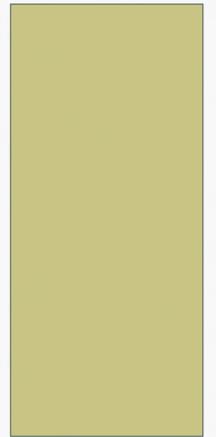


# A REVIEW OF REQUIRED ACTION DISTRICTS

MARIA FLORES, OFFICE OF STUDENT AND SCHOOL  
SUCCESS



# OUTCOMES

- Understand the present Required Action District (RAD) process and review the current RAD's
- Describe the new Required Action District-Level Two process



# ACCOUNTABILITY POLICY SHIFTS...

## Past

- Title I schools(eligible or participating)
- Voluntary
- Compliance based
- Federal models
- Student Proficiency
- Less focus on subgroups

## Present

- Title I and non-Title schools (federal and state funds)
- Mandatory
- Compliance & outcome based
- Federal & state models
- Student Proficiency/Growth
- Specifically focused on subgroups and the gap

# ACCOUNTABILITY SYSTEM DESIGN

**Actions**

**Decision making authority**

Targeted

Less local

**RAD II**  
(5329)

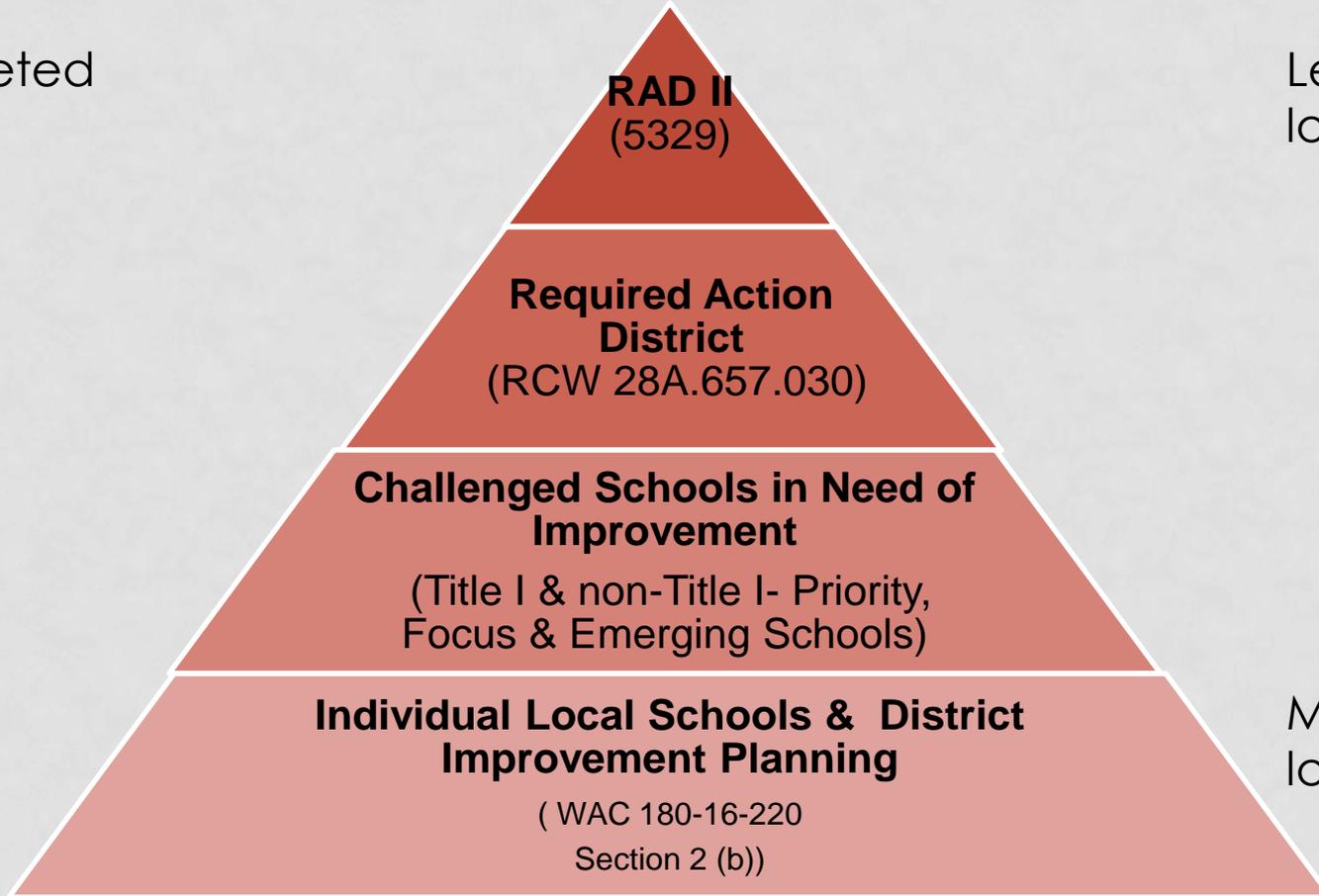
**Required Action District**  
(RCW 28A.657.030)

