



The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

UPDATE ON SCHOOL RECOGNITION AND ACCOUNTABILITY

Prepared for the November 2019 Board Meeting

Information item.

As related to:

Goal One: All students feel safe at school, and have the supports necessary to thrive.

Goal Two: All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

Goal Three: School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

Goal Four: Students successfully transition into, through, and out of the P-12 system.

Goal Five: Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

Goal Six: Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

Other

Materials included in packet:

- Staff Memo
- Staff PowerPoint Presentation
- OSPI Every Student Succeeds Act Update (additional materials)
- OSPI Required Introductory Cohort (RIC) memo

Synopsis and Policy Considerations:

The Board will hear updates on three activities related to recognition and accountability. Dr. Parr will discuss the Phase II of the school recognition revisions have been informed by the July 30 and October 1 EOGOAC-SBE-OSPI joint meetings. This will be followed by a broader discussion of possible changes to the State ESSA plan by Dr. Michaela Miller, OSPI. Finally, staff will provide an update on progress in providing additional support to districts with the greatest need which is anticipated to lead to recommendations for designation of Required Action Districts in the spring.



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UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the November 2019 Board Meeting

Summary

Per RCW 28A.657.110(3), the State Board of Education (SBE), in cooperation with the Office of the Superintendent of Public Instruction (OSPI), is to annually recognize schools for exemplary performance as measured on the Washington School Improvement Framework (WSIF). The statute further directs the SBE to have ongoing collaboration with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.

The SBE, OSPI, and EOGOAC suspended school recognition for the 2016-17 school year in order for a workgroup to redesign the system to better align to the Every Student Succeeds Act (ESSA) accountability system and to make the school recognition system more equitable. In spring 2018, the three organizations initiated a three-year effort to revamp Washington's school recognition framework to be more equitable and to better highlight the successes across our K-12 educational system.

SBE, OSPI, and EOGOAC staff worked closely together in consultation with the recognition workgroup to design a pilot recognition system as the first phase in the development of a new recognition. In spring of 2019 phase I of the revised framework recognized schools that made gains in targeted areas, are on a path toward overall improvements in achievement, and those attaining a high level of academic achievement during the 2017-18 school year. Phase I of the Framework is best described as a single system of recognition that incorporates three routes to recognition, and multiple measures within each route derived primarily from the WSIF. The new approach to recognition is designed to identify schools through the continuum of support.

The SBE, OSPI, and EOGOAC are following a general work plan in order to complete the revisions by the end of the 2020-21 school year. Central to the proposed or planned recognition framework revisions are the following:

1. To include other measures (including local measures) in the recognition framework,
2. To include measures that are more qualitative in character,
3. To provide the opportunity for stakeholder input and review, and
4. To develop a platform to collect and share the 'best practices' of recognized schools.



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Phase II Work Plan

The overarching goal of the Phase II work is to examine the use of other possible measures in the recognition system, and those measures are the following:

- School climate and student engagement,
- Exclusionary discipline rates and disproportionate student discipline, and
- Equitable student access to educators.

Table 1: shows the general work plan of the school recognition workgroup.

Date	Event	Actions and Discussion Items
Sep. 2019	SBE Meeting	Review the work plan and discuss metrics for possible inclusion in the Phase II recognition.
Sep. 2019	EOGOAC Meeting	If requested, SBE staff will provide an update on the work plan and a summary of the technical work of the SBE and OSPI staff.
Oct. 2019	Joint Meeting EOGOAC-SBE-OSPI	Review the Phase I metrics and decide on whether to include additional metrics, discuss other changes to the Phase I methodology.
Nov. 2019	SBE Meeting	SBE staff will provide a summary of the technical work of the SBE and OSPI staff on the Phase II methodology.
Nov. 2019	EOGOAC Meeting	SBE staff will be available to provide a summary of the technical work of the SBE and OSPI staff.
Nov. 2019	WSSDA Annual Conference	Discuss and receive feedback from school and district staff on the school recognition model.
Dec. 2019	Joint Meeting EOGOAC-SBE-OSPI	Finalize recommended changes to the Phase II quantitative methodology and set a date for the spring 2020 recognition ceremony. Discuss options for local and qualitative data and the potential for regional pilots. Discuss how "what's working" would be shared with other schools.
Dec. 2019	WERA Annual Conference	Discuss and receive feedback from school and district staff on the school recognition model.
Jan. 2020	SBE Meeting	Final approval of Phase II methodology and metrics.
Jan. 2020	EOGOAC Meeting	SBE staff will be available to update the EOGOAC on the Phase II methodology and metrics.
Spring 2020	SBE Public Release	SBE announces the list of recognized schools through a news release.
Spring 2020	Recognition Ceremony	School recognition event is held.



