



NOTE: State Superintendent Randy Dorn has approved the following recommendations, to be incorporated in Washington's Every Student Succeeds Act (ESSA) Consolidated Plan.

**Every Student Succeeds Act
Recommendations
Accountability System**

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
AS1	School Quality or Student Success Indicators	Section 1111 (c)(4)(B)(v)	<p>Include the following measures as the SQ/SS indicator as part of the Annual Meaningful Differentiation of schools, in two phases.</p> <p>Phase 1—</p> <ol style="list-style-type: none"> 1. A measure of chronic absenteeism 2. A measure of 9th graders on track 3. Advanced course taking <p>Phase 2—Includes the integration of (1) Industry Certification within Advanced Course taking.</p> <ol style="list-style-type: none"> 1. Integrating Industry Certification within Advanced Course taking 2. Disproportionate discipline 3. School Climate and Engagement Survey 4. Teacher Assignment and Equity <p>All other measures (2–4) will be referred to the OSPI Data Governance team and the Achievement and Accountability Workgroup for</p>	Approved by Randy Dorn on November 10, 2016



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			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: <ul style="list-style-type: none"> • Verified Post-Secondary Acceptance • Seal of Biliteracy 	Approved by Randy Dorn on November 10, 2016
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: <ol style="list-style-type: none"> 1. The 4-Year adjusted cohort graduation rate as required 2. Extended-year adjusted cohort graduation rates: 5, 6, and 7-Year cohort rates 	Approved by Randy Dorn on October 31, 2016
AS5	Annual Meaningful Differentiation	1111(c)(4)(C)	Schools will be differentiated by assigning a 1–10 rating, name, and color coded.	Approval Revised by Randy Dorn on November 10, 2016
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% 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	Approved by Randy Dorn on October 31, 2016



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			assistance that would be used to help schools meet 95% 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 "at least once every three school years thereafter, one statewide category of schools for comprehensive support and improvement" which shall include not less than the lowest-performing 5 percent of all schools receiving funds under this part in the State"	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.	Approved by Randy Dorn on October 31, 2016
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	Approved by Randy Dorn on October 31, 2016



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			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.	Approved by Randy Dorn on October 31, 2016						
AS10	English Language Proficiency Progress Measure	1111(c)(4)(B)(iv)	With input from BEAC and AAW, OSPI will develop an EL progress measure over the next year. Using the second year of ELPA21 data, OSPI and SBE will conduct analyses and simulations.	Approved by Randy Dorn on October 31, 2016						
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.	Approved by Randy Dorn on October 31, 2016						
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.	Approved by Randy Dorn on October 31, 2016						
AS12B	Interim targets method – high schools	1111(c)(4)(A)	Option for a target-setting method: <ul style="list-style-type: none"> Interim steps based on an end-point (which could be 100% or something less than that (see ASW11)) 	Approved by Randy Dorn on October 31, 2016						
AS13A	Indicator weighting	1111(c)(4)(C)(i) and (ii)	<table border="1"> <tr> <td colspan="2">Elementary Schools</td> </tr> <tr> <td>SQSS</td> <td>Low</td> </tr> <tr> <td colspan="2">Middle Schools</td> </tr> </table>	Elementary Schools		SQSS	Low	Middle Schools		Approval Revised by Randy Dorn on November 10, 2016
Elementary Schools										
SQSS	Low									
Middle Schools										



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			<table border="1" data-bbox="849 554 1156 659"> <tr> <td>SQSS</td> <td>Low</td> </tr> <tr> <td colspan="2">High Schools</td> </tr> <tr> <td>SQSS</td> <td>Low</td> </tr> </table> <p data-bbox="849 699 1195 940">If additional items from AS1, Phase 2 (2–4), or others are included as SQSS indicators, the AAW will consider and make recommendations on changing the SQSS weighting from low to medium.</p>	SQSS	Low	High Schools		SQSS	Low	
SQSS	Low									
High Schools										
SQSS	Low									
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)	Approved by Randy Dorn on October 31, 2016						
AS14	Equity Lens	Not directly cited in ESSA accountability sections of the law	OSPI and SBE, and EOGOAC review the recommendations from the CPT and the workgroups through an equity lens and incorporate a focus on equity and serving historically underserved students in the final ESSA Consolidated Plan.	Approved by Randy Dorn on October 31, 2016						



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**Every Student Succeeds Act
Recommendations
Learning and Teaching**

