



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

May 18, 2020

The Honorable Chris Reykdal
Superintendent of Public Instruction
Washington Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

Dear Superintendent Reykdal:

I am writing in response to Washington's request to the U.S. Department of Education (Department) on March 25, 2020, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the Department for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving Washington's amended State plan. A summary of Washington's amendment is enclosed. This letter, as well as Washington's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Washington's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to Washington's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Washington's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the Washington Office of Superintendent of Public Instruction (OSPI) has put into its consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: OESE.Titlei-a@ed.gov.

Sincerely,

/s/

Frank T. Brogan
Assistant Secretary
for Elementary and Secondary Education

Enclosure

cc: Ms. Gayle Pauley, Assistant Superintendent, Special Programs and Federal Accountability, OSPI

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Amendments to the Washington Consolidated State Plan

The following is a summary of Washington’s amendment request. Please refer to the Department’s website <https://www2.ed.gov/admins/lead/account/stateplan17/map/wa.html> for Washington’s complete consolidated State plan.

- *Progress in Achieving ELP Indicator*
The Washington Office of Superintendent of Public Instruction (OSPI) amended its Progress in Achieving English Language Proficiency indicator. OSPI will calculate an individual student’s annual progress target based on the grade level and summed domain scores on the student’s prior year English language proficiency assessment.
- *Comprehensive Support and Improvement-Not Exited*
OSPI revised how it will address the more rigorous State-determined action for a school identified for comprehensive support and improvement (CSI) that does not exit from this status after three years to eliminate the requirement that OSPI will identify an external provider to work with each CSI school that does not meet the exit criteria after three years.
- *Title II, Part A, Use of Funds, Reservation Description*
OSPI corrected some language in its plan that inaccurately described how a State is permitted to use optional reservations, which, to date OSPI has not used, but which it could use in future years.
- *Title II, Part A, Use of Funds, State Activities Description*
OSPI revised its description of how it will use Title II, Part A State-level activities funds to clarify the activities in which it is engaging.
- *Title II, Part A, Improving Skills of Educators*
OSPI added a chart to its description of how the State’s educator evaluation system functions to provide additional information about how the evaluation system identifies teachers who effectively improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.