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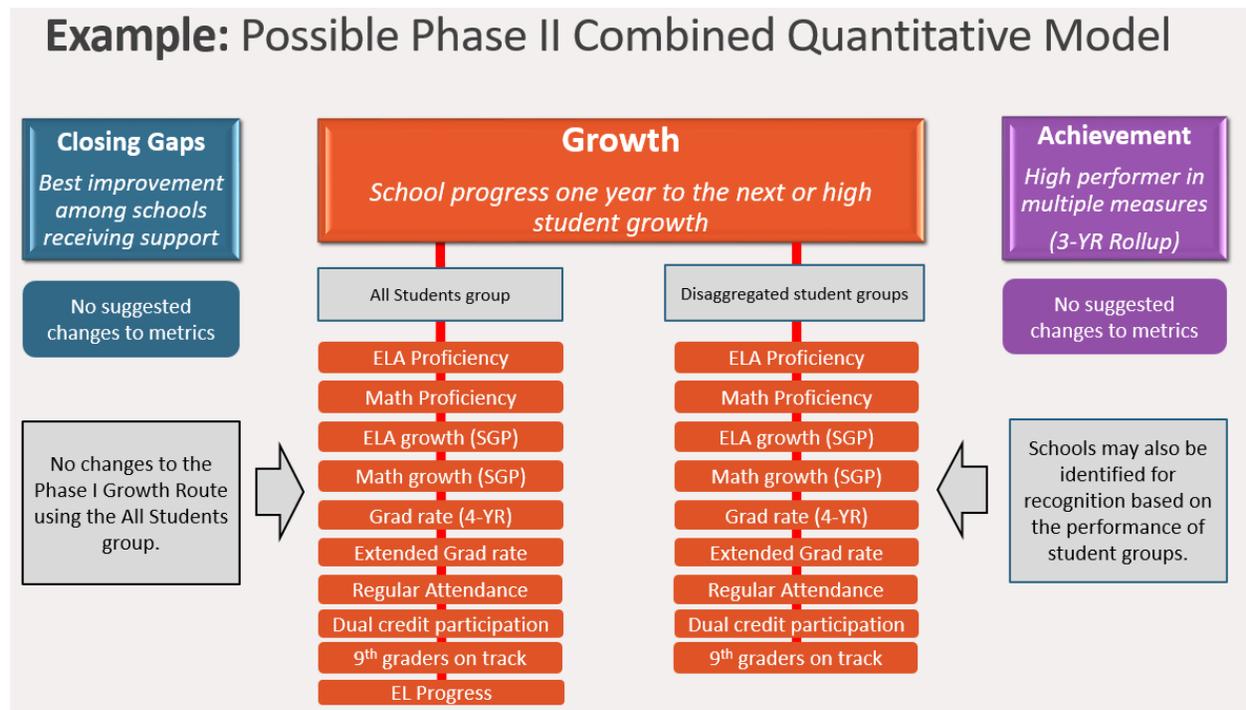
Summary of the July Workgroup Meetings

The school recognition workgroup engaged in two all-day work sessions (July 30 and October 1) and a third work session is scheduled for December 3. Agendas and meeting materials are posted on the SBE website at <http://www.sbe.wa.gov/our-work/school-recognition-work-group>.

At the October 1 work session, the workgroup provided valuable feedback on a variety of issues directly connected to a revised school recognition identification methodology. Two of the most significant of the possible revisions are:

1. The development of a recognition avenue through the Growth Route by identifying high performing student groups as depicted in Figure 1.
2. Differentiating schools in the identification methodology on school characteristics (e.g. enrollment or grades served).

Figure 1: shows the approach to the Phase II school recognition model most favored by the school recognition workgroup after discussion at the most recent work session.



