Local Education Agency Consolidated Accountability Plan (L-CAP) Implementation Guide

Overview

The LEA Consolidated Accountability Plan (L-CAP) Implementation Guide provides information for completing the online L-CAP template. Each section below aligns with the sections of the on-line L-CAP template and provides suggestions for how to complete each section.

Background and Purpose of the L-CAP

In accordance with Washington's ESSA Consolidated Plan, beginning in the 2023–2024 school year each Local Education Agency (LEA) that contains one or more schools identified as eligible for Tier 2, Tier 3, or Tier 3 Plus improvement supports must complete an LEA Consolidated Accountability Plan (L-CAP). By completing the L-CAP with the online tool, the LEA's L-CAP will be automatically sorted into the district's folder on the OSSI SIP SharePoint site.

The purpose of the L-CAP and progress monitoring is to grow equitable opportunities and outcomes for students by:

- increasing transparency of improvement supports for leadership teams and learning communities;
- identifying opportunities for additional supports within systems for students where they are most needed;
- guiding effective, evidence-based improvement practices (viz. Department of Education (DOE) Evidence-Based Interventions, What Works Clearinghouse, OSPI Learning Assistance Program Menu of Best Practices, Continuous School Improvement Resources) documenting progress toward systems-level goals and making data-informed adjustments to supports implementation; and
- documenting areas of opportunity to elevate and strengthen student and community voice within the school improvement process.

LEAs' school improvement strategies should be informed by both state and local data. These strategies should: demonstrate a reliance on evidence-based practices, highlight the cultural relevance of their supports, and elevate equitable opportunities for students by increasing academic and social and emotional well-being and safety.

The Improvement Process

LEAs that must complete an L-CAP will carry out the following activities:

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1. **Identification:** Schools receive their WSIF identification and become eligible for various tiered supports as described in Washington's ESSA Consolidated Plan.
2. **Comprehensive Needs Assessment (CNA):** After WSIF identification, all schools identified as eligible for improvement supports are required to complete a Comprehensive Needs Assessment (CNA).
3. **School Improvement Plan (SIP):** Using data from the CNA, identified schools generate a SIP outlining building-level goals, as well as associated activities, measures, progress monitoring, and budget.
4. **Local Education Agency Consolidated Accountability Plan (L-CAP):** LEAs review all relevant SIPs in their district and generate a district-level plan that outlines the goals, associated activities, progress monitoring, and budget that will support identified schools.
5. **Progress Monitoring (by schools, LEAs, SEA):** Schools, LEAs, and SEA engage in regular and ongoing review of the improvement work completed and documented at each level of the education system, according to OSSI Improvement Schedule of Activities.
6. **Consolidated Program Review (CPR)** - *if applicable*

If an LEA must undergo a CPR process – the OSPI CPR Program Lead will be in communication with LEA leadership to assist in the facilitation of that progress monitoring process.

OSSI Supports for Schools

All schools identified as eligible for supports under Tier 2, Tier 3, and Tier 3 Plus designations may choose to request some or all the following supports from OSSI to assist the ongoing development and implementation of district and school improvement plans with no negative budget impact for schools and districts:

- OSSI iGrants: funding to support school improvement plan activities.
- Continuous Improvement Partners: systems-level support and technical assistance from our contracted team of executive level educational specialists working throughout the state.
- Research-based resources and trainings focused on promising practices for district and school improvement, data support and implementation, bridging opportunity gaps, and improving more equitable student outcomes for all students, as well as specific student groups, are available from OSPI for all schools in Washington State.

To learn more or request these supports, contact Mary Adams, Continuous Improvement Program Supervisor, at mary.adams@k12.wa.us.

Information

Provide the name and communication information for an LEA representative who will be able to respond to any questions about the submitted L-CAP that OSPI may have. This person does not necessarily have to be the person who completes the L-CAP template. The contact information will be used internally and will not be shared outside of the CI team (???).

Goals and Activities

Describe at least two (2) high-leverage goals for improvement that will support the identified schools in your LEA, though there is space in the template for up to four (4) goals. A goal may be focused on an individual school or more than one school (e.g., all Tier 3 schools) depending on how your LEA is approaching their supports.

OSPI recommends using the SMARTIE format when writing goals to ensure they contain all necessary elements for guiding and progress monitoring school improvement processes (see below for SMARTIE goal criteria). Goals should also explicitly identify student groups within your LEA that have historically been, or are currently being, unserved/underserved according to your data.