**Challenged Schools in Need of Improvement**  
(Title I & non-Title I- Priority, Focus & Emerging Schools)

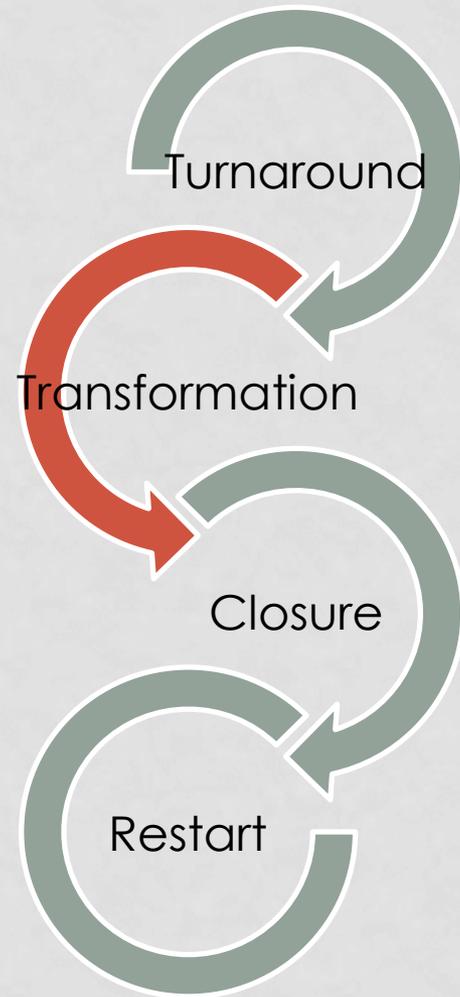
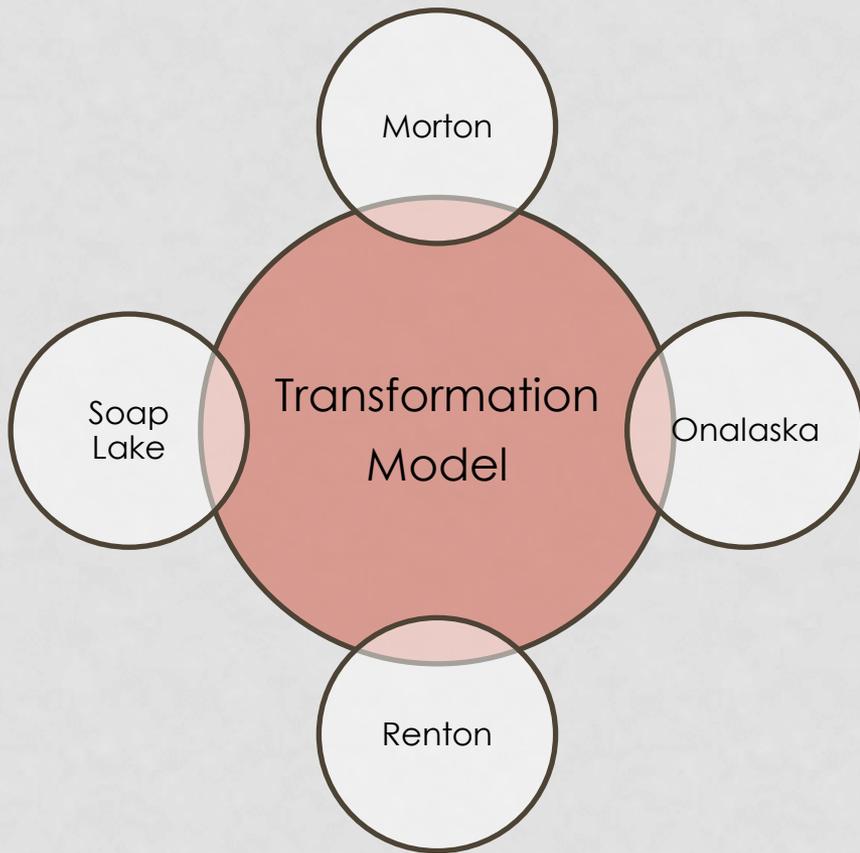
Broad