If the model depicted in Figure 1 were to be adopted, neither the Closing Gaps route nor the Achievement route are expected to be revised. However, a school could be identified for recognition through the Growth route in two basic manners:



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1. If at least 60 percent of the reportable measures for the All Students group at the school are in the top 20 percent of schools (implemented as a part of the Phase I methodology) and other qualifying criteria are met, or
2. If at least 60 percent of the reportable measures for the “xxx” student group¹ at the school are in the top 20 percent of schools and other qualifying criteria are met.

The workgroup had considerable discussion on the topic of developing a communication plan related to the rollout of the next phase of school recognition identifications. As such, the workgroup members requested that the SBE and OSPI communications staff participate in the December work session.

Next Steps

The SBE and OSPI technical staff are preparing to run a trial analysis following the approach depicted in Figure 1 on the winter 2019 WSIF data and the results of this trial will be presented to the workgroup and the December 3 work session. After receiving feedback on the results of the model from the workgroup in December, a complete Phase II school identification methodology will be presented to the Board in January 2020.

¹ Where “xxx” refers to student groups defined in the data by race, ethnicity, or program participation (e.g. Free or Reduced Price Lunch).



School Recognition – Phase II

Washington State Board of Education
November 6, 2019



Phase I Metrics



Statutory Direction: 28A.657.110

(3) The state board of education, in cooperation with the office of the superintendent of public instruction, shall **annually recognize** schools for **exemplary performance** as measured on the Washington achievement index. The state board of education shall have ongoing collaboration with the educational opportunity gap oversight and accountability committee regarding the measures used to measure the **closing of the achievement gaps** and the **recognition provided to the school districts for closing the achievement gaps**.



Rationale for Redesigning the School Recognition System Spring 2017 Washington Achievement Awards

Approximately one-third of the school awards went to a handful of districts, which were mostly low poverty.

One-third of awarded schools (93 of 281 schools) were from five school districts in the central Puget Sound area.

The 93 schools from the five school districts had an average FRL rate of 11.8%.

The rationale to redesign the system was driven in part by the changes brought about by the shift to the Every Student Succeeds Act (ESSA) accountability system and by the desire of the organizations to make the school recognition system more equitable.

Phase 1 Combined Quantitative Model

Schools Can Demonstrate Being Exemplary in Many Ways





Phase 1 Combined Quantitative Model

Closing Gaps

Greatest progress among schools receiving support

Largest improvement for All Student category

Largest improvement for student groups identified for support

Highest EL Progress

Greatest Gains in Grad Rate > 67%

Growth

School progress one year to the next or high student growth

ELA proficiency

Math proficiency

ELA growth (SGP)

Math growth (SGP)

Grad rate (4-YR) progress

Grad rate extended progress

Attendance progress

Dual credit progress

9th graders on track progress

English learner progress

Achievement

High performer in multiple measures (3-Year Roll-Up)

ELA proficiency

Math proficiency

Graduation rate (4-YR)

Regular Attendance

Dual credit

9th graders on track



Phase 2 Considerations and Discussion

Questions to Consider

- Are we measuring the “right” things in the “right” manner?
Not entirely, as the workgroup appears to believe that other measures (e.g. exclusionary discipline, school climate, student engagement, and equitable access to educators) should also be considered.
- Does the methodology adequately assess the performance of student groups as well as the All Students group?
Not really, as the workgroup currently appears to favor a revised identification model that includes identification on the basis of one or more high performing student groups.
- Would the framework benefit from better differentiation of schools by school enrollment, school level, school location, and or school type?
Yes, but the “best” manner in which to differentiate schools has yet to be agreed upon. The workgroup appears to be leaning toward the possibility of differentiating schools by school enrollment or school level.



SBE-EOGOAC-OSPI Joint Workgroup Meetings (July-October) Information on Additional Metrics

- The workgroup discussed the suitability of other metrics in the school recognition system
 - School climate and student engagement data
 - School discipline data
 - Equitable student access to educators
- The workgroup discussed the possible manners in which to include other metrics in the school recognition system
 - Qualitative vs. quantitative data elements
 - Use as an excluder or a measure of high performance or closing gaps



Should the Recognition System Differentiate Performance Thresholds by School Level, Type, or other School Characteristics?

