



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title:</b>	<u>Update on Required Action Districts (RAD)</u>	
<b>As Related To:</b>	<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
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	<p><b>Overview</b></p> <p>Required action (RAD) is a process developed for the primary purpose of supporting districts and schools that were not making progress after implementing a schoolwide turnaround model as a Priority school (or School Improvement Grant recipient) for a number of years. The process was designed in a manner to meet state requirements and is generally aligned with elements of the No Child Left Behind (NCLB) Act, not the reauthorized ESSA.</p> <p>Some changes to required action (RAD) will be required in the future to fully align the state and federal accountability systems. 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.</p>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<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 memo provides a rationale for developing new exit criteria for districts in required action that align to the new ESSA accountability system.</p>	



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## REQUIRED ACTION DISTRICTS – UPDATE

### Policy Considerations

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) by early March. The OSPI is also expected to consider recommending that some of the districts currently designated for required action (RAD) be released from required action status. If the OSPI recommends that a district be released from required action, the SBE must release the district from RAD upon confirmation that exit requirements are met. The requirements of the SBE and Superintendent are specified in [RCW 28A.657](#).

The OSPI and SBE share in the responsibilities of designating and releasing districts from required action. In this and the next SBE meeting, the Board is expected to hear about and discuss proposed changes to required action from the OSPI that are meant to more closely align state and federal accountability.

### Overview

Required action (RAD) is a process developed for the primary purpose of supporting districts and schools that were not making progress after implementing a schoolwide turnaround model as a Priority school (or School Improvement Grant recipient) for a number of years. The process was designed in a manner to meet state requirements and is generally aligned with elements of the No Child Left Behind (NCLB) Act, not the reauthorized ESSA. This means that some changes to required action are needed.

### Schools Currently Identified for Support

*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

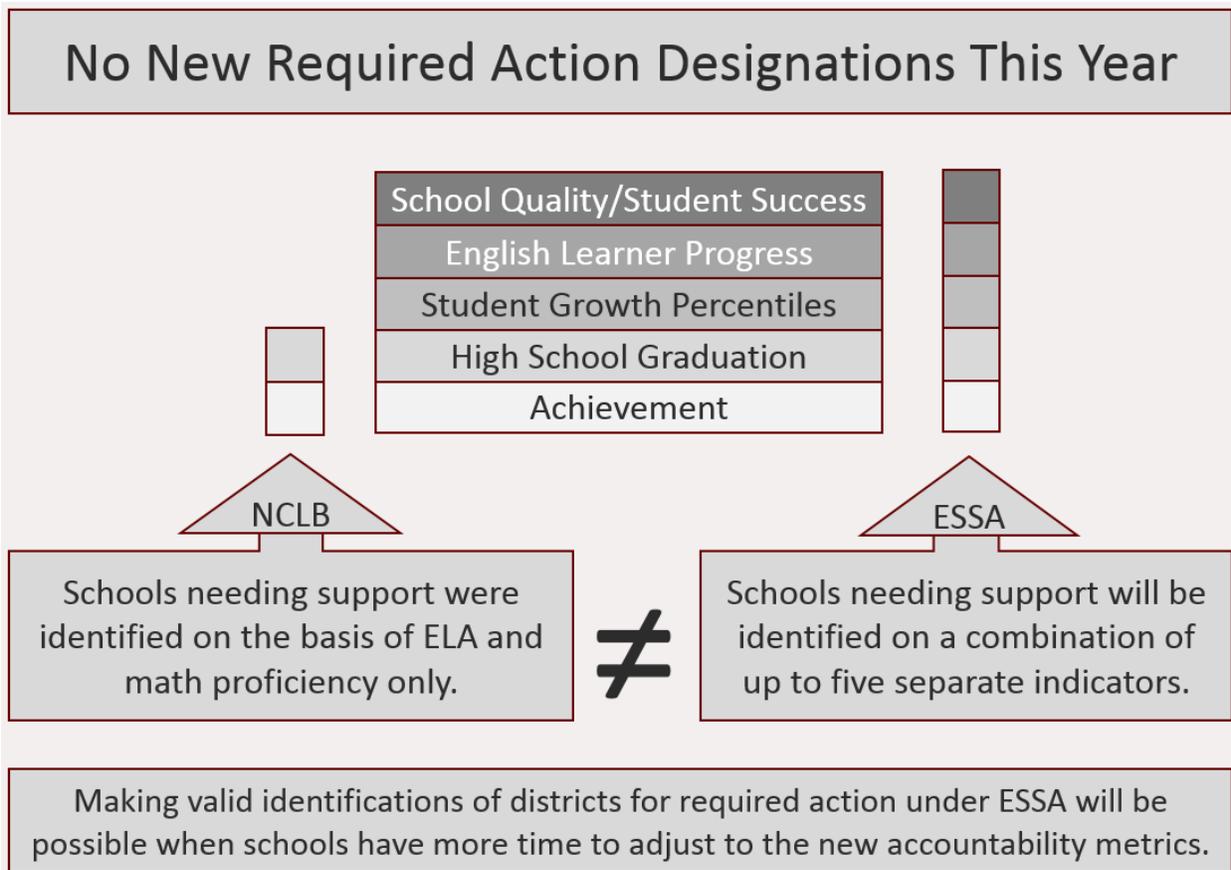
*Required Action (RAD):* a district/school improvement process that creates a partnership between the state and school district to target funds and assistance to turn around the identified PLA schools in the district (RCW 28A.657). Districts designated as RAD have at least one PLA school that has not 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](#).