More local

**Individual Local Schools & District Improvement Planning**  
( WAC 180-16-220  
Section 2 (b))



# CURRENT REQUIRED ACTION DISTRICTS



# CURRENT REQUIRED ACTION DISTRICT MODEL FEDERAL SIG-TRANSFORMATION

- Replace principal
- Implement new evaluation system developed with staff
- Use student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place, and retain staff
- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction
- Provide increased learning time
- Provide an ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports
- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

# REQUIRED ACTION DISTRICTS

## RCW 28A.657.030

- OSPI recommends to SBE school districts for RAD designation based on at least one school on persistently lowest achieving list, implementation of SIG intervention and lack of progress
- School district receives written notice of designation
- School district may appeal to Required Action Review Panel

## OSPI & SBE Role

- OSPI provides assistance with plan, if requested
- OSPI develops and publishes guidelines for the development of required action plans
- OSPI, in consultation with SBE, publishes a list of research and evidence-based school improvement models, consistent with turnaround principles
- OSPI-provide external academic performance audit (needs assessment) of RAD

# NEEDS ASSESSMENT-ACADEMIC PERFORMANCE AUDIT LANGUAGE

## RCW 28A.657.040

(2) The audit must be conducted based on criteria developed by the superintendent of public instruction and must include but not be limited to an examination of the following:

- (a) Student demographics;
- (b) Mobility patterns;
- (c) School feeder patterns;
- (d) The performance of different student groups on assessments;
- (e) Effective school leadership;
- (f) Strategic allocation of resources;
- (g) Clear and shared focus on student learning;
- (h) High standards and expectations for all students;
- (i) High level of collaboration and communication;
- (j) Aligned curriculum, instruction, and assessment to state standards;
- (k) Frequency of monitoring of learning and teaching;
- (l) Focused professional development;
- (m) Supportive learning environment;
- (n) High level of family and community involvement;
- (o) Alternative secondary schools best practices; and
- (p) Any unique circumstances or characteristics of the school or district.

# REQUIRED ACTION PLANS

## RCW 28A.657.050

- Application for state or federal funds and budget
- Description of changes to district/schools policies, structures, agreements, processes and practices that will lead to significant academic gains
- How the district/school will address findings of academic performance audit
- Identification of measures to assess student achievement, including closing the opportunity gap, improving math and reading/language arts scores and graduation rates
- Negotiate/reopen collective bargaining agreements if needed

## OSPI Role

- Assistance in writing the plan, if requested
- Review plan for federal and state requirements
- For Level Two plans- OSPI to provide external academic performance audit of why the RAD I plan didn't work
- For Level Two plans- if local school board and OSPI do not agree, OSPI can submit plan to SBE for SBE to review in addition to local plan

# REQUIRED ACTION DISTRICT-LEVEL TWO

## **E2SSB 5329**

- Establishes RAD Level Two
- If a RAD has not met the requirements of release after 3 years of implementing plan, SBE may recommend for a district to stay in RAD Level One- OR- be assigned to RAD Level Two
- If OSPI and local school board disagree on Level Two Plan, OSPI shall complete and submit a Level Two Plan directly to SBE
- OSPI is responsible for assuring that the plan is implemented with fidelity and may direct actions

## **OSPI & SBE Role**

- OSPI works collaboratively with local school board to develop a revised RAD plan for Level Two
- Level Two Plan must address why the previous plan didn't succeed (based on academic performance audit results)
- Plan must include any other conditions OSPI determines necessary for the plan to succeed, which conditions will be binding
- OSPI to provide technical assistance and support, which may include assignment of improvement specialist on site at school

# THE NEXT STEP OF ACCOUNTABILITY...

