



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	<u>School Accountability and Required Action Update</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>Required Action District update:</p> <ul style="list-style-type: none"> • What were significant successes and challenges for Required Action Districts this year? • What changes, if any, were made to required action plans and why? • Have improvement activities been sustained at Soap Lake district? <p>School Accountability System discussion:</p> <ul style="list-style-type: none"> • Broadly, to what extent does Washington’s current system of school accountability comply with the specifications of school support and improvement under the Every Student Succeeds Act (ESSA)? Are changes to the current system needed? If so, what is needed? • Guiding questions for the discussion include: <ul style="list-style-type: none"> ○ Are there anticipated changes to the interventions and services the Office of Student and School Success provides to identified schools based on the requirements of ESSA? ○ Are there needed changes to the system of funding school improvement, including Required Action? ○ How will the elimination of SIG impact the identification of RADs? ○ What changes if any, does OSPI plan to make in the interventions and services of the Office of Student and School success in response to the removal of NCLB provisions? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>RCW 28A.657.100 directs the Office of the Superintendent of Public Instruction (OSPI) to provide a report twice per year to the SBE on progress made by required action school districts. The update the Board receives at this meeting will partly fulfill this legislative responsibility. Another update may be planned for November 2016. The Board will also have the opportunity to discuss the School Accountability System with Dr. Gil Mendoza, Deputy Superintendent and Mr. Michael Merrin, Assistant Superintendent of Student and School Success for OSPI.</p>	



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SCHOOL ACCOUNTABILITY AND REQUIRED ACTION UPDATE

Policy Considerations

Required Action Reports

At the July 2016 meeting, the State Board of Education (SBE) will receive an update from the Office of the Superintendent of Public Instruction (OSPI) on the five current Required Action Districts (RAD). Districts that were designated in March 2014 (RAD cohort 2) include Marysville School District (Quil Ceda Tulalip Elementary School), Tacoma School District (Stewart Middle School), Wellpinit School District, (Wellpinit Elementary School), and Yakima School District (Washington Middle School). The districts have just completed the second school year of implementing their required action plans. In addition to hearing from RAD cohort 2 districts, the Board will receive an update from Soap Lake District (a RAD cohort 1 district), that was re-designated for required action Level I in May 2015.

[RCW 28A.657.100](#) directs the Office of the Superintendent of Public Instruction (OSPI) to provide a report twice per year to the SBE on progress made by required action school districts. The update the Board receives at this meeting will partly fulfill this legislative responsibility. Another update may be planned for November 2016. Key questions include:

- What were significant successes and challenges for Required Action Districts this year?
- What changes, if any, were made to required action plans and why?
- Have improvement activities been sustained at Soap Lake Middle High School and Soap Lake Elementary School?

School Accountability

The Board will engage in a discussion about school accountability with Dr. Gil Mendoza, Deputy Superintendent and Mr. Michael Merrin, Assistant Superintendent of Student and School Success for OSPI. Key policy questions are:

- Broadly, to what extent does Washington's current system of school accountability comply with the specifications of school support and improvement under the Every Student Succeeds Act (ESSA)? Are changes to the current system needed? If so, what is needed?
- Guiding questions for the discussion include:
 - Are there anticipated changes to the interventions and services the Office of Student and School Success provides to identified schools based on the requirements of ESSA?
 - Are there needed changes to the system of funding school improvement, including Required Action?
 - How will the elimination of SIG impact the identification of RADs?
 - What changes if any, does OSPI plan to make in the interventions and services of the Office of Student and School success in response to the removal of NCLB provisions?