The next Phase II trial will explore various manners in which to differentiate schools

- School level
 - Elementary (e.g. K-5), middle (e.g. 6-8), combined (e.g. K-8), HS (e.g. 9-12), and combined HS (e.g. K-12)
 - High school vs. not a high school
- School size
 - Total enrollment
 - Enrollment of assessed grades

The decision was made to not differentiate schools in Phase I and to reconsider the issue more closely in Phase II after considering feedback from districts, schools, and other stakeholders.



Phase I Combined Quantitative Model

Schools Can Demonstrate Being Exemplary in Several Ways

Closing Gaps

Best improvement among schools receiving support

WSIF Change All Students

WSIF Change Student Groups

EL Progress Improvement

Grad Rate Improvement

By student group for support schools only.

Nearly all of the measures used for the Phase I school recognition rely on the All Students group.

Growth

School progress one year to the next or high student growth

ELA Proficiency

Math Proficiency

ELA growth (SGP)

Math growth (SGP)

Grad rate (4-YR)

Extended Grad rate

Regular Attendance

Dual credit participation

9th graders on track

EL Progress

Achievement

High performer in multiple measures (3-YR Rollup)

ELA proficiency

Math proficiency

Graduation rate (4-YR)

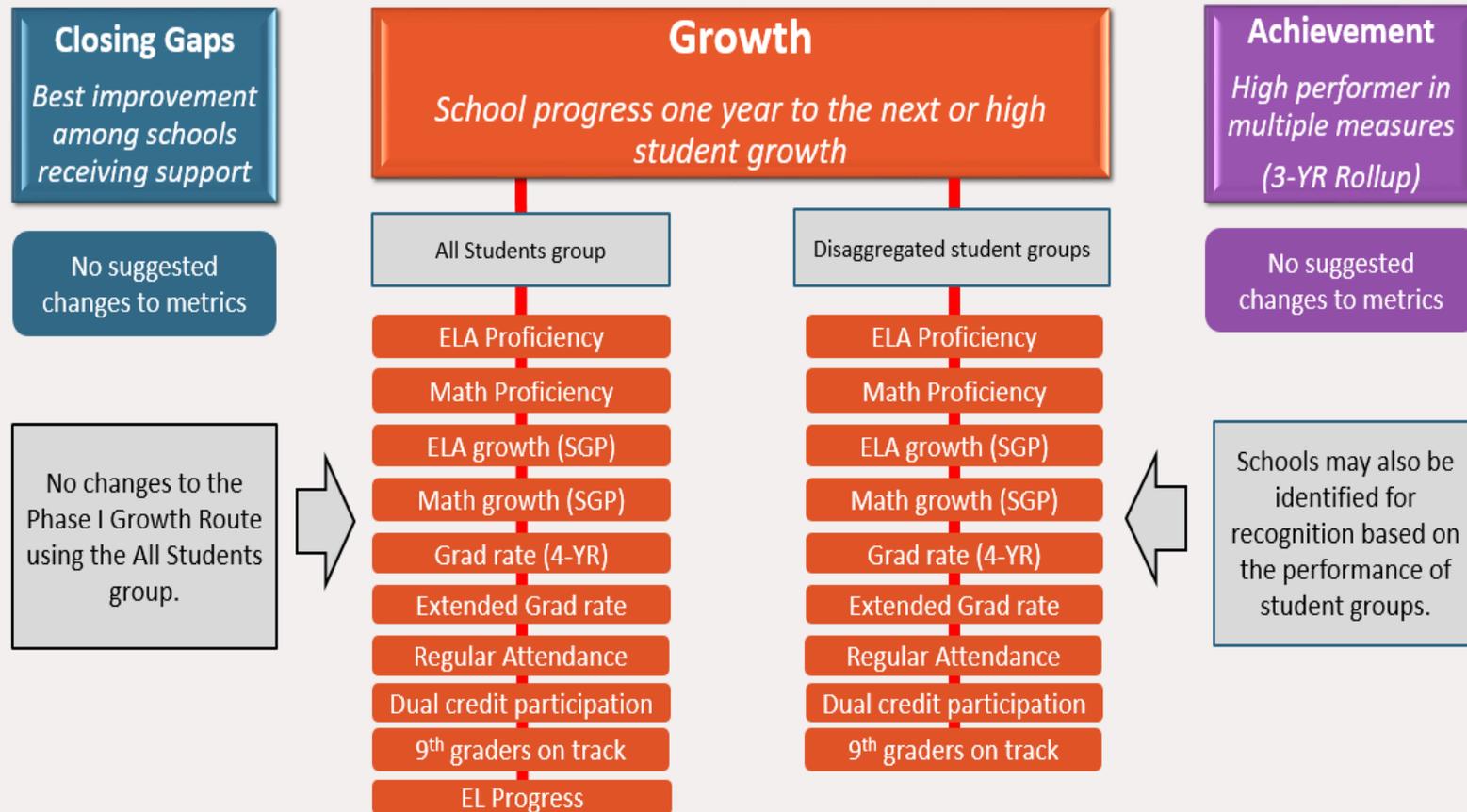
Regular Attendance

Dual credit

9th graders on track

Revision to Growth Route Most Favored by the School Recognition Workgroup

Example: Possible Phase II Combined Quantitative Model





Phase II General Work Plan and Timeline

September	October	November	December	January	Feb	March/ April	Spring 2020
SBE meeting and discussion	Joint EOGOAC, SBE, OSPI meeting	SBE meeting and discussion	Joint EOGOAC, SBE, OSPI meeting	SBE meeting		SBE Task	SBE Task
EOGOAC meeting		EOGOAC meeting		EOGOAC meeting			
Review work plan and discuss metrics	Review current and additional metrics & get LEA feedback		Agree on final Phase II methodology	Final approval of Phase II metrics and methodology		Identify and notify schools after WSIF public release	Recognition event(s)



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Required Action Districts Policy Update – Summer 2019

Main Contact: Tennille Jeffries-Simmons, Assistant Superintendent for System and School Improvement

As part of school accountability, the Washington state legislature established a school turn-around policy called Required Action Districts. This brief outlines the background of this policy, the changes to administrative rules in the spring of 2019, creation of a transitional process during the 2019-20 school year called “Required Introductory Cohort”, and the activities and benchmarks for the districts identified as the Required Introductory Cohort.

Background