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
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.	Approved by Randy Dorn on August 26, 2016
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.	Approved by Randy Dorn on August 26, 2016



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Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
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.	Approved by Randy Dorn on August 26, 2016
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: <ul style="list-style-type: none"> • 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. 	Approved by Randy Dorn on August 26, 2016



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**Every Student Succeeds Act
Recommendations
Student Assessment System**

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
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. <ul style="list-style-type: none"> 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. 	Approved by Randy Dorn on August 26, 2016
SAS2	Exemption of 8th Grade Students in Advance Math	Section 1111(b) (2)(C)	Washington should not allow 8th grade students in advanced math to be exempted from the 8th grade math test.	Approved by Randy Dorn on August 26, 2016
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	Approved by Randy Dorn on August 26, 2016



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Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
			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 Cognitive Disabilities	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.	Approved by Randy Dorn on August 26, 2016
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: <ul style="list-style-type: none"> • Score reports are not available in other languages. • The language proficiency screener/placement test that will be used in fall 	Approved by Randy Dorn on August 26, 2016



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Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
			<p>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.</p>	
SAS6	<p>Recently Arrived English Learners</p>	<p>Section 1111(b)(3)(A)</p>	<p><u>Hybrid of options 1 and 2:</u> 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: ○ Yr 1 ELA score is not included in accountability; ○ Yr 2 ELA score is included as growth measure at the school, district and state level; ○ Yr 3 ELA score is included in proficiency rates at the school, district and state level.</p>	<p>Approved by Randy Dorn on August 26, 2016</p>



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			<ul style="list-style-type: none"> - If student IS NOT tested in ELA the first year: <ul style="list-style-type: none"> 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; o 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.	Approved by Randy Dorn on August 26, 2016
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	Approved by Randy Dorn on August 26, 2016



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			this time. This item should be re-visited once additional information is available (i.e., outcome of audits/inventories and further guidance from US Dept of Education).	
SAS9	Innovative Assessment Pilot	Section1204(b)	WA/OSPI pursue grant the opportunity specific to science.	Approved by Randy Dorn on August 26, 2016



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**Every Student Succeeds Act
Recommendations
School and District Improvement**

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
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% of Title I funded schools. *to be referred to the Achievement and Accountability Workgroup.	Approved by Randy Dorn on October 28, 2016
SDI1.B	School and District Improvement	1111 (d)(A)(B) 1003(e) (d)(l)(c)(i)	<p>School Improvement Process Summary</p> <ul style="list-style-type: none"> • 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 • 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) 	Approved by Randy Dorn on October 28, 2016



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Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
			<ul style="list-style-type: none"> • 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 State must conclude plan approval process no later than 30 days after LEA submission. • LEA monitors progress and evaluates impact and reports to the SEA. • State 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)	Recommended Process for Targeted Improvement Schools	Approved by Randy Dorn on



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		(d)(l)(c)(i)	<ol style="list-style-type: none"> 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) <ol style="list-style-type: none"> a. Informed by indicators 1111(d)(2)(B)(i) 	October 28, 2016



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			<ul style="list-style-type: none"> 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 	



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			<p>to be addressed. The team may include an outside consultant agreed upon by State and LEA. The SIP is reviewed and the team provides the LEA a report including commendations and recommendations. 1111(d)(3)(B)</p> <p>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)</p>	



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**Every Student Succeeds Act
Recommendations
Effective Educators**

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
EE1	Definition and criteria for effective educators (teacher and principals)	Sec. 1111 (g) (B) Sec. 2101 (c) (4) (B) (iii)	<p>Teacher and Principal Definition:</p> <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 4- Distinguished 3-Proficient</p> <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> <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>	Approved by Randy Dorn on October 4, 2016



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Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
EE2	Paraeducator qualification requirements	Sec.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.	Approved by Randy Dorn on October 19, 2016
EE3	State level activities	Sec. 2101 (c) (3)	<p>3% of Title II funds dedicated for items 2 and 8 from the SEA State Activities List.</p> <p>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—</p> <p>(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;</p>	Approved by Randy Dorn on October 28, 2016



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			<p>(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</p> <p>III) developing a system for auditing the quality of evaluation and support systems.</p> <p>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.</p> <p>1% of Title II funds dedicated for item 5 on the SEA State Activities List.</p> <p>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</p>	



