Washington School Improvement Framework (WSIF) Exit Template

Introduction

Washington State's Consolidated Every Student Succeeds Act (ESSA) Plan has outlined exit criteria for schools exiting Tier 3 (Comprehensive, Comprehensive-Low Graduation) Identification status, which states:

Washington has created the multiple measures framework to support the entire continuum of schools and the students served in them. To distinguish the schools that have made sufficient progress and that continue to need help, Washington will use the following criteria for schools to be eligible to exit comprehensive supports:

1. *The school shows improvement on the overall multiple measures score;*
2. *The school shows improvement of at least one consistently underperforming student group's multiple measures score;*
3. *School is not identified during next round of identification; and*
4. *The school has a strong plan for sustainability of the progress that it has made, which includes:*
   a. *Information on measurable goals,*
   b. *Aligned strategies,*
   c. *Intentional fiscal support, and*
   d. *A well-defined monitoring/evaluation system.*

This document is a template for submitting your school's exit plan and has five sections aligned to the listed requirements. **To make this submission as streamlined as possible and to reduce the burden on schools and school districts, sections 1–2 will be completed by OSPI. School or school district leaders will be responsible for completing sections 3–5.**

Section 1, **which will be completed by the Office of System and School Improvement (OSSI),** indicates improvement on the WSIF's overall multiple measures score for the "All Students" student group. If the exiting school was identified for low graduation rates, OSSI will document improved graduation rates for the "All Students" student group.

Section 2, **which will be completed by OSSI,** documents improvement on the WSIF's multiple measures score for one or more of the school's identified consistently underperforming student groups.

Section 3 requires the exiting school to include documentation of their measurable goals and the improvement strategies that are aligned with their measurable goals. The response to this section should include the 2023–24 School Improvement Plan (SIP) and should be attached to the template and should be clearly marked.

Section 4 requires the exiting school to include documentation of their intentional fiscal support for continuing school improvement strategies in the following years without additional funds

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and support from OSSI. The school will need to note any improvement efforts that will be discontinued because it is unable to sustain supports without OSSI funding and support. The response to this section should be completed using the provided table.

Section 5 requires the exiting school to include documentation of a well-defined monitoring/ evaluation system to ensure that the school will be able to track progress in the coming years. The goal of the monitoring/evaluation system is to ensure that the school does not regress into status in the future WSIF cycles. The response to this section should be attached to the template and should be clearly marked and specific only to this section's requirements.

Section 1

In this section, OSSI will populate the following table.

Identification	WSIF Identification Year	WSIF Identification Score	Most Recent WSIF Year	Most Recent Score
Comprehensive				
Comprehensive Low Graduation				

Section 2

In this section, OSSI will populate the following table to input each student group to show improvement on the multiple measures score. At least one consistently underperforming student group must show improvement.

NOTE: A school identified for low graduation may not have a consistently underperforming student group.

Student Group	2017 WSIF Identification Score	2022 WSIF Identification Score
American Indian/ Alaska Native		
Asian		
Black/African American		
Hawaiian/Other Pacific Islander		
Hispanic/Latino		
Two or more races		
White		
English Learner		
Low Income		
Special Education		

Section 3

In this section, the exiting school should include their School Improvement Plan for school year 2023–24 that includes:

- measurable SMARTIE goals, and
- continuous improvement activities that are aligned with the SMARTIE goals.

Section 4

In this section, the exiting school should identify which allowable activities were being funded with continuous improvement funds and how they will maintain that support without additional funds. If the exiting school did not accept funds for school improvement work, check the "N/A" box.

☐N/A: Our school did not accept OSSI funds for school improvement work.

Allowable Activity	Funded Amount through previous OSSI Grant(s)	Funding Replacement Amount	New Funding Source
Public Relations			
Supervision			
Learning Resources			
Principal's Office			
Guidance and Counseling			
Pupil Management and Safety			
Health/Related Services			
Teaching			
Payments to School Districts			
Instructional Professional Development			
Instructional Technology			
Curriculum			
Operations of Buildings			
Maintenance			
Utilities			
Narrative			

Section 5

In this section, the exiting school should include documentation of a well-defined monitoring/ evaluation system to ensure that the school will be able to track progress in the coming years. Elements of a well-defined monitoring and evaluation system should include at a minimum the following essential components of a Multi-Tiered System of Support (MTSS):

- **Team-driven Shared Leadership**. Who will be reviewing, monitoring, and evaluating the implementation of activities to reach improvement goals? Who will be implementing the work?
- **Data-based Decision Making**. How often will data be reviewed and evaluated? Who will be responsible for making decisions?
- **Family, Student, and Community Engagement**. How will student, family, and community voice and engagement be collected, elevated, and integrated into the system?
- **Continuum of Supports**. What culturally responsive inclusionary processes will be implemented to support the improvement goals?
- **Evidence-based Practices**. What process is being used to determine equitable and culturally responsive evidence-based practices are being implemented to reach improvement goals?

Signatures

Director of Continuous Improvement, OSPI   Date

School Principal   Date