

Overview of Current Required Action District System and the New Required Action District II System

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Components of an Accountability Framework

**School and
System
Indicators**

**Performance
Levels**

**Data
Reporting
System**

**Interventions
and Supports**

**Standards
and
Assessments**

SBE Tasks Within the Accountability Framework

School and System Indicators

- Finalize Index with US Dept. of Ed.
- Revise the Awards using the Index
- **Establish 5491 goals and stakeholder engagement process**

Performance Levels

- Define the statutory levels of achievement relative to the revised Index
- Define school designations
- Work with OSPI to define exit criteria

Data Reporting System

- Work with OSPI to give input on the Report Card website design—how will it look including the Index and ESSB 5491 data?

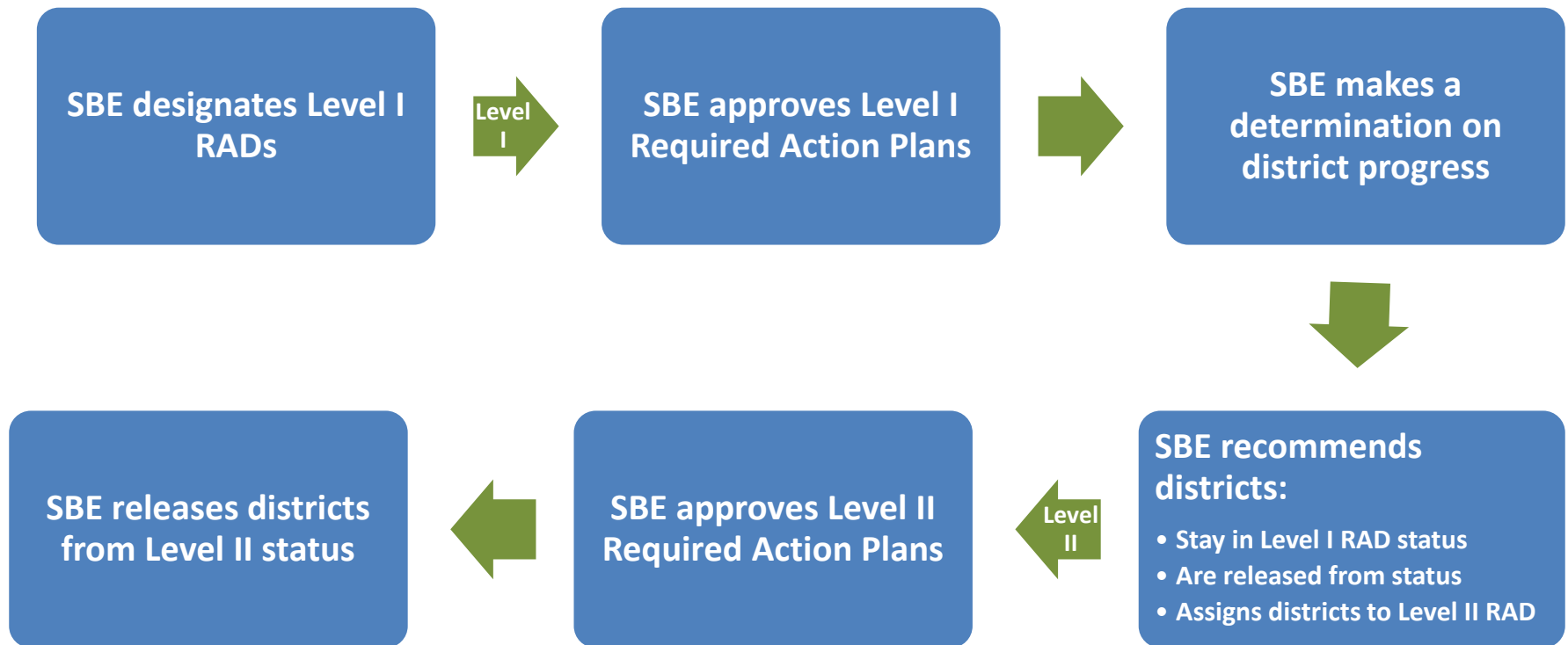
Interventions and Support

- Guidelines for required action plan approval
- Approval of RAD 2 plans
- **Define criteria for releasing districts from RAD 2 status**

Standards and Assessments

- Provide consultation to SPI on adoption of NGSS standards
- **Provide thoughtful input on the transition to Common Core Assessments**

SBE Tasks Within the RAD I and RAD II System



Timeline of Possible RAD I and II Designations

SIG Cohort 1



SIG Cohort 1 could be identified and recommended to RAD 1 status in 2013-2014, start implementation of plan in 2014-2015

SIG Cohort 2



SIG Cohort 2 could be identified and recommended to RAD I status in 2014-2015, implement 2015-2016