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			<p>effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through—</p> <p>(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</p> <p>(II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.</p>	
EE4	Educator Data— Suppression Rules for “Not Personally Identifiable”	Sec. 2104 (d)	<p>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.</p> <p>Implementation plan: adjust by the end of the 2017–18 school year, if needed. Reconvene the Effective Educator (EE) workgroup to revisit the full data set.</p>	Approved by Randy Dorn on October 28, 2016



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Every Student Succeeds Act Recommendations English Learners

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
EL1	Use of Funds – 5% (not more than) to SEA for technical assistance and admin costs.	Sec. 3111 (b)(2)(A-E) Page 198 Sec 3111 (b)(3) Page 199	State to receive 5% of Title III allocation.	Approved by Randy Dorn on August 26, 2016
EL2	50% more to State Activities (TA), and 50% less for Direct Administrative Expenses (CA).	Sec. 3111 (b)(2)(A-E) Page 198 Sec 3111 (b)(3) Page 199	State's 5% allocation to OSPI to be divided: <ul style="list-style-type: none"> • State Activities (TA): 55% • Direct Administrative Expenses (CA): 45% 	Approved by Randy Dorn on August 26, 2016
EL3	Use of Funds – 95% (at least) to LEAs	Sec. 3111 (b)(1) Pg. 198	SEA will allocate 95% of Title III funds to LEAs (Approx. \$14,250,000)	Approved by Randy Dorn on October 19, 2016
EL4	Use of Funds – 15% (not more than) of the 95% to LEAs for substantial increases in immigrant children and youth.	Sec. 3114 (d)(1) Page 203	Allocation for immigrant children and youth competitive grants raised from 0.6% to 1.0%	Approved by Randy Dorn on August 26, 2016
EL5	Describe the process of awarding subgrants.	Sec 3113 (b)(1) Page 202	Continue to use iGrants application for awarding LEA subgrants for Title III	Approved by Randy Dorn on August 26, 2016



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Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
		Sec. 3114 (b) Page 203		
EL6	Statewide entrance and exit procedures. Assess within 30 days of enrollment with the state-adopted English language proficiency (ELP) assessment (ELPA21 and WIDA ACCESS)	Sec. 3113 (b)(2) Page 201	Keep 10-day requirement as written in current WAC	Approved by Randy Dorn on August 26, 2016
EL7	Assurance that: A. LEAs comply with assessment of all EIs B. LEAs annually assess all EIs 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	Sec. 3113 (b)(3)(A-G) Page 201-202	SEA sub grant applications will have required assurances that are aligned with the language in ESSA	Approved by Randy Dorn on August 26, 2016



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	build capacity to continue effective language instruction F. SEA will monitor for compliance G. G. Plan developed by stakeholders, including parents of Els			
EL8	SEA will coordinate with State and Federal Programs.	Sec. 3113 (b)(4) Page 202	SEA to convene cross-collaborative regional committees representative of state and federal programs to coordinate guidance and activities.	Approved by Randy Dorn on August 26, 2016
EL9	Describe LEA flexibility to teach ELs: A. High quality, effective language instruction curriculum. B. Most effective manner.	Sec. 3113 (b)(5)(A-B) Page 202 Sec. 3115 (a) Page 204	LEAs will have flexibility in how they meet the required subgrantee activities under ESSA sec. 3113 (b)(5)(A-B)	Approved by Randy Dorn on August 26, 2016
EL11	Describe how SEA will assist LEAs in: B – Meeting challenging academic standards expected of all students	Sec. 3113 (b)(6)(B) Pg. 202	SEA to provide state assessments in native languages to the full extent allowed under ESSA Title I.	Approved by Randy Dorn on October 19, 2016



OSPI | Washington's ESSA Consolidated Plan

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EL12	Describe how the SEA will meet the unique needs of immigrant children and youth.	Sec 3113 (b)(1-8) Pg. 202	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.	Approved by Randy Dorn on October 19, 2016
EL13	Provide effective teacher and principal preparation and PD activities related to the education of ELs.	Sec 3113 (b)(2)(A-E) Pg. 198	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.	Approved by Randy Dorn on October 19, 2016
EL15C	Academic Assessments – Requirements. The inclusion of ELs. To the extent practicable, ELs shall be given	Sec. 1111 (b)(2)(B) (vii)(III) Pg. 25	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	Approved by Randy Dorn on October 28, 2016



