



State: Washington

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: January 16, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> By 2026-27, the long-term goals are 90 percent proficiency in English Language Arts and math, and a 90 percent graduation rate. For its School Quality and Student Success (SQSS) indicators, Washington chose: Chronic absenteeism for all schools; 9th-grade on-track and dual-credit participation, including Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment, for high schools. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> While Washington's accountability system combines three years' worth of data to meet an n-size of 20, the average n-size in each year could be low enough that it does not trigger an accountable group. The Office of Superintendent of Public Instruction (OSPI) should consider decreasing their n-size to 10 to avoid inconsistent reporting for accountable groups. Schools receive separate ratings ("multiple measures scores" calculated on a scale of 1–10) for the performance of all students and the performance of subgroups on all indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition of consistently underperforming identifies any school with a subgroup rating ("multiple measures score") lower than the "all students" rating at the bottom 5% of all schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> It is unclear how data on per-pupil spending will be collected, or reported, or if the data on teacher inequities will be connected to the report card. Washington's plan should include details for how and when districts will be supported and what specific actions OSPI will take to identify and address inequities at the state level. Washington will derive a measure of dual credit participation, as measured by the percentage of all enrolled students (grades 9-12) who complete a dual credit course. This includes Advanced Placement (AP), International Baccalaureate (IB), College in the High School, Tech Prep, Running Start, and Cambridge programs. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> OSPI's Washington State Educator Equity Plan, which is referenced in the ESSA plan, provides details regarding implementing cultural competence as part of the state's professional learning opportunities which are open to all teachers, principals, and administrators at no cost. The Washington Plan includes definitions for effective teachers and the Equity Plan includes timelines, root cause analysis and strategies for addressing disproportionate student access to effective teachers. OSPI provides equity gap data to LEAs in order to inform their HR spending and recruitment of diverse candidates to meet the needs of students. OSPI should consider 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>sanctions against LEAs with poor plans and missed timelines to address disproportionate student access to effective teachers. There is no definition in the Washington plan for teacher effectiveness, although it defines inexperienced and out of field teachers.</p> <ul style="list-style-type: none"> Washington's use of state-level set-asides could indirectly impact the diversity of the principal and teacher workforce, but it is an ancillary, rather than primary goal, and the plan offers little detail or explanation of why these strategies are connected to diversity. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> Washington received feedback from a diverse set of stakeholders (the Urban League is listed among organizations that provided feedback). Identified schools will engage stakeholders in needs assessment and targeted support and improvement plan, and an educator workforce development workgroup will continue to gather input from stakeholders regarding educator supports. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> Washington is considering disproportionate discipline as part of the it SQSS in future years. Washington is providing discipline data training that is available to school administrators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> Washington has an ongoing goal of expanding access to early childhood services by using Titles I, III, and IV, in addition to state aid. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> "Dual credit" indicator examines the percentage of all students (grades 9-12) who complete a dual credit course, including AP, IB, College in the High School, Tech Prep, Running Start, and Cambridge programs. (Note: the plan does not define what it means to "complete" a course or specify the universe of courses the state will count as "dual credit.") No credit for untested students. Washington requires schools that do not meet the 95% participation requirement address participation in a school improvement plan. Washington could build on its strong foundation by defining what course completion means and by incorporating measures of outcomes in college and career readiness courses, such as passing the class, receiving dual credit or industry certification. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> Washington provides guidance to Title I districts about using extended learning strategies such as out of school time and community-based student mentoring supports, but the plan includes little detail. Programs described under Title IV include college counseling, mental health and help transitioning into and from high school with extended learning opportunities, but otherwise seem largely geared toward typical in-school or school-day activities. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> Washington mentions a goal of expanded career and technical education (CTE) and science, technology, engineering and math (STEM) and the various funding sources (Federal CTE, Titles I [Parts A and C], Title III and Title VI). It is something that is already underway. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<ul style="list-style-type: none">Washington includes some social emotional learning (SEL) professional development and supports for teachers of kindergarteners and gifted students, and requires some district plans to discuss it, but could move to excellence by including SEL indicators in its accountability systems for all districts.	
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">Washington uses numerical values (1-10) to differentiate schools, overall and for each subgroup, annually based on all indicators and identify schools for support.At the time of the creation of the report card, Washington's final report card was not available, however it does include a summative rating as well as dashboard of data.	<p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Sufficient</p>