Current RAD I



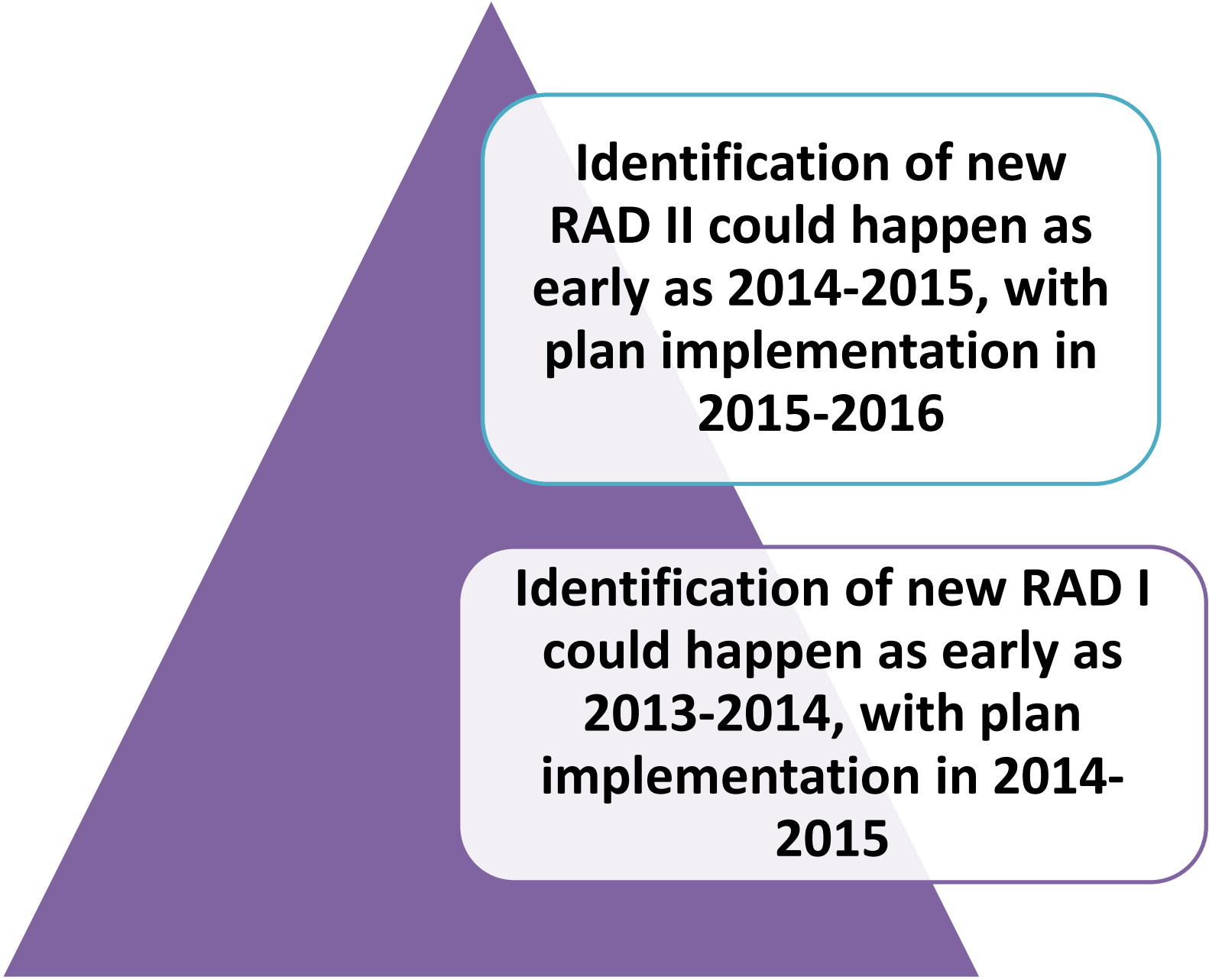
Current RAD I could be identified and recommended to RAD II status in 2014-2015, implement 2015-2016

Designation of new RAD I in 2013-2014, with implementation in 2014-2015

New RAD I



If a District received a SIG in 2010 or 2011, the Board may direct assignment to RAD II after one year of implementation of a RAD I



**Identification of new
RAD II could happen as
early as 2014-2015, with
plan implementation in
2015-2016**

**Identification of new RAD I
could happen as early as
2013-2014, with plan
implementation in 2014-
2015**

Questions for Small Group Discussion

- How should the type and scale of support for districts in the 5329 accountability system vary with school designations?
- How should the Board operationally define “recent and significant progress” as an exit criteria for Required Action?
- How should the accountability framework address the transition to the Common Core State Standards?