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	<p>“assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency.”</p>		<p>guidelines to assist LEAs in making the decision to test in the most appropriate language.</p>	
<p>EL16</p>	<p>Academic Assessment of ELs After 3 Consecutive Years of US Schooling.</p> <p>Districts may provide the ELA academic assessment, on a case-by-case basis, in a language and form most likely to yield accurate data on what students know and can do for an additional 2 consecutive years. Only available to students who have not achieved a level of English language proficiency sufficient to yield valid and reliable</p>	<p>Sec. 1111 (b)(2)(B)(ix) Pg. 26</p>	<p>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) 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.</p>	<p>Approved by Randy Dorn on October 19, 2016</p>



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	information on an ELA assessment in English.			
EL22	<p>(School & District Reform) Purposes of Subgrants. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching ELs and immigrant children and youth for the following purposes:</p> <p>1) Developing and implementing new language instruction educational programs</p> <p>2) Carrying out highly focused, innovative and locally designed activities to expand or enhance existing language instruction educational programs ...</p>	Sec. 3115 (a)(3) & (4) Pg. 204	<p>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.</p> <p>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.</p>	Approved by Randy Dorn on October 19, 2016



OSPI | Washington's ESSA Consolidated Plan

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	<p>(Addressed at April meeting.)</p> <p>3) Implementing, within an individual school, schoolwide programs for restructuring, reforming and upgrading all relevant programs, activities and operations relating to language instruction educational programs and academic content instruction for ELs.</p> <p>Implementing, within the entire jurisdiction of a local education agency, agency wide programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction for ELs.</p>			



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**Every Student Succeeds Act
Recommendations
Fiscal**

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
FW1	Report Card/Per Pupil Expenditures	Section 1111, (h)(1)	OSPI should submit a plan for how we are going 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 we are going to move towards full implementation of a system that will meet the federal requirements of ESSA.	Approved by Randy Dorn on October 19, 2016
FW2	Consolidated Application		The state should provide an opportunity for grantees to apply for federal funds through a consolidated application.	Approved by Randy Dorn on October 19, 2016



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Every Student Succeeds Act Recommendations Report Card

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
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.	Approved by Randy Dorn on October 28, 2016
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 workgroup. However, the Report Card Workgroup reviewed the topic and makes this recommendation to the Accountability Systems Workgroup for consideration: <u>"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</u>	Approved by Randy Dorn on October 28, 2016



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			<p><i>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.”</i></p>	
RC3	Design and usability	1111(h) (1)(B)	<p>Washington Report Card website be developed and improved with the following underlying principles. Report Card should be:</p> <p><i>Rich.</i> Provide access to meaningful and relevant data with different levels of detail. This would include having disaggregated information, longitudinal data, drill-down capacity, and downloadable data files.</p> <p><i>Timely.</i> Updated regularly, such that it contains the most recent information.</p> <p><i>Easy-to-use.</i> Simple and intuitive navigation that is ADA compliant, and multilingual.</p> <p><i>Understandable.</i> Information is clearly labeled. Definitions and documentation are readily available and easily understood.</p> <p><i>Interactive.</i> 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</p>	Approved by Randy Dorn on October 28, 2016



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			<p><i>customizable and provide search and help features.</i></p> <p>Actionable. Contextual documentation is easily accessible that enables users to fully understand the information viewed.</p>	
RC4	Customer and Stakeholder Input	1111(h) (1)(B)(ii)	<p>Recommends the following regarding customer and stakeholder input for Report Card:</p> <ol style="list-style-type: none"> a) Leverage parental/<u>guardian/family</u> 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. <ul style="list-style-type: none"> • 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. 	Approved by Randy Dorn on October 28, 2016
RC5	Civil Rights Data	1111(h) (1)(C)(viii)	ESSA requirement to display the Civil Rights Data Collection (CRDC) shall be met by	Approved by Randy Dorn on October 28, 2016



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			<p>providing a clearly labeled and defined link to the federal data site (http://ocrdata.ed.gov/). The site already contains a variety of data displays, using the data submitted directly by districts.</p> <p>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.</p>	
RC6	Functions, Features and Data	1111(h) (1)(B)	<p>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:</p> <ul style="list-style-type: none"> 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. 	Approved by Randy Dorn on October 28, 2016



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**Every Student Succeeds Act
Recommendations
Parent and Community Engagement**

