



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>Update on Required Action Districts (RAD)</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 checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input 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:	Key Questions <ol style="list-style-type: none"> Under current state law, what are the challenged schools in need of improvement and what defines a persistently lowest-achieving school? How will the definitions of challenged schools in need of improvement and the PLAs change under the ESSA? What exactly is RAD and how is a district released from RAD status? 	
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>The memo provides links to statutes and rules that contain definitions for schools identified for support as challenged schools in need of improvement, persistently lowest-achieving schools, and for required action. The ESSA requires the identification of certain schools for comprehensive or targeted support (in place of the currently required priority and focus schools), which will require changes to RCW, WAC, or both. The ESSA and Washington’s ESSA Plan signal a paradigm shift from “shame and blame” under ESEA to “identify and support” under the ESSA. With this new mindset, the Superintendent is expected to start a discussion of his vision on school improvement, including the role of required action.</p>	



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REQUIRED ACTION UPDATE AND OTHER SCHOOLS IDENTIFIED FOR SUPPORT

Policy Considerations

In the coming months, the Office of the Superintendent of Public Instruction (OSPI) will be identifying schools for comprehensive support and targeted support as required under the Every Student Succeeds Act (ESSA). The OSPI is also expected to consider the recommendation to release all or some of the districts currently designated for required action (RAD) and is not expected to recommend other districts for RAD.

If the OSPI recommends to the State Board of Education (SBE) districts for designation as RAD as specified, the SBE shall designate those districts as RAD. The OSPI shall recommend and the SBE must release a district from RAD upon confirmation that exit requirements are met. The requirements of the SBE and Superintendent are specified in RCW 28A.657.

While the OSPI is solely responsible for the identification and designation of schools for comprehensive and targeted support, the OSPI and SBE share in the responsibilities of recommending, designating, and releasing districts from RAD. In the next two SBE meetings, the Board is expected to hear about and discuss proposed changes to required action from the Superintendent that are meant to fully align state and federal accountability.

Key Questions

1. Under current state law, what are the challenged schools in need of improvement and what defines a persistently lowest-achieving (PLA) school?
2. How will the definitions of challenged schools in need of improvement and the PLAs change under the ESSA?
3. What exactly is RAD and how is a district released from RAD status?

Identified Schools

Challenged Schools in Need of Improvement: In [WAC 392-510-715 and 720](#), the challenged schools in need of improvement are described as the lowest achieving schools within the state. Challenged schools in need of improvement include (but may not be limited to) Priority schools and Focus schools.

Persistently Lowest Achieving (PLA) Schools: Per WAC 392-510-720, Priority schools are the persistently lowest-achieving schools in the state

Required Action (RAD): a district/school improvement process that creates a partnership between the state and school district to target funds and assistance to turn around the identified PLA schools in the district (RCW 28A.657).

Under the ESEA, the U.S. Department of Education (USED) granted Washington the authority to [identify Priority and Focus schools](#) from the time the state was provided with an ESEA Flexibility Waiver. The OSPI website indicates that there were 117 [Priority](#) schools and 112 [Focus](#) schools at the beginning of

