

Washington's ESSA Consolidated Plan Amendment Side-by-Side

<p style="text-align: center;">Washington's ESSA Consolidated Plan</p> <p style="text-align: center;">January 12, 2018 (Current)</p>	<p style="text-align: center;">Proposed Amendments</p> <p style="text-align: center;">February 3, 2020</p>
<p style="text-align: center;">A.4 Statewide Accountability System and School Support and Improvement Activities</p>	
<p>iv. Indicators (ESEA section 1111(c)(4)(B))</p> <p>d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.</p>	<p>The revised English learner progress measure definition is more flexible in recognizing growth and is more aligned to classroom instruction than the previous model. The recommended growth measure is based on total levels achieved in the four domains (reading, writing, listening, and speaking), the student's grade level, and the increase in the number of levels needed to transition out of bilingual services.</p>
<p>viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))</p> <p>c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.</p> <p>d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or</p>	<p>Further clarify Washington's shift from monitoring for compliance to providing tiered support for systemic results.</p> <p>Provide for the SEA to shift its focus to building systemic capacity through Washington's Tier III supports.</p> <p>Articulate Washington's focus on intentional continuous school improvement plans which can be supported by state and local data and systemic implementation.</p>



<p>percentage of schools identified for comprehensive or targeted support and improvement.</p> <p>e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.</p>	
<p>D. Title II, Part A: Supporting Effective Instruction</p>	
<p>D.2 Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E))</p> <p>If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.</p>	<p>Defines state level activities that will be funded through Title II; Part A. In the first iteration of the ESSA plan, there was language describing the appropriate uses of funds for these activities. This amendment lists activities funded including, but not limited to, Educator Workshops for Bridge to College, funds to support principals and their learning, and license fees for Cultural Competency professional learning modules.</p>
<p>D.4.A. Evaluation and Support Systems</p> <p>If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA.</p>	<p>Adds a table that has the definition of Effective Educators. This table will show that any educator earning a level 1 on their evaluation is deemed 'Ineffective.' An educator with more than three years of experience and earns a level 2 on their evaluation will be deemed 'Ineffective.' An educator that earns a level 2 on their evaluation and has three or fewer years of experience is deemed 'Emerging Effective.' Any educator earning a level 3 or a level 4 on their evaluation is deemed 'Effective.' These definitions were intended to appear in the first ESSA plan, but were inadvertently omitted prior to submission. This table does not reflect a change in policy or in practice.</p>