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
PCE1	Adopt a Guiding Statement for Family and Community Collaboration to Frame OSPI's work with ESSA.	<p><i>Sec. 1111(a)(1)(A) SEA consultation process while developing Consolidated Plan.</i></p> <p><i>Sec. 1111(g)(2)(C) SEA provides assistance to LEAs and schools meeting ESEA requirements.</i></p> <p><i>Sec. 1111(g)(2)(F) SEA supports collection and dissemination of effective engagement strategies.</i></p> <p><i>Sec. 1111(g)(1)(D) SEAs will support LEAs to meet the needs of students at all levels of schooling.</i></p> <p><i>Sec. 1111(g)(1)(G) SEA determined factors to provide students opportunity to achieve knowledge and skills of</i></p>	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,	Approved by Randy Dorn on October 19, 2016



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		<p><i>the challenging academic standards.</i></p> <p><i>Sec. 1112(a)(1)(A) LEA consultation with parents</i></p> <p><i>Sec. 1112(b)(7) effective engagement strategies.</i></p> <p><i>Sec. 1112(e) parents right to know</i></p> <p><i>Sec. 1116(a)(1) LEA consultation with parents.</i></p>	<p>inclusion, and family-community-school engagement. 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 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</p>	



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			<p>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.</p>	
PCE2.A	<p>Emphasize family and community collaboration as part of ESSA implementation.</p>	<p><i>Sec. 1111(a)(1)(A) SEA consultation process while developing Consolidated Plan.</i> <i>Sec. 1111(g)(2)(C) SEA provides assistance to LEAs and schools meeting ESEA requirements.</i> <i>Sec. 1111(g)(2)(F) SEA supports collection and dissemination of effective engagement strategies.</i> <i>Sec. 1112(a)(1)(A) LEA consultation with parents</i> <i>Sec. 1112(b)(7) effective engagement strategies.</i> <i>Sec. 1112(e) parents right to know</i></p>	<p>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.</p>	<p>Approved by Randy Dorn on October 19, 2016</p>



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		<i>Sec. 1116(a)(1) LEA consultation with parents.</i>		
PCE2.B	Improve transparency and communication of district and school funding available for family and community collaboration.	<p><i>Sec. 1111(g)(2)(C) SEA provides assistance to LEAs and schools meeting ESEA requirements.</i></p> <p><i>Sec. 1111(g)(2)(F) SEA supports collection and dissemination of effective engagement strategies.</i></p> <p><i>Sec. 1116(a)(2)(D) LEA annual evaluation of parent and family engagement policy.</i></p> <p><i>Sec. 1116(e) LEA builds parent and family capacity to be engaged in activities and requirements funded by Sec. 1116.</i></p>	OSPI, districts and schools will be encouraged to increase transparency.	Approved by Randy Dorn on October 19, 2016
PCE3.D	Build Community Outreach Recommendation first to the Early Learning Workgroup and then to the Federal Programs	<p><i>Sec. 1116(e) LEA builds parent and family capacity to be engaged in activities and requirements funded by Sec. 1116.</i></p> <p><i>Sec. 1111(g)(1)(A) SEA provides assistance to LEAs and elementary schools on use of Title</i></p>	Districts should identify community groups providing key family collaboration services and explore establishing community partnerships. An example is the community school results framework.	Approved by Randy Dorn on October 19, 2016



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	Team and Consolidated Plan Team.	<p><i>I, A funds to support early childhood education programs.</i></p> <p><i>Sec. 1111(g)(2)(H) State will ensure LEAs will work with intermediaries or individuals with practical expertise.</i></p> <p><i>Sec. 1119 LEA must coordinate activities with Head Start agencies and if feasible, other entities carrying out early childhood development programs. These activities focus in improving the transition from early childhood to preschool.</i></p>	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	<p>Assessment Information Provided to Families</p> <p>Recommendation first to the Assessment Workgroup and then to the Federal Programs Team and Consolidated Plan Team.</p>	<p><i>Sec. 1111(b)(2)(B)(x) Assessments should produce reports that allow parents to understand the academic needs of students and to the extent practicable, in a language parents can understand.</i></p> <p><i>Sec. 1111(g)(2)(C) SEA provides assistance to LEAs and schools</i></p>	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	Approved by Randy Dorn on October 19, 2016



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		<p><i>meeting ESEA requirements.</i></p> <p><i>Sec. 1111(g)(2)(F) SEA supports collection and dissemination of effective engagement strategies.</i></p>	<p>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.</p> <p>The workgroup encourages adoption of an aspirational goal that districts establish a system to engage and</p>	