In 2010, Washington’s legislature passed a bill creating, in part, the Required Action District policy (RAD). The policy, codified under 28A.657 RCW, was developed on the premise that “For a specific group of persistently lowest-achieving schools and their districts, it is necessary to provide a required action process that creates a partnership between the state and local district to target funds and assistance to turn around the identified schools.”

The statute outlines steps that the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) must take to identify persistently-lowest-achieving schools, designate those schools’ districts as RAD, monitor and support the districts in turn-around efforts, and release districts from RAD status. In addition, the policy provides for an escalation of state intervention if, after three or more years of RAD status, there has not been adequate improvement. The statute refers to this escalated status as Level Two. While there have been districts designated as RAD since 2010, none have been escalated into Level Two.

Every Student Succeeds Act Impacts on RAD

When Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act in 2016, it changed, among many things, how state education agencies and local education agencies were held accountable for student outcomes. These changes included a significant philosophical shift away from what was considered a “name and blame” approach to accountability towards implementing a system of supports for schools

struggling to improve student outcomes. Importantly, the data and processes used to measure school performance and identify schools most in need of improvement also changed.

These shifts highlighted the need to reconsider how the RAD policy was implemented so that it would be understood as a natural extension of the system and school improvement work under ESSA rather than a tangential and stand-alone accountability process divorced from other improvement efforts.

Release of Districts from RAD Status in 2018

During their May 2018 meeting, SBE acted to release all districts currently under RAD status, with certain assurances from OSPI. Assurances included on-going funding at RAD-like levels for three of the released districts. This action was part of the strategy SBE and OSPI developed to align RAD with the new accountability system established under ESSA. It was not clear whether any of the districts designated as RAD would continue to meet the criteria for that designation, and a general reboot of the program was deemed necessary.

Changes to Administrative Rules Guiding Implementation

RAD Rule Changes July 2018 – May 2019

After considering pursuing legislation to revise the RAD statute, SBE and OSPI agreed in July 2018 to first update the administrative rules, or WACs (Washington Administrative Code), which describe how the RAD statute is implemented. Both SBE and OSPI have rule making responsibilities under the RAD statute.

