

Public Notice

Draft OSPI Plan for the 2016–17 School Year to Transition from NCLB to ESSA in the Area of Sanctions Under Adequate Yearly Progress, Specifically–Supplemental Education Services and Public School Choice.

Feedback requested by 5 p.m., April 8, to julie.chace@k12.wa.us.

The Office of Superintendent of Public Instruction (OSPI) designated schools and districts in steps of improvement for the 2015–16 school year for not meeting “adequate yearly progress” (AYP) in the 2014–15 school year. For the 2016–17 school year, these schools and districts need to continue to implement their existing improvement plans. However, districts will not be required to provide Supplemental Educational Services (SES), Public School Choice (PSC). OSPI will not be calculating AYP based on 2015–16 assessments so there will be no related AYP notice to parents for the 2016–17 school year. Note, SES and PSC will continue through the remainder of the 2015–16 school year.

To help school districts support students eligible for SES and schools with the greatest need, OSPI is developing a one-year transition plan for 2016–17 to conform to four requirements specified by the U.S. Department of Education (ED) in a letter to Superintendent Dorn from Ann Whalen, Senior Advisor to the Secretary, received February 5, 2016.

1. **OSPI will engage in timely and meaningful consultation with relevant stakeholders, including parents, local educational agencies (LEAs), teachers, and principals, when developing the transition plan.**

OSPI is developing this plan in consultation with its [Committee of Practitioners \(COP\)](#), an advisory body charged with providing guidance to OSPI as it administers its Learning Assistance and Title I, Part A programs. Membership is drawn from across the state and includes the broad stakeholder representation requested by ED in the February 5, 2016 letter. OSPI solicited feedback from the COP at its February 19, 2016, meeting. OSPI is sending a draft to Title I, Part A Directors via email to request feedback.

2. **OSPI will publicly post its transition plan no later than Friday, May 6, 2016, in the manner in which the state customarily provides such information to the public (e.g., by posting its transition plan on its website).**

Once final, OSPI will post this transition plan on its Every Student Succeeds Act (ESSA) website, as well as its Title I, Part A website. The requirements of the transition plan will be incorporated into the 2016–17 Title I, Part A grant application completed by LEAs. It will also share this transition plan with LEAs through an official bulletin outlining 2016–17 the No Child Left Behind (NCLB) to ESSA transition requirements.

3. **OSPI will explain in the transition plan how it will provide or ensure that LEAs provide students eligible for SES in schools with the greatest need (e.g., schools with large numbers or percentages of students eligible for SES, or as defined in the state’s transition plan) with alternative support and improvement activities intended to improve student outcomes, consistent with allowable uses of Title I, Part A funds**

and all applicable fiscal requirements.

During the next several months, OSPI is convening a series of stakeholder workgroups to provide recommendations for the ESSA Consolidated State Plan. The Accountability workgroup, as well as the State's Consolidated State Plan Team, are tasked with providing recommendations to the Superintendent for the accountability system under ESSA that addresses Section 1111(c)—the state's goals, accountability system, and ability for annual meaningful differentiation. The system must include academic achievement as measured by proficiency on the required annual assessments, high school graduation rates, and English language learner progress in achieving English language proficiency. It is to be in place by the 2017–18 school year.

During the 2016–17 transition year from NCLB to ESSA, OSPI has been provided the opportunity to implement an AYP transition plan for SES. OSPI must define “schools with the greatest need.” It proposes to use schools designated by OSPI as Priority or Focus schools in spring of 2015 as schools with the greatest need. These schools were identified under a [methodology](#) that analyzed the achievement of 1) All Students; 2) English Language Learners; or 3) Students with Disabilities for reading, mathematics, and graduation rates. Those designated have not met state goals or expectations over the past three years on state assessments in reading and mathematics or with respect to graduation rates.

OSPI is proposing to use the Priority and Focus schools identified in spring of 2015 for the 2016–17 transition year because their identification was based on a framework that includes portions of the mandatory accountability requirements outlined in ESSA under Section 1111(c). This selection would only apply for the 2016–17 school year transition from NCLB to ESSA. It is not intended to foreshadow or impose a predetermined accountability framework on the stakeholder work about to occur for the ESSA Consolidated State Plan.

LEAs may, but are not required to, set aside up to 20 percent of their Title I, Part A funds for Priority and Focus school buildings to implement strategies that improve student outcomes.

LEAs setting aside funds will do the following on the 2016–17 Title I, Part A grant application:

- A. Identify the amount, if any and up to 20 percent, of the Title I, Part A funds that will be set aside for Priority and Focus schools.
- B. Identify the schools receiving Title I, Part A funds that are designated as Priority or Focus schools.
- C. Identify the specific portion each designated building will receive of the 20 percent set-aside.
- D. Explain why the amount (up to 20 percent) set aside is adequate to support schools identified as Priority or Focus in their efforts to improve student outcomes.
- E. Identify how the funds will be used to support these schools and how that support is connected to each school's Student and School Success Action Plan in the IndiStar tool.

- F. Describe the evidence that will be collected to document improved outcomes in student achievement and ensure that each Priority or Focus school is moving towards meeting all standards for all students.
- G. Provide the date notification was provided to parents and the community of the school's status as Priority or Focus (district report card).

LEAs not setting aside funds will, on the 2016–17 Title I, Part A grant application, need to describe the actions taken by the district to improve student outcomes at schools identified as Priority or Focus.

OSPI will monitor implementation as part of its Consolidated Program Review process for the 2016–17 school year.

- 4. **Consistent with ESEA Section 1116(b)(13), OSPI will require LEAs to permit a student who previously transferred to another public school under the No Child Left Behind Act of 2001 (NCLB) to remain in that school until the child has completed the highest grade in that school.**

School districts will attest to this requirement as part of the assurances agreed to in the 2016–17 Title I, Part A application. OSPI is also posting this on its ESSA website. It will also be included in an official bulletin that outlines 2016–17 NCLB to ESSA transition requirements.