



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>REQUIRED ACTION DISTRICTS – 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 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:	<p>RCW 28A.657.100 directs the 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.</p> <p>Key questions may include:</p> <ol style="list-style-type: none"> 1. What were significant successes and challenges of required action for these districts so far? 2. What changes, if any, were made to required action plan and why? 	
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 checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>Five schools/districts are currently identified as RAD Level 1 and each has been implementing school improvement models for varying numbers of years. All five schools continue to perform far below the statewide average for their respective school levels, but some are showing improvements while improvements at others have not yet taken hold.</p> <p>Three schools were removed from RAD Level 1 status in 2015 after demonstrating substantial improvement over multiple years. In the year of exit from RAD, all three schools continue to demonstrate higher than average performance on ELA and math, except for Lakeridge Elementary School where the ELA performance was a little lower than the statewide average.</p>	



REQUIRED ACTION DISTRICT - UPDATE

Policy Considerations

At the January 2016 meeting, the State Board of Education (SBE) will receive an update from the Office of the Superintendent of Public Instruction (OSPI) on Required Action Districts (RAD). Districts that were designated in March 2014 (RAD cohort 2) include Marysville School District (Tulalip Elementary School), Tacoma School District (Stewart Middle School), Wellpinit School District, (Wellpinit Elementary School), and Yakima School District (Washington Middle School). In addition to hearing about RAD cohort 2 districts, the Board will receive an update on Soap Lake District (a RAD cohort 1 district), that was re-designated for required action Level I at the Board meeting in May 2015.

[RCW 28A.657.100](#) directs 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 to the Board will be planned for the July or September meetings.

Key questions may include:

1. What were significant successes and challenges of required action for these districts so far?
2. What changes, if any, were made to required action plan and why?

Summary

Five schools and districts are currently identified as RAD Level 1 and each has been implementing school improvement models for varying numbers of years. All five schools continue to perform far below the statewide average for their respective school levels but some are showing improvements, while improvements at others have not yet taken hold.

Three schools were removed from RAD Level 1 status in 2015 after demonstrating substantial improvement over multiple years. In the year of exit from RAD, all three schools continue to demonstrate higher than average performance on ELA and math, except for Lakeridge ES where the ELA performance was a little lower than the statewide average.

Table 1: Summary of performance improvements by RAD status and assessment content area.

		Showing Improved Performance	
		Reading (ELA)	Math
RAD I	Quil Ceda Tulalip ES	NO	YES
	Soap Lake M&HS	UNCHANGED	YES
	Stewart MS	YES	YES
	Washington MS	NO	UNCHANGED
	Wellpinit ES	UNCHANGED	NO
Former RAD I	Lakeridge ES	NO	YES
	Morton J&SHS	YES	YES
	Onalaska MS	YES	YES

Methodology and Assessment Background Information

The most recent assessment data and results for the schools related to Required Action District (RAD) identification are described below. However, the transition from Washington's old assessment system (Measures of Student Progress – MSP) to the state's new assessment system (Smarter Balanced Assessments – SBA) necessitates a few explanations in advance of the discussion of the latest assessment results.

- From the 2009-10 to the 2012-13 school year, students at all elementary and middle schools participated in the reading and math MSPs.
- In the 2013-14 school year, approximately one-third of Washington schools (including one RAD school discussed here) participated in the SBA Field Test, meaning that 2013-14 assessment results are not available for those schools.
- In the 2014-15 school year, students at all elementary and middle schools participated in the ELA and math SBAs.
- The SBA includes an ELA assessment rather than separate reading and writing assessments used by Washington under the now outdated system. It is important to note that the school charts show data representing reading differences in the pre-2015 years and ELA differences in the 2014-15 school year.

The Office of the Superintendent of Public Instruction (OSPI) advises against the direct comparison of the percentage of students meeting standard on the MSP to those meeting standard on the SBAs. This cautionary note was made because a concordance analysis (score comparability study) or bridge study between the assessments was not conducted. The OSPI further explained that the SBA is meant to establish a new baseline from which to provide future comparisons. However, the progress of RAD schools must be monitored over time, which means that some other type of comparison between the schools and state is necessary.

The assessment results presented here represent performance gaps between the respective schools and the statewide averages. The analysis measures the difference between the percentage of students meeting standard at the school and those meeting standard statewide at the same grade levels. In this analysis and as shown on the following tables, negative values mean that the students at the school perform below the state average, and positive values mean that the students at the school perform above the state average. A successful RAD school would demonstrate gap reductions from one year to the next, and positive gaps in the most recent year that would indicate the students at the school performing higher than the state averages.