SBE and OSPI staff collaborated through the summer and fall of 2018 to draft amendments to both agencies' RAD rules. OSPI's rules focus on the statutory authority to identify persistently lowest-achieving schools, recommending those schools' districts to SBE for required action, and recommending to SBE when districts should be released from RAD status. SBE's rules focus on statutory authority to designate districts as RAD, approve required action plans, release districts from RAD and move districts to Level Two status.

The revised RAD rules were finalized after a public hearing and fully adopted in May 2019. A summary of the changes to how OSPI identifies and recommends districts for RAD status and release from RAD follows.

Revised Criteria for Designating and Recommending Required Action Districts

The RAD statute requires that OSPI identifies “challenged schools in need of improvement”, and a subset of those schools identified as “persistently lowest-achieving schools”. Districts with at least one persistently lowest-achieving school may be identified as RAD.

The minimum statutory criteria for identifying **challenged schools in need of improvement** is the academic achievement of all students and disaggregated student groups, as measured by proficiency on the statewide assessments in ELA and Math. In the revised rules, OSPI determined that challenged schools in need of improvement would be understood as schools identified for Tier III- Comprehensive Supports based on the Washington School Improvement Framework (WSIF). This connection means that any school used to identify and designate a district as RAD will necessarily be a subset of the schools most in need of support. This achieves the goal of integrating the RAD policy into Washington’s updated accountability and school improvement programming.

The minimum statutory criteria for identifying **persistently lowest-achieving schools** is “lack of progress” for all students and disaggregated student groups. OSPI rules understand “lack of progress” to be captured in the metric of student growth as measured on the WSIF. Persistently lowest-achieving schools are defined in rule as those in the lowest decile for combined growth and in the lowest decile for combined proficiency, as measured on the WSIF.

OSPI also determined the following factors must be considered when recommending districts to be designated as RAD:

- The extent to which a persistently lowest-achieving school serves student groups identified in the state’s ESSA plan as needing the most support to meet 10-year goals for proficiency and graduation.
- The share of schools within a district that are identified for comprehensive or targeted supports.

- The amount of funding available to meet the improvement needs of the schools and districts identified.

Implementing RAD in the 2019-20 School Year

Decision to Delay RAD designation

During the May 2019 SBE board meeting and in an accompanying memo, OSPI recommended delaying the next round of RAD designation. Instead, OSPI recommended that the 2019-20 school year be a transition year, with designation of RAD resuming as defined in statute and rule in the spring of 2020. Contributing to this recommendation was the inability to meet the designation timeline outlined in both statute and newly adopted rule (which would have required a March 2019 designation by SBE) and the poor timing relative to school districts' budgeting and hiring processes.

In lieu of official RAD designation, OSPI outlined a plan to create a Required Introductory Cohort which would act as an on-ramp to RAD designation in March 2020. No formal action was required by SBE, but the board was amenable to this recommendation.

Required Introductory Cohorts for 2019-20 School Year

In the summer of 2019, OSPI used the identification process outlined in rule to identify a Required Introductory Cohort (RIC). This cohort of districts will each be designated as RAD in March of 2020.

The purpose of RIC is to build resources and supports for districts to engage in the effective, thoughtful, data-informed and actionable planning for school turn-around activities that the RAD statute requires. OSPI will provide funding, in addition to Tier III-comprehensive support funding, and additional access to improvement leaders during the 2019-20 school year.

Frontloading RIC districts with funding and supports in advance of their RAD designation will:

- expand a highly compressed audit and planning timeline so that districts and schools can develop a more effective and actionable required action planning;

- allow OSPI to more precisely fund the district when they become designated as RAD in March of 2020;
- nearly eliminate the possibility that the required action plan (due 40 days after designation) will be in dispute, avoiding costly delay to the start of full RAD implementation; and
- set the district up to begin full implementation when their full RAD funding is made available.

RAD Process Timeline Without RIC Planning Year

February 2020 – April/May 2020



RIC Planning Year Leading to RAD Designation

August 2019 – April/May 2020



Required Introductory Cohort Identification & Activities

OSPI applied the RAD identification process as described in the revised rules to identify the RIC for the 2019-20 school year. The table below describes those steps and the resulting count of schools and/or districts at each step.

