19 pandemic.

The public comment period opens Monday, February 28, and will close at 11:59 pm on Thursday, March 3. Comments may be submitted through OSPI's [public comment survey](#).

Background Information

On December 17, 2021, ED released its draft template addendum (updated on December 22, 2021) and Frequently Asked Questions (FAQs) regarding states' efforts to restart accountability systems. After a 30-day opportunity for public comment, ED released the final version of the addendum template and FAQ on February 15, 2022.

The FAQ requires states to restart their accountability systems in the fall of 2022 using data from the 2022 spring assessments and allows for short-term accountability modifications for certain elements of states' accountability plans. Flexibility can be requested through a submitted addendum, which ED encourages states to submit by March 7, 2022—just three weeks after the final FAQs were published.

Questions and Answers

Why is the addendum needed?

Given the pandemic's interruptions and subsequent gaps in data, the Washington School Improvement Framework (WSIF) cannot be calculated as outlined in the state's approved [ESSA Consolidated Plan](#). Washington received a waiver of accountability [last spring](#) and concurrently committed to restarting WSIF this year, including using 2021–22 school year data.

While holding states to commitments to restart accountability systems in 2022, ED is allowing states to submit addendums to their ESSA Consolidated Plans as a bridge until data series are available and other data-related disruptions related to the pandemic are settled. Washington has opted to submit an addendum by March 7, 2022, as encouraged by ED.

What is the timing for these temporary changes?

The proposed temporary changes will start in fall 2022 when OSPI commences WSIF calculations using 2021–22 data. The WSIF data, as proposed in the addendum, would be posted in early 2023, and schools eligible for support will receive one year of supports in school year 2023–24.

What is being proposed to change?

Although some changes are necessary given ED's requirements and data disruptions, OSPI seeks to minimize the number of temporary changes to WSIF and provide as much continuity as possible within the accountability system. Proposed changes are only those necessary to bridge short-term data gaps. Changes include:

- A. **"Other Academic Indicator" or Growth.** The Student Growth Percentiles (SGPs) indicator cannot be calculated because it requires two consecutive years of assessment data in math and English language arts (ELA). OSPI is proposing to temporarily replace SGPs with an Average Academic Achievement indicator.

The Average Achievement Level is a weighted average of students' assessment achievement levels (Level 1, 2, 3, or 4) within a school. It goes beyond the binary academic achievement indicator (proficient/not proficient) and will differentiate schools based on the distribution of achievement levels.

- B. **Indicator for progress in English language proficiency.** During the 2021–22 school year, Washington transitioned from the English Language Proficiency Assessment for the 21st Century (ELPA21) to WIDA for the English Language Proficiency Assessment. Due to that change, the English learner progress measure will need to be revised. For the 2021–22 school year, OSPI will temporarily bridge student scores in ELPA21 to student scores in WIDA to calculate a measure of progress. After 2023, there will be two consecutive years of WIDA data, and a new progress measure will be implemented.

- C. **Exit criteria** for schools identified for support.
 - i. For schools currently identified for supports, OSPI proposes using new WSIF scores above the 2.3 threshold used for initial identification and a strong plan for sustaining success as sufficient for exit.
 - ii. For schools to be identified in the next cycle under the addendum, OSPI proposes using WSIF scores or significant improvement on math and ELA assessments from the 2022 administration to the 2023 administration. In addition, schools would need a strong plan for sustaining success.

ED is allowing states to seek flexibility on timing of long-term goals. Given COVID-19 related data collection disruptions, OSPI proposes to shift timing by two years (advancing target dates from 2027 to 2029).

What is staying the same?

The general methodology and approach will remain the same. WSIF will be a combination of multiple measures, with each school receiving a score between 1–10 on the measures and rolling into an aggregate score. As noted above, OSPI is only proposing changes where necessitated due to data gaps. Weighting of the measures, N-size requirements, and combining three years of data will remain the same.

Measures that are unchanged are Academic Proficiency, Adjusted Cohort Graduation Rate, and the measures for the School Quality and Student Success indicator—Regular Attendance, 9th Grade on Track, and Dual Credit.

What is the submission plan?

ED encourages states to submit addendums by March 7, 2022. OSPI is gathering public input between February 28 and March 3. Superintendent Reykdal will then review input and determine whether to make modifications. OSPI intends to submit a completed addendum to ED on March 7, 2022.

What is the Average Achievement Level measure?

The Average Achievement Level is a weighted average of students' assessment achievement levels (Level 1, 2, 3, or 4) within a school. It goes beyond the binary academic achievement indicator (proficient/not proficient) and will differentiate schools based on the distribution of achievement levels.

- Example A: Suppose a school's ELA scores were distributed in this way: 25 Level 1 scores, 25 Level 2 scores, 25 Level 3 scores, and 25 Level 4 scores. The Average Achievement Level would be $(25\% \times 1) + (25\% \times 2) + (25\% \times 3) + (25\% \times 4) = 2.5$.
- Example B: Suppose the ELA scores were distributed in this way: 10 Level 1 scores, 40 Level 2 scores, 10 Level 3 scores, and 40 Level 4 scores. The Average Achievement Level would be $(10\% \times 1) + (40\% \times 2) + (10\% \times 3) + (40\% \times 4) = 2.8$.
- In both examples, the proficiency rate is 50%, but the Average Achievement Level is different due to different proportions within the achievement levels.

Average Achievement Level is a temporary one-time measure using 2022 assessment scores and will be calculated for math and English language arts for grades 3–8. OSPI will conduct further analyses after the 2022 assessment administration to determine the specific approach for including students who were expected to test but did not. The measure will be used in lieu of Student Growth Percentiles (SGPs); SGPs will resume after 2023 when Washington has two consecutive years of math and ELA assessment data.

What is happening longer term?

Pending approval of the addendum, Washington will be required to submit an amendment to the ESSA plan. This is required for the change to WIDA and the associated new progress

measure. Similarly, the long-term goals would need to be updated as described in the addendum. An amendment with those updates will be submitted later as required by ED.

OSPI will be gathering input over the coming months for the amendment. Part of the amendment process will include input from Washington’s State Board of Education (SBE), which will be evaluating additional SQSS measures.

What is the identification timeline?

Table 1 below displays a timeline demonstrating when each cycle of identification would happen. In Table 1, schools were identified for support in school year 2017–18, and support was provided beyond three years due to COVID-19 disruptions. In the table, the Cycle 1 row indicates the timeline for identification, supports, possible exit, and more rigorous supports for schools in the original identification cycle. Cycle 2 reflects the temporary cycle as outlined in the addendum. Cycle 3 would resume the three-year pattern of identification and support as described in Washington’s ESSA Consolidated Plan.

Table 1: WSIF Cycles of Identification

	School Year (SY) 2017–18	SY 2018–19	SY 2019–20	SY 2020–21	SY 2021–22	SY 2022–23	SY 2023–24	SY 2024–25	SY 2025–26
Cycle 1	Identification	Support	Support	Support	Support	Support	Possible Exit	Additional Support	Additional Support
Cycle 2	-	-	-	-	-	Identification	Support	Possible Exit	Additional Support
Cycle 3	-	-	-	-	-	-	Identification	Support	Support