Washington School Improvement Framework (WSIF) Exit Template

Introduction

Washington State's Consolidated Every Student Succeeds Act (ESSA) Plan has outlined exit criteria for schools exiting Tier 2 (Targeted 3+, Targeted EL) Identification status, which states:

> *The additional targeted support schools are those identified with multiple consistently underperforming [student groups]. The improvement threshold (baseline score established to identify comprehensive support schools) holds all students in the state to the same standard, and exit criteria hinge on improvement of each [student group] above that threshold.*

After the designated three-year support period, Washington will apply the following criteria for schools to be eligible to exit the additional targeted support category:

1. All consistently underperforming [student groups] show improvement on their multiple measures score; and
2. There are no [student groups] designated as consistently underperforming during the next round of identification; and
3. The school has a strong plan for sustainability of the progress that it has made, which includes:
   a. Information on measurable goals,
   b. Aligned strategies,
   c. Intentional fiscal support, and
   d. A well-defined monitoring/evaluation system.

This document is a template for submitting your school's exit plan, and has five sections aligned to the listed requirements. **To make this submission as streamlined as possible and to reduce the burden on schools and school districts, sections 1–2 will be completed by OSPI. School or school district leaders will be responsible for completing sections 3–5.**

Section 1, **which will be completed by the Office of System and School Improvement (OSSI),** indicates improvement on the English Language Proficiency Indicator. A school exiting Targeted EL may still be identified for additional and more focused supports if the school has one or more student groups with combined WSIF scores above the 2022 threshold.

Section 2, **which will be completed by OSSI,** documents improvement on the WSIF's multiple measures score for one or more of the school's identified consistently underperforming student groups. To be eligible to exit Tier 2 status, regardless of the initial reason for entry (Targeted 3+ or Targeted EL), a school must have all student groups' combined WSIF scores above the 2022 threshold.

Section 3 requires the exiting school to include documentation of their measurable goals and the improvement strategies that are aligned with their measurable goals. The response to this

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section should include the 2023–24 School Improvement Plan (SIP) and should be attached to the template and should be clearly marked.

Section 4 requires the exiting school to include documentation of their intentional fiscal support for continuing school improvement strategies in the following years without additional funds and support from OSSI. The school will need to note any improvement efforts that will be discontinued because it is unable to sustain supports without OSSI funding and support. The response to this section should be completed using the provided table.

Section 5 requires the exiting school to include documentation of a well-defined monitoring/ evaluation system to ensure that the school will be able to track progress in the coming years. The goal of the monitoring/evaluation system is to ensure that the school does not regress into status in the future WSIF cycles. The response to this section should be attached to the template and should be clearly marked and specific only to this section's requirements.

Section 1

In this section, OSSI will populate the following table.

Identification	WSIF Identification Year	Lowest performing 5% in ELP Indicator	Most Recent WSIF Year	Lowest performing 5% in ELP Indicator
Targeted EL Progress				

Section 2

In this section, OSSI will populate the following table to input each student group to show improvement on the multiple measures score.

Student Group	2017 WSIF Identification Score	Below 2017 Threshold	2022 WSIF Identification Score	Below 2022 Threshold
American Indian/ Alaska Native				
Asian				
Black/African American				
Hawaiian/Other Pacific Islander				
Hispanic/Latino				
Two or more races				
White				
English Learner				
Low Income				
Special Education				

Section 3

In this section, the exiting school should include their School Improvement Plan for school year 2023–24 that includes:

- measurable SMARTIE goals, and
- continuous improvement activities that are aligned with the SMARTIE goals.

Section 4

In this section, the exiting school should identify which allowable activities were being funded with continuous improvement funds and how they will maintain that support without additional funds. If the exiting school did not accept funds for school improvement work, check the "N/A" box.

☐N/A: Our school did not accept OSSI funds for school improvement work.

Allowable Activity	Funded Amount through previous OSSI Grant(s)	Funding Replacement (Y/N)	New Funding Source
Public Relations			
Supervision			
Learning Resources			
Principal's Office			
Guidance and Counseling			
Pupil Management and Safety			
Health/Related Services			
Teaching			
Payments to School Districts			
Instructional Professional Development			
Instructional Technology			
Curriculum			
Operations of Buildings			
Maintenance			
Utilities			
Narrative			

Section 5

In this section, the exiting school should include documentation of a well-defined monitoring/ evaluation system to ensure that the school will be able to track progress in the coming years. Elements of a well-defined monitoring and evaluation system should include, at a minimum, the following essential components of a Multi-Tiered System of Support (MTSS):

- **Team-driven Shared Leadership**. Who will be reviewing, monitoring, and evaluating the implementation of activities to reach improvement goals? Who will be implementing the work?
- **Data-based Decision Making**. How often will data be reviewed and evaluated? Who will be responsible for making decisions? What types of data are being used to support the whole learner?
- **Family, Student, and Community Engagement**. How will student, family, and community voice and engagement be collected, elevated, and integrated into the system?
- **Continuum of Supports**. What culturally responsive inclusionary processes will be implemented to support improvement goals?
- **Evidence-based Practices**. What process is being used to determine equitable and culturally responsive evidence-based practices are being implemented to reach improvement goals?

Signatures

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Director of Continuous Improvement, OSPI   Date

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School Principal   Date