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			information families on the purpose of assessments throughout the academic year.	
PCE7.C	<p>Older English Learners' School Enrollment Options</p> <p>Recommendation first to the Consolidated Plan Team after consultation with the English Learner workgroup.</p>	<p><i>Sec. 1112(e)(3)(D) A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.</i></p> <p><i>Sec. 1111(g)(2)(C) SEA provides assistance to LEAs and schools meeting ESEA requirements.</i></p> <p><i>Sec. 1111(g)(1)(D) SEAs will support LEAs to meet the needs of students at all levels of schooling.</i></p> <p><i>Sec. 1111(g)(1)(G) SEA determined factors to provide students opportunity to achieve knowledge and skills of the challenging academic standards.</i></p>	<p>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 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</p>	<p>Approved by Randy Dorn on October 28, 2016</p>



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		<p><i>Sec. 8304(a)(3)(B)</i> <i>SEA monitoring responsibilities.</i></p>	<p>school and district on available programs.</p> <p>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.</p> <p>Additional resources should be provided for this effort.</p>	



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**Every Student Succeeds Act
Recommendations
Early Childhood**

Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
ECE1.1	<p>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 funds under Title I to support early childhood education programs;"</p> <p>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</p>	<p>Sec. 1111 (g)</p> <p>Sec. 1112 (b)</p> <p>Sec. 1114 (b)</p>	<p>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.</p> <p>This state-level technical assistance will be in collaboration with</p>	<p>Approved by Randy Dorn on October 19, 2016</p>



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	<p>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;”</p> <p>School Wide Plans: An eligible school operating a school wide program shall develop a comprehensive plan that:</p> <p>“(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 —</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting</p>		<p>ESDs, Child Care Aware, and/or regional offices of DEL.</p>	



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	<p>the challenging state academic standards, through activities which may include—</p> <p>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;”</p>			
ECE1.2			<p>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.</p>	<p>Approved by Randy Dorn on October 19, 2016</p>
ECE1.3			<p>ESSA Guides for School Districts and Private Schools: Prior</p>	<p>Approved by Randy Dorn on</p>



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			<p>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</p>	<p>October 19, 2016</p>



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			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 ESSA funds for early childhood programs and activities.	Approved by Randy Dorn on October 19, 2016
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.	Approved by Randy Dorn on October 19, 2016
ECE1.7			Assessing Community Need and Technical Assistance: OSPI and	Approved by Randy Dorn on October 19, 2016



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			<p>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.</p>	
ECE3.1	<p>State Report Cards: "State Report Cards must include: (II) the number and percentage of students enrolled in: (aa) preschool programs;"</p>	Sec. 1111 (h) (1)(C)	<p>Data to be shared: It is recommended that this ESSA requirement be completed in two phases:</p> <p>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).</p>	Approved by Randy Dorn on October 19, 2016



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ECE5 (combined with EL20)	<p>Title III (English Learner) funds for serving prekindergarten children: School districts may utilize Title III funds for providing educational services to prekindergarten English learners.</p>	Sec. 3102	<p>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.</p>	Approved by Randy Dorn on October 19, 2016
ECE10.2	<p>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.</p>	Sec. 4101	<p>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</p>	Approved by Randy Dorn on October 19, 2016



OSPI | Washington's ESSA Consolidated Plan

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Recommendation Number	Item	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
			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 prekindergarten 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.	Approved by Randy Dorn on October 19, 2016



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**Every Student Succeeds Act
Recommendations
Students with Disabilities**

Recommendation Number	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
SWD1	Section 1306 Section 1111	Take full advantage of every opportunity to maximize the state's fiscal, regulatory and 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	Approved by Randy Dorn on August 26, 2016
SWD3	Section 1125A Section 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	Approved by Randy Dorn on August 26, 2016



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Recommendation Number	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
		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	Section 1111	Given the ESSA 1% limitation on the percentage of total tested students that can be alternately assessed, the ESSA Consolidated Plan Team 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 community.) This statewide definition will enable districts to uniformly apply for a waiver of the 1% limitation should the district have the need to apply for such a waiver.	Approved by Randy Dorn on August 26, 2016
SWD5	Section 1111	Consistent with the application of the core principles of Universal Design for Learning (UDL) in Recommendation 1, recommend <i>development and adoption of Alternate Achievement Standards</i> using the <i>Links for Academic Learning (LAL)</i> process on behalf of students with significant cognitive	Approved by Randy Dorn on August 26, 2016



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Recommendation Number	ESSA Citation	Recommendation(s)	State Superintendent Approval & Date Approved
		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	Section 8101	OSPI to <i>develop model notification language and IEP team guidelines</i> 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.	Approved by Randy Dorn on August 26, 2016