Steps for RIC and RAD Designation

Step 1	Identify challenged schools in need of improvement (same as the schools identified for comprehensive supports) = 98 schools
Step 2	Of those schools, identify which are in the lowest 10% for growth = 41 schools
Step 3	Of those schools, identify which are in the lowest 10% for combined proficiency. Identify the district housing each school = 19 schools, 16 districts
Step 4	<p>Of the districts identified, establish which are serving significant number of students in student groups identified in the ESSA plan as needing the most support to meet 10-year goals in proficiency and graduation rates.</p> <p>Student groups selected and related ESSA annual growth targets: English Learners: 7.1% ELA; 6.9% Math; 3.2% Graduation American Indian/Alaskan Native: 5.8%; 6.6%; 2.9% Native Hawaiian/Pacific Islander: 4.9%; 5.7%; 2.2% Black/African Americans: 4.5%; 5.6%; 1.9% Hispanic/Latino: 4.5%; 5.4%; 1.8%</p> <p>For comparison: "All student" group annual growth targets: 2.8% ELA; 3.7% Math; 1.1% Graduation</p> <p>Schools selected served at least 3xs the state share of any of the identified student groups.</p> <p>Persistently lowest-achieving schools = 11 schools, 10 districts</p>
Step 5	Prioritize list by rank ordering based on highest share of schools identified for comprehensive or targeted supports in each district.
Step 6	Using the prioritized list, select the number of districts that can be well-served within the resources available for RAD awards. These are the districts that will be recommended to SBE for RAD in March 2020, and identified as RIC for the 2019-20 school year.

2019 Schools identified as persistently lowest-achieving (Step 4),
prioritized based on % of schools in improvement (Step 5)

Note: not all districts identified through Step 5 will be designated as RIC. See Step 6.

District	School Name	% ID for improvement	Schools in district	EL (12% state)	AI/AN (1% state)	Black/A A (4% state)	Hispanic / Latino (23% state)	Native Hawaiia n/OP (1% state)	School student pop (June 2019)
Mabton School District	Artz Fox Elementary	100%	2	44%	0%	0%	0%	0%	363
Taholah School District	Taholah Elementary & Middle School	100%	2	0%	75%	0%	14%	0%	113
Marysville School District	Quil Ceda Tulalip Elementary	70%	27	13%	6%	2%	22%	1%	554
Mount Adams School District	Harrah Elementary School	67%	3	54%	55%	0%	36%	0%	569
Toppenish School District	Kirkwood Elementary School	67%	9	36%	11%	1%	73%	0%	550
	Lincoln Elementary School	67%	9	36%	11%	1%	73%	0%	392
Wellpinit School District #49	Wellpinit Elementary School	63%	8	21%	66%	1%	7%	0%	157
Federal Way School District	Wildwood Elementary School	62%	45	21%	1%	14%	30%	5%	614
Highline School District	Beverly Park Elem at Glendale	59%	39	28%	1%	15%	38%	4%	438
Pasco School District	Captain Gray STEM Elementary	54%	24	37%	0%	1%	71%	0%	586
Clover Park School District	Lochburn Middle School	43%	35	12%	1%	12%	34%	5%	611
Prescott School District	Prescott Elementary School	33%	3	38%	0%	0%	84%	0%	136

Final Identification of RIC Districts

As reflected in Step 6 above, OSPI must make recommendations for RAD designation based on the funding available. Because RIC districts will become RAD districts in spring of 2020, selection of RIC districts must account for the estimated size of RAD award necessary to support turn-around efforts. RIC awards will be smaller than the RAD awards, as the funding is for planning purposes and not implementation.

Using the rank-ordered list of persistently lowest-achieving schools, OSPI has identified capacity to resource the first six districts (accounting for seven total persistently lowest-achieving schools) for RIC, and RAD designation in 2020.