### Aligning State and Federal Accountability Frameworks

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 school identification methodology described in the ESSA plan is different from that used to identify schools under NCLB. The new methodology described in the ESSA State Plan is expected to result in the identification of many more schools for support than are identified under NCLB, if approved by the USED.

Schools identified for Comprehensive support will be the lowest performing based on a combination of achievement (proficiency results), student growth percentile data, high school graduation rates, English learner progress, and school quality and student success measures. Figure 1 is meant to show that schools needing support under NCLB were identified based on only one or two indicators (low achievement and or a low graduation rate), while schools needing support under the ESSA will be identified by a combination of up to five indicators. As such, it would be fundamentally unfair to recommend new districts for required action without providing the schools and districts an opportunity to adjust to and improve under the new ESSA accountability system. The NCLB and ESSA accountability systems are not equivalent.

Figure 1: shows that future required action recommendations will be made on multiple indicators after being made primarily on a single indicator in prior years.



The required action exit criteria currently defined in rule by the Superintendent of Public Instruction was based upon assumptions from inconsistent requirements specified in NCLB and ESEA Flexibility Waiver systems. The pre-ESSA accountability systems and state law required the identification of the lowest performing five percent of schools (approximately 100 schools) and these Priority schools were published each year as the PLA list. The ESSA accountability system is expected to lead to the identification of approximately 200 to 300 schools for Comprehensive support. The manner in which Comprehensive support schools will be integrated into the PLA list is not yet clear. Also, the role of the PLA list has yet to be determined and it is not certain that the PLA list will even continue to be created. Because of this uncertainty, schools and districts should be provided with ample time to adjust to the new accountability system before any new required action designations. Also, it would be important to consider redesigned exit criteria as part of a school and school district support system that meets both the federal and state requirements.

The current cohort of school districts in required action and their associated PLA schools are tabulated in Appendix A. The OSPI Assessment and Student Information team is in the process of reviewing draft accountability information for the RADs and will be making a data presentation to the Board in the near future, most likely at the March meeting.

**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](mailto:andrew.parr@k12.wa.us) if you have questions regarding this memo.

Appendix A

Shows the school districts currently in required action and the associated schools on the PLA list.

Required Action School District	Persistently Lowest Achieving (PLA) School	PLA Identification Criteria
Marysville SD	Marysville Mountain View HS	Low Graduation Rate
	School Home Partnership	Low Graduation Rate
	Quil Ceda Tulalip ES	Low ELA/Math
Soap Lake SD	Soap Lake ES	Low ELA/Math
Tacoma SD	Arlington ES	Low ELA/Math
	Blix ES	Low ELA/Math
	Edison ES	Low ELA/Math
	First Creek MS	Low ELA/Math
	Geiger ES	Low ELA/Math
	Lyon ES	Low ELA/Math
	McCarver MS	Low ELA/Math
	Oakland HS	Low Graduation Rate
	Roosevelt ES	Low ELA/Math
	Stewart MS	Low ELA/Math
Wellpinit SD	Wellpinit ES	Low ELA/Math
	Wellpinit MS	Low ELA/Math
Yakima SD	Barge-Lincoln ES	Low ELA/Math
	Garfield ES	Low ELA/Math
	Martin Luther King Jr. ES	Low ELA/Math
	McKinley ES	Low ELA/Math
	Robertson ES	Low ELA/Math
	Roosevelt ES	Low ELA/Math
	Stanton Alternative	Low ELA/Math
	Washington MS	Low ELA/Math
Source Washington Report Card, <a href="http://www.k12.wa.us/ESEA/Schools/PrioritySchools2017-18.aspx">http://www.k12.wa.us/ESEA/Schools/PrioritySchools2017-18.aspx</a>		