SMARTIE Goals

A **SMARTIE Goal** is a specific, measurable, attainable, realistic, time-bound, inclusive, and equitable goal that should answer the questions:
- *What will be improved?*
- *By how much?*
- *By when?*
- *And, for whom/what?*

The question "For whom/what?" in a SMARTIE goal is an opportunity for you to evaluate if your goal is both inclusive and equitable. Use the following questions as an equity check to make sure your goal contains the "IE" components of a SMARTIE goal:
- *Will achieving this goal build success and/or shrink disparity gaps for the specific student groups most in need of supports in each of our district's schools?*
- *Does the goal ensure that historically underserved/unserved students have equitable access to resources and supports as your system works toward that goal?*
- *If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?*
- *Who have we consulted to check for unintended consequences? Who needs to be consulted?*
- *Are there specific community groups that should be included as partners from the beginning and throughout?*

Example of a SMARTIE Goal

This example details a SMARTIE goal at the school level. All specifics in this example, including school name are fictional, though we feel it represents a typical goal that one would encounter, adjusted for grade level, school type, and student context.

What specifically are we trying to accomplish?

- What will be improved?
- By how much?
- By when?
- For whom/what? Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Who needs to be consulted?

In partnership with the parent leadership team and through ongoing Tribal consultation, Shiny Vale School will increase technology and virtual learning supports to all students from 65% to 100% and for AI/AN students from 45% to 100% by December 1st, 2024.

High-Leverage Activities

Identify the high-leverage activities you will implement to achieve the high-priority goal previously described**. A high-leverage activity** is specific and actionable, measurable, grounded in evidence-based research, and designed to help you achieve your goal. Each activity listed should directly support the overarching goal described.

A separate text box is provided where you can describe the data source(s) you will use to measure the effectiveness of each activity in support of achieving the goal. For a list of common summative and formative data sources used across the state, please consider the OSPI Washington State Common Data Sources List, or add others not listed that have informed your assessment. When describing your measures, be sure to include how frequently data will be collected.

Progress Monitoring Measures

Describe how you will progress monitor the development and implementation of School Improvement Plans for Tier 2, Tier 3, and Tier 3 Plus schools. You only need to complete the progress monitoring section for those tiers in which your schools fall; if there are no schools in your LEA in a particular tier (e.g., Tier 2), simply select "No" to the prompt.

OSPI recommends using a variety of data sources such as process, outcome, and balancing measures:

- **Process measures** determine whether the successful implementation of an activity is occurring before outcomes are known.
- **Outcome measures** determine the intended results of your activities.

- **Balancing measures** determine unintended consequences from implementing change ideas.

It is also helpful to describe how frequently progress monitoring will occur (e.g., monthly, at the end of each semester).

Community Feedback and Involvement

Describe the policies and procedures you will use to ensure student voice and staff and community involvement are incorporated in the design and implementation of the LEA supports.

Examining Inequities

Provide details on how your planning addresses inequities of access, opportunity, and attainment identified in your needs assessment(s) for specific student groups. Ensure the plan clearly articulates your service and commitment to eliminating opportunity gaps for those specific student groups identified in your needs assessment(s). This is required for all school improvement plans within the district (see WAC 180-16-220 (2)(d)(ii)).

Funding

Outline an estimated budget for the programs and/or resources identified in the *Activities and Measures Table*. Specifically:

1. Detail the type of federal and state funding.
2. Provide the *Estimated Funding Amount* for each activity, program, or improvement support.
3. Describe the Activity, Program, or Improvement Support being implemented by each funding amount.
4. Provide a Total Estimated Funding Amount by summing the *Estimated Funding Amount* column.

Next Steps

Thank you for completing the Local Education Agency (LEA) Consolidated Accountability Plan (L-CAP). Shortly, you should receive via email a pdf copy of your completed L-CAP. Next, your L-CAP will receive review from our office, and a report of this feedback will be provided to your district contacts via email to enhance and inform your district's improvement journey.

Additional supports, such as grant funding and collaboration with Continuous Improvement Partners (CIPs) (for eligible schools), can be found by connecting with the Continuous Improvement Team, within The Office of System and School Improvement (OSSI) at Office of Superintendent of Public Instruction (OSPI).

Office of System and School Improvement (OSSI)
Office of Superintendent of Public Instruction (OSPI)
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