Background

Required Action

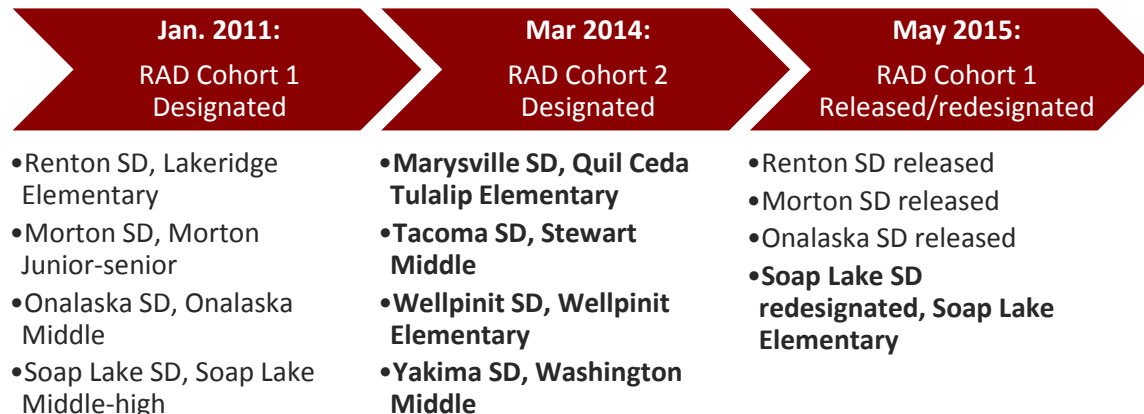
Figure 1 is a timeline showing when required action districts were designated. There have been two cohorts of RADs, the first was designated by the State Board of Education in 2011, and the second by the Board in 2014. Each cohort had four districts. There are currently five RADs, because one district from cohort 1, Soap Lake School District, was re-designated to remain in required action. Districts are designated for RAD based on a persistently low achieving school, and required action plans are focused on improving the identified school. However, a district and not a school is designated for required action since some of the decision-making necessary to implement a required action plan takes place at a district level.

A district may be released from RAD status based on three criteria (RCW 28A.657.100, WAC 392-501-740, WAC 291-501-720):

1. The district no longer has a school that is persistently lowest achieving
2. The district has shown progress in closing the achievement gap
3. The school (or schools) that were on the persistently lowest-achieving list have had a positive improvement trend in reading and math on state assessments in the “all students” category for the past three years.

In May 2015, three districts from cohort 1 were released from required action because they met these criteria. Soap Lake District was not released because it had a persistently lowest achieving, or priority, school. The school that originated the designation of required action, Soap Lake Middle-High School, had improved, but Soap Lake Elementary was a Priority school.

Figure 1: RAD Designation Timeline. Districts in **bold** are current RADs.



The last RAD update occurred at the January 2016 meeting, when data from 2015 was reviewed. A link to the January 2015 memo is:

http://www.sbe.wa.gov/documents/BoardMeetings/2016/Jan/08_RAD.pdf

Accountability System

The Every Student Succeeds Act (ESSA) departs from the No Child Left Behind Act on school improvement and school accountability in several significant respects, including:

- Elimination of the School Improvement Program (SIG).
- Elimination of the requirement for particular school improvement strategies—states are given wide discretion in determining intervention approaches.

- Identification of schools for School Improvement is no longer tied to Annual Yearly Progress (AYP)—AYP is eliminated and replaced it with a state-defined, index-based system with certain required components.
- NCLB’s identification of schools for School Improvement, Corrective Action and Restructuring is replaced under ESSA with two categories of school support and improvement activity:
 - Comprehensive Support and Improvement.
 - Targeted Support and Improvement, for any schools in which any subgroup of students is consistently underperforming.

Recent Work of the Board on ESSA

At each of the past three meetings the Board has discussed different aspects of the ESSA on the state’s accountability system, and materials prepared for the Board packet provide information on a range of topics. Additional information on ESSA is available in the January 2016 Board memo: http://www.sbe.wa.gov/documents/BoardMeetings/2016/Jan/11_ESSA.pdf A summary of the differences between NCLB and ESSA on school identification and school accountability starts on page 274 of the Board packet.

The March 2016 Board memo describes the current state of the Washington accountability system, frames new ideas in the context of the ESSA, and summarizes the work of the ESSA Accountability Workgroup: http://www.sbe.wa.gov/documents/BoardMeetings/2016/Mar/07_ESSAworkgroup.pdf

The May 2016 Board memo discusses long-term goalsetting, the role of the Board, and key questions to help guide policy considerations: http://www.sbe.wa.gov/documents/BoardMeetings/2016/May/050_AccountabilityWork.pdf

The Current School Accountability System

Washington’s current school accountability system is summarized in a series of visuals developed in collaboration with OSPI: (<http://www.sbe.wa.gov/documents/accountability/AcctSystem.pdf>). Figure 2 is the first accountability system visual, depicting the levels of schools identified for support. In addition, OSPI created a Prezi on the state’s school Accountability System Design, the Synergy System Design: https://prezi.com/8od4nsct_ti2/untitled-prezi/?utm_campaign=share&utm_medium=copy. Figure 3 is a slide from the Prezi, showing the resources associated with each level of accountability.