# SUPERINTENDENT OF PUBLIC INSTRUCTION

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## History of the Identification of Required Action Districts

Based on [RCW 28A.657.20](#), OSPI recommended and SBE designated the following:

- **RAD Cohort I:** 4 districts; began services in 2011–12; identified persistently lowest achieving schools/RADs based on WASL 2008, 2009, and 2010 data; funded through federal SIG dollars
- **RAD Cohort II:** 4 districts; began services in 2014–15; identified persistently lowest achieving schools/RADs based on WASL 2011, 2012, and 2013 data; funded with state dollars and E2SSB 5329

The table below includes the “non-identification” years and reasons OSPI did not recommend districts to SBE. In each instance, OSPI communicated with SBE about the decision to not identify a new RAD cohort. As indicated in my email, I conferred with both Alan and Gil to ensure accuracy of the information.

Year	Data Used to Identify RAD	Reasons
2012–13	WASL 2009, 2010, 2011	<ul style="list-style-type: none"> <li>• <b>New Process:</b> 2011–12 was the first year for RAD Cohort I. We wanted to implement the required action process a few years to determine if changes would be needed before designating a new cohort.</li> <li>• <b>Available Funding:</b> We didn’t want to identify a new cohort without significant resources to support the work. Since there was not additional SIG funding to support a new cohort, we would have needed to reduce the amount available to RAD Cohort I and/or SIGs. As Alan said, “We didn’t want to spread the peanut butter too thinly.”</li> <li>• <b>New Accountability System/Agency Capacity:</b> We expected to identify Priority and Focus schools based on our Flexibility Request. We weren’t sure we would have agency capacity to support RAD Cohort I, SIG Cohort I and II, newly identified Priority and Focus schools, AND a new RAD Cohort II.</li> </ul>
2013–14	WASL 2010, 2011, 2012	Same as 2012–13.
2015–16	WASL 2012, 2013, 2014*	<ul style="list-style-type: none"> <li>• <b>Different Data Sets:</b> We didn’t think it was appropriate to identify districts for the high stakes designation of required action based on different data sets (WASL 2012, 2013, and 2014 for non-SBA pilot districts; WASL 2012, 2013, and 2013 for SBA pilot districts).</li> <li>• <b>Agency Capacity:</b> We continued to serve over 200 Priority and Focus schools, RAD Cohort II, and SIG Cohort III. This would have impacted OSPI capacity to serve a new RAD Cohort III.</li> </ul>
2016–17	WASL 2013, 2014*; SBA 2015	<ul style="list-style-type: none"> <li>• <b>Different Data Sets:</b> Similar to 2015–16, we didn’t think it was appropriate to identify districts for the high stakes designation of required action based on different data sets and data sets that mixed WASL and SBA data (WASL 2013, 2014 and SBA 2015 for non-SBA pilot districts; WASL 2013, 2013 and SBA 2015 for SBA pilot districts).</li> <li>• <b>First Year of SBA:</b> 2015 was the first year of the SBA, and schools/districts across the state saw a drop in scores from their previous WASL scores. This may have adversely impacted the final list of persistently lowest achieving schools and RADs.</li> <li>• <b>Agency Capacity:</b> We continued to serve over 200 Priority and Focus schools, RAD Cohort II, and SIG Cohort III. This would have impacted OSPI capacity to serve a new RAD Cohort III.</li> </ul>
2017–18	WASL 2014*; SBA 2015, 2016	<ul style="list-style-type: none"> <li>• <b>Different Data Sets:</b> Once again, we didn’t think it was appropriate to identify districts for the high stakes designation of required action based on different data sets and data sets that mixed WASL and SBA data (WASL 2014 and SBA 2015, 2016 for non-SBA pilot districts; WASL 2013 and SBA 2015, 2016 for SBA pilot districts).</li> <li>• <b>3 Years of SBA Data:</b> We thought best wait and use 3 years of SBA data (2015, 2016, and 2017).</li> <li>• <b>New Accountability System:</b> We weren’t sure it made sense to identify RAD Cohort III under an old set of metrics when we expected to have a new accountability system under ESSA. We also</li> </ul>

		thought it made more sense to consider identifying RAD Cohort III when we identified Comprehensive and Targeted Assistance schools. • <b>Agency Capacity:</b> We continued to serve over 200 Priority and Focus schools, RAD Cohort II, and SIG Cohort III. This would have impacted OSPI's capacity to serve a new RAD Cohort.
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\*Multiple districts/schools did not have WASL 2014 data, since they participated in the 2014 SBA Pilot. For those districts/schools only, OSPI WASL 2013 data were used for 2013 and 2014.