- Mabton School District (Art Fox Elementary)
- Taholah School District (Taholah Elementary and Middle School)
- Marysville School District (Quil Ceda Tulalip Elementary)
- Mount Adams School District (Harrah Elementary)
- Toppenish School District (Kirkwood and Lincoln Elementary Schools)
- Wellpinit School District (Wellpinit Elementary School)

RIC District and School Role and Responsibility

The identified RIC districts will receive grant amounts ranging between \$70,000 and \$100,000 for the 2019-20 school year. Grant amounts will be dependent on the size the school district, number of schools identified as persistently lowest-achieving, and total student count within the identified schools.

The identified districts and schools are responsible to engage in the required elements of the academic performance audit and the development of a meaningful required action plan. The required action plan must be in final draft form in advance of the March 2020 SBE meeting.

Academic Performance Audits (RCW 28A.657.040)

The RAD statute requires that an academic performance audit be conducted of the district and any school within the district identified as persistently lowest-achieving. The

audit will inform the required action plan the district will develop through the RIC planning year and submit to SBE for approval upon RAD designation.

In order to support the development of an effective and implementable required action plan, OSPI will organize the statutorily required academic performance audits in collaboration with each RIC district. The statute requires OSPI to contract with an external team to complete the audit. The audit team must consist of individuals with expertise in comprehensive school and district reform. The audit team cannot include staff from OSPI or SBE or the school district subject to the audit.

The audit will include review and analysis of:

- existing school improvement plans and other district and school-level needs assessments and strategic plans;
- student demographics;
- mobility patterns;
- school feeder patterns;
- performance of different student groups on assessments;
- effective school leadership;
- strategic allocation of resources;
- clear and shared focus on student learning;
- high standards and expectations for all students;
- high level of collaboration and communication;
- aligned curriculum, instruction, and assessment to state standards;
- frequency of monitoring of learning and teaching;
- focused professional development;
- supportive learning environment;
- high level of family and community involvement;

- alternative secondary schools best practices; and
- any unique circumstances or characteristics of the school or district.

Required Action Plan Development (RCW 28A.657.050)

The main output of the RIC award is a fully developed, well-informed required action plan which meets statutory requirements.

The required action plan must be developed in collaboration with administrators, teachers, other staff, parents, unions representing any employees within the district, students, and other representatives of the local community.

The contents of the plan must:

- describe how the district intends to address the findings of the academic performance audit in order to secure release from RAD status within three years of implementation;
- provide a description of a school improvement model that will be used by the district and any school identified as persistently lowest-achieving;
- include separate plans for each school identified as persistently lowest-achieving as well as a plan for how the district will support the schools collectively;
- provide a budget identifying resource needs to implement the plan;
- identify of changes to the district or school's existing policies, structures, agreements, processes, and practices intended to attain significant gains for all students enrolled in a persistently lowest-achieving school.

If changes to terms and conditions of employment are necessary to implement a required action plan, the RAD statute requires that any collective bargaining agreement be re-opened, or an addendum be developed and negotiated in order to make those changes (RCW 28A.657.050 (3)(a)). The statute outlines a process for resolving any disagreements between the district and the employee organizations.

Required Action Plan Submission

Upon RAD designation in March of 2020, the school district has 40 calendar days to submit the required action plan to SBE for final approval (SBE rule, WAC 180-17-030) . Before submitting the plan, the school board must conduct a public hearing to allow for comment on the proposed required action plan and must also submit the plan to OSPI for a final review ensuring consistency with federal and state guidelines (RCW 28A.657.050).

Office of System and School Improvement (OSSI) Roles and Responsibilities

Districts and schools engaged in the RIC process will be supported by staff from OSSI in addition to the existing Tier III – Comprehensive supports the schools are entitled to. OSSI responsibilities to RIC districts and schools include:

- providing RIC grant funds;
- selection and management of the audit team responsible for the academic performance audit;
- coordination of existing system and school improvement activities to minimize duplication and fully leverage existing investments and resources;
- provide guidelines for the development of the required action plan;
- identification of research and evidence-based school improvement models that are approved for use in required action plans;
- OSPI resources in other areas, including Teaching and Learning, Educator Development and Growth, Special Education Services, Student Engagement and Support, and Special Programs and Federal Accountability;
- convening of RIC districts and schools to share learning and leverage each other's experiences to strengthen required action plan development; and,
- progress reporting on behalf of RIC districts and schools to SBE.