Figure 2: Washington’s School Accountability System

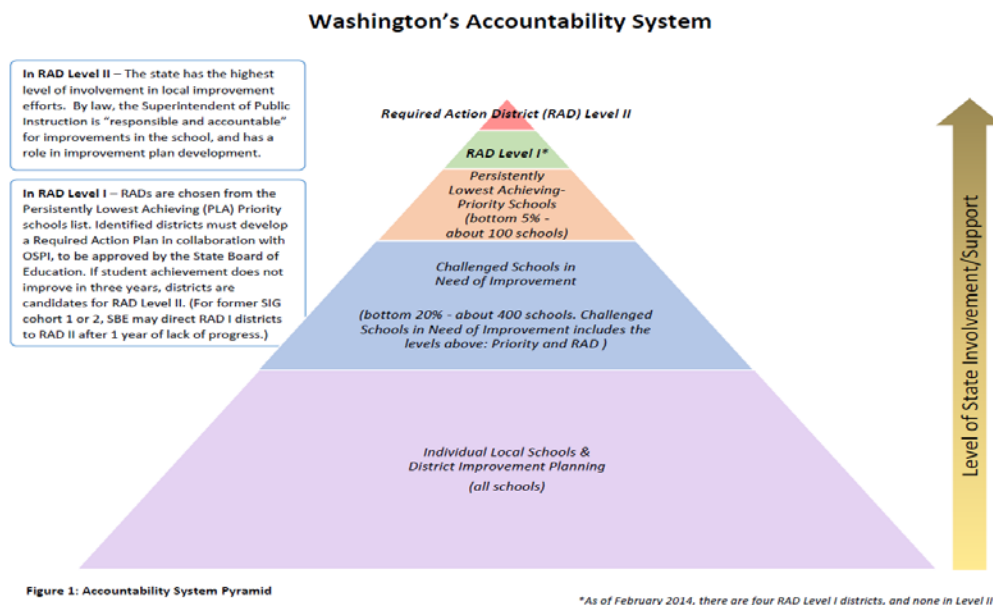


Figure 3: Resources Associated With Each Level of Accountability

	Challenged School in Need of Improvement	Required Action District-Level I	Required Action District-Level II
TIERED RESOURCES	<ul style="list-style-type: none"> \$20,000-\$30,000 grant range 20-40 coaching days \$500-Data Packages accompanied with training Access to 20% Title I set aside funds (Title Schools only) 	<ul style="list-style-type: none"> \$50,000-\$250,000 grant range 40-90 coaching days \$3,000-\$5,000 Academic Performance Audit 	<ul style="list-style-type: none"> \$100,000-\$500,000 grant range 50- 180 coaching days \$3,000-\$5,000 Enhanced Academic Performance Audit
INTERVENTIONS & SERVICES PROVIDED BY THE OFFICE OF STUDENT AND SCHOOL SUCCESS, OSPI	<ul style="list-style-type: none"> Guidance Handbook Online Action Planning Training (Indistar) System Review (of district policies and procedures) Instructional Program Review Review of OSSS Action Plan 	<ul style="list-style-type: none"> RAD I Guidance Handbook Online Action Planning Training (Indistar) w/ Enhanced Turnaround Principles Enhanced Evaluation of OSSS Action Plan (Pathways to District Improvement) Synergy Team Assessment Comprehensive data review Classroom walkthroughs aligned with action plan 	<ul style="list-style-type: none"> RAD II Guidance Handbook Further Enhanced Turnaround Principles Administrator visit (2x per week) Instructional coach visit (1x per week) Enhanced Evaluation of RAD I plan (Pathways to District Improvement) System Gap Analysis Ability to withhold funds if binding conditions are unmet

Action

At the July Board meeting, the Board will discuss the school accountability system and the impact of ESSA with Dr. Mendoza and Mr. Merrin. The following guiding questions were shared with Dr. Mendoza and Mr. Merrin, and are intended to help frame the discussion. To conform with the requirements of ESSA:

- Are there anticipated changes to the interventions and services the Office of Student and School Success provides to identified schools based on the requirements of ESSA?
- Are there needed changes to the system of funding school improvement, including Required Action?
- How will the elimination of SIG impact the identification of RADs?
- What changes if any, does OSPI plan to make in the interventions and services of the Office of Student and School success in response to the removal of NCLB provisions?

No business items concerning RADs or the School Accountability System are planned for the July 2016 meeting.

If you have questions regarding this memo, please contact Linda Drake at Linda.drake@k12.wa.us.