



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

January 30, 2024

The Honorable Chris Reykdal
State Superintendent of Public Instruction
Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
600 Washington St., SE
Olympia, WA 98504-7200

Dear Superintendent Reykdal:

I am writing in response to Washington's request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Washington first submitted its request on December 1, 2023, and submitted a revised version on January 16, 2024. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendment to the Department for review and approval.

I have determined that the amendment request meets ESEA requirements; accordingly, I am approving Washington's amended State plan. A summary of Washington's amendment is enclosed. This letter, as well as Washington's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Washington's ESEA consolidated State plan must be submitted to the Department for review and approval.

We note that Washington's amended State plan also includes the long-term changes described in its June 14, 2022, approved Addendum that are not limited to the 2021-2022 school year. In the June 14, 2022, approval letter, the Department indicated that the State must submit an updated ESEA consolidated State plan that incorporates the approved long-term changes at a later date. The Department verified that Washington's amended State plan includes the long-term changes that were approved using the addendum.

Please be aware that approval of this amendment is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Washington's responsibility to comply with these civil rights requirements.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Thank you for the work the Washington Office of Superintendent of Public Instruction has invested in its consolidated State plan under the ESEA. If you need any assistance regarding its implementation, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

A handwritten signature in blue ink that reads "Adam Schott".

Adam Schott
Deputy Assistant Secretary for Policy and Programs
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Michaela Miller, Washington Office of Superintendent of Public Instruction
Jason Miller, Washington Office of Superintendent of Public Instruction

Amendment to the Washington Consolidated State Plan

The following is a summary of the Washington Office of Superintendent of Public Instruction's (OSPI) amendment request. Please refer to the Department's website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for OSPI's complete consolidated State plan.

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

- *Long-Term Goals – Academic Achievement, Graduation Rate and Progress in Achieving English Language Proficiency*
The Department acknowledges that the OSPI shifted forward its long-term goals and measurements of interim progress for academic achievement, graduation rate, and progress in achieving English language proficiency by two years, consistent with the previously approved ESEA State plan addendum.
- *Long-Term Goals – Graduation Rate*
OSPI included long-term goals and measurements of interim progress for its five-, six-, and seven-year adjusted cohort graduation rates.
- *Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator)*
For accountability determinations in the 2023-2024 and 2024-2025 school years, OSPI will use two years of student growth percentile data (i.e., for fall 2023 accountability determinations, OSPI will use data from the 2018-2019 and 2022-2023 school years; for fall 2024 accountability determinations, OSPI will use data from the 2022-2023 and 2023-2024 school years). OSPI will use the most recent three years of student growth percentile data beginning with accountability determinations in fall 2025.
- *Progress in Achieving English Language Proficiency Indicator*
OSPI will calculate the annual progress target for each student based on the student's WIDA score and the needed growth in order to meet the proficiency target within six years. For purposes of calculating this indicator, OSPI will divide the number of students who made progress consistent with the tables described earlier by the number of total English learners.
- *School Identification – Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI)*
The Department acknowledges that OSPI will identify schools for CSI and ATSI in fall 2023 after identifying schools in fall 2022, consistent with the previously approved addendum.
- *Exit Criteria – CSI*
The Department acknowledges that OSPI will exit schools identified for CSI in fall 2022 based on three years of performance, consistent with the previously approved ESEA State plan addendum.

- *Exit Criteria – ATSI*

The Department acknowledges that OSPI will exit schools identified for ATSI in fall 2022 based on three years of performance, consistent with the previously approved ESEA State plan addendum.

Title II, Part A: Supporting Effective Instruction

- *Use of Funds*

OSPI will merge evaluation labels and ratings that were previously different for new and veteran teachers into one set of ratings that apply to all teachers.

OSPI removed an evaluation data suppression rule that applied only to LEAs with 10 or fewer teachers or principals. Such LEAs will now be subject to the same data suppression rules as other LEAs.

OSPI included a description of its required fundamental course of study for paraprofessionals.

Title III, Part A: English Language Acquisition

- *Standardized Entrance and Exit Procedures*

OSPI revised its entrance and exit procedures for English learners to reflect: 1) a shift from ELPA21 to WIDA consortium English language proficiency assessments, and 2) use of a state-adopted screener with accommodations as the alternate assessment used to identify potential ELs with significant cognitive disabilities until an alternate WIDA consortium screener is developed (anticipated 2025). OSPI also included the WIDA ACCESS English language proficiency assessment scores that determine a student's exit from English language development services, which vary by the following grade bands: K through grade 1, grade 2, and grades 3-12.