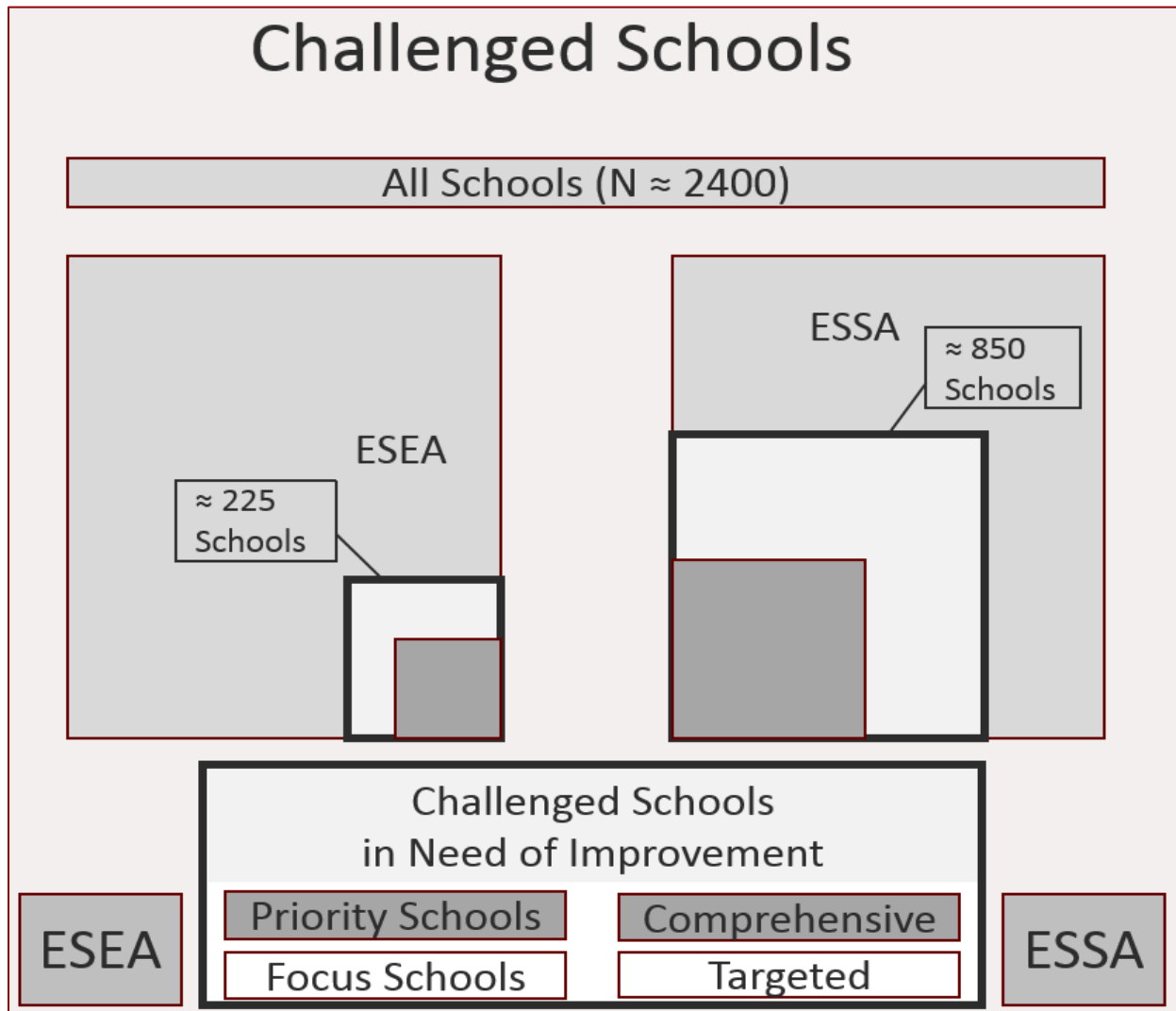
the 2017-18 school year. The identified schools are provided with varying technical and or monetary support from federal and state sources depending on the specific identification of the school.

Beginning in the winter 2018 and as described in the [ESSA Consolidated Plan](#), the OSPI will identify schools for Comprehensive support and Targeted support following a methodology that is currently under review by the USED. The methodology described in the ESSA plan is expected to result in the identification of many more schools for support than are identified under the ESEA (Figure 1). At the August 2017 SBE meeting, the Board was provided with the results of simulation study showing that over 850 schools might be identified for support.

- 277 Comprehensive support schools (199 schools for a low graduation rate)
- 256 schools for Additional Targeted support (two or more low performing student groups)
- 331 schools for Targeted support (one low performing student group)

Similar results came about from a later analysis conducted by the SBE that followed, as closely as possible, the methodology and parameters described in the state plan submitted to the USED.

Figure 1: shows how the approximate number of Challenged Schools in Need of Improvement could increase under the ESSA. In the future, the definition of challenged schools in need of improvement might be updated to include all schools identified for Comprehensive or Targeted support.



Districts designated as RAD have at least one PLA school that has not made notable progress while implementing a schoolwide improvement plan under SIG or Priority School status over multiple years. The identification process is fully described in [WAC 392-501-730](#). If the OSPI recommends to the State Board of Education districts for designation as RAD, the SBE shall designate those districts as RAD. The OSPI shall recommend that the SBE release a district from RAD after the following exit requirements are met.

1. The district implemented a required action plan for a period of three years.
2. The district has made progress in achievement, including progress in closing the educational opportunity gap.
3. The district no longer has a school identified as persistently lowest-achieving.

Action

The Board is expected to hear about the Superintendent's vision for further alignment of state and federal accountability systems, regarding school identification and support.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

Our body of work...

Stakeholders inform and inspire local and system capacity building.

Incubation Specialists spark ideas and provide innovative solutions to challenges within the evidence-based framework.

Educator Retention and Support efforts by mentor teachers and a cadre of NBCT fellows build talent and support new teachers who revitalize and nourish the system.



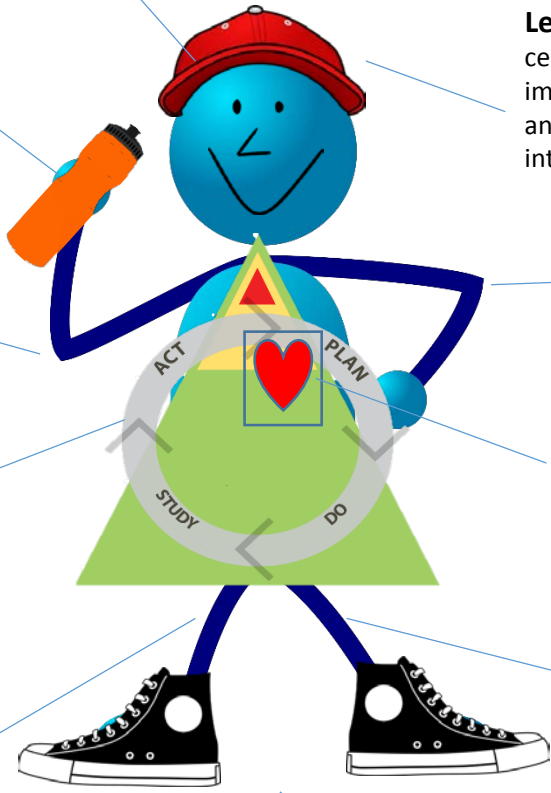
Leadership and Support acts as the nerve center that keeps us focused on priorities, implementing with fidelity, broadcasting trends, and informing research partnerships to feed back into the system.

School Improvement provides the coaching and infrastructure for a tactical, tiered, and diverse approach to improvement that adapts with need.

K-12 System Supports provides tools to integrate the multi-tiered system of supports for academic and nonacademic needs of students.

A strong, collaborative core of districts, ESDs, and OSPI aligns and integrates functions across the agencies. Communities of practice bring expertise to the table for network improvement. The collaborative core is **ready for action!**

Students at the heart... and the **Schools** that serve them.



ESDs use regional knowledge, relationships, and experience to optimize access to resources, services, and support.

Data Coaching builds effective and intentional use of data for informed decision making and evaluation of outcomes through a cycle of inquiry.

Families and Communities at the base of support for our students and schools.

...design and implement a multi-tiered system of supports for 900 schools by January 2018

We believe we can dismantle structures of inequity and better serve every child.

The team...

The new

Office of System and School Improvement

School Improvement

- OSSI Team
- Coaches
- Harvard Research Team
- Information Exchange

K-12 System Supports

- Academic, Social Emotional, Career College Readiness Services
- Graduation
- Absenteeism
- 9th Grade on Track
- Advanced course-taking (Dual Credit)

Leadership and Support

- Implementation Management
- Research coordination
- Professional Learning Equity Alliance

Improvement Network

Incubation Specialists

- Dual language/English Learner
- Dual Credit
- Apprenticeship
- Equity and Inclusion
- Special Education
- Family Engagement

Data-informed Inquiry

- Regional Coaching Network
- Equity & Measures Collaboration
- Technical Assistance
- Professional Development
- Access to tools

Stakeholder Leadership

- Residents
- Superintendent/District Leadership
- Principal
- Teacher
- Paraeducator
- Researcher

System Coordination and Integration

- Districts, ESDs, OSPI, Other Educational Partners
- Student Engagement
- Assessment/Student Information
- Federal/Special Programs
- Educator Growth
- Learning & Teaching
- Special Education

Educator Retention and Support

- Diverse, Qualified, Culturally Responsive
- District Human Resources
- NBCT Fellows
- Mentor Teachers
- PESB and CSTP

Design and implement a multi-tiered system of supports for 900 schools by January 2018 with **students** at the heart and the **schools** that serve them.