High school assessment results were not included because of the unusually low participation rate across the state, because of the usual pattern of assessment results for the 10th and 11th grade students, and because the census tests shifted from 10th to 11th grade. For the measures shown in the following charts, the school-level average was calculated by dividing the count of students meeting standard by the total number of students in the testing group, including no scores. Data were extracted from the OSPI report card.

Assessment Results

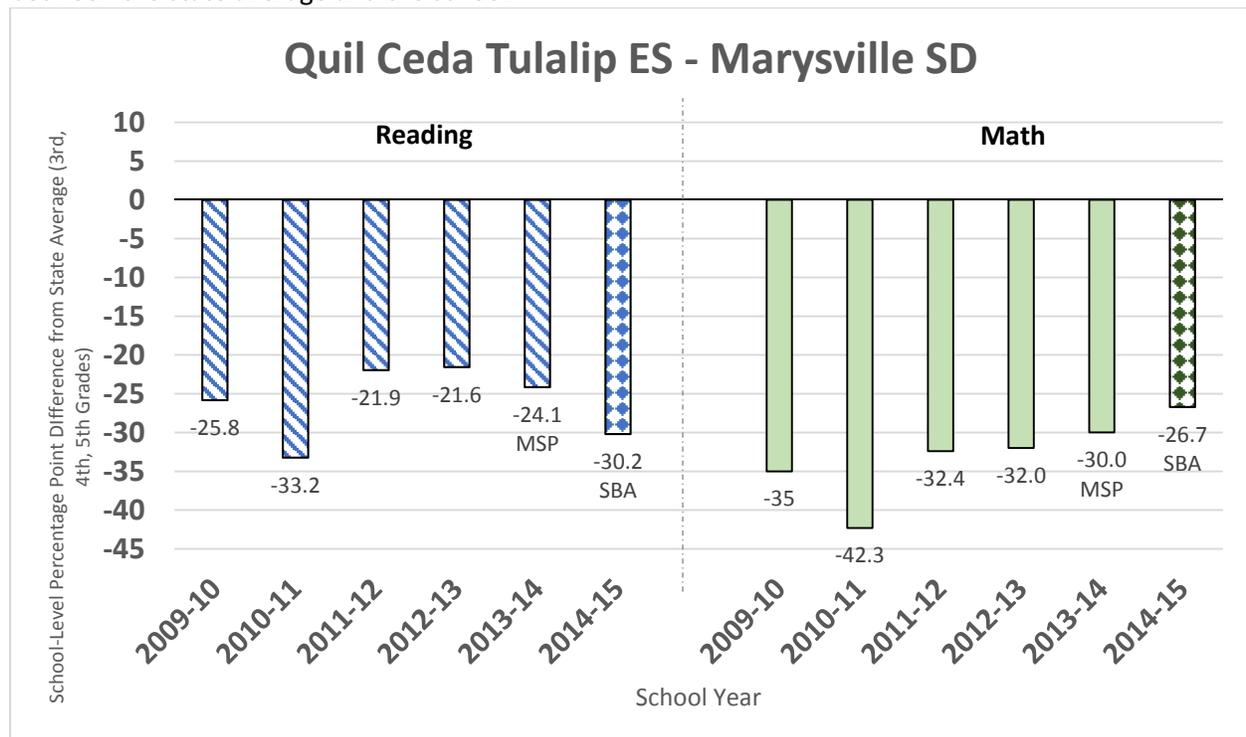
Quil Ceda Tulalip Elementary School (ES), Marysville SD

Quil Ceda Tulalip Elementary School was officially formed for the 2014-15 school year. Students populating the new school entity came from Quil Ceda ES and nearby Tulalip ES, both of which were officially closed after the 2013-14 school year. For the purpose of this analysis, historic results from Tulalip ES and Quil Ceda ES results were merged using the count of students meeting proficiency and in the testing group.

The performance of the students at Quil Ceda Tulalip ES (Chart 1) does not demonstrate significant improvement over the years. However, the 2014-15 SBA results represent the most recent assessment data, and this is from the schools' first year in Required Action. For reading, the performance gap was reduced a modest 1.7 percentage points from 2010 (-25.8 percentage points) to 2014 (-24.1 percentage points) but increased to 30.2 percentage points in 2015. For math, the performance gap was reduced by 8.3 percentage points from 2010 (-35.0 percentage points) to 2015 (-26.7 percentage points). In other words, the students at Quil Ceda Tulalip ES are performing:

- Far below the state average in reading and the performance gap widened over the two most recent years
- Far below the state average in math but the performance gap narrowed modestly over the six most recent assessment administrations.

Chart 1: Performance gap data for Quil Ceda Tulalip ES showing the percentage point gap difference between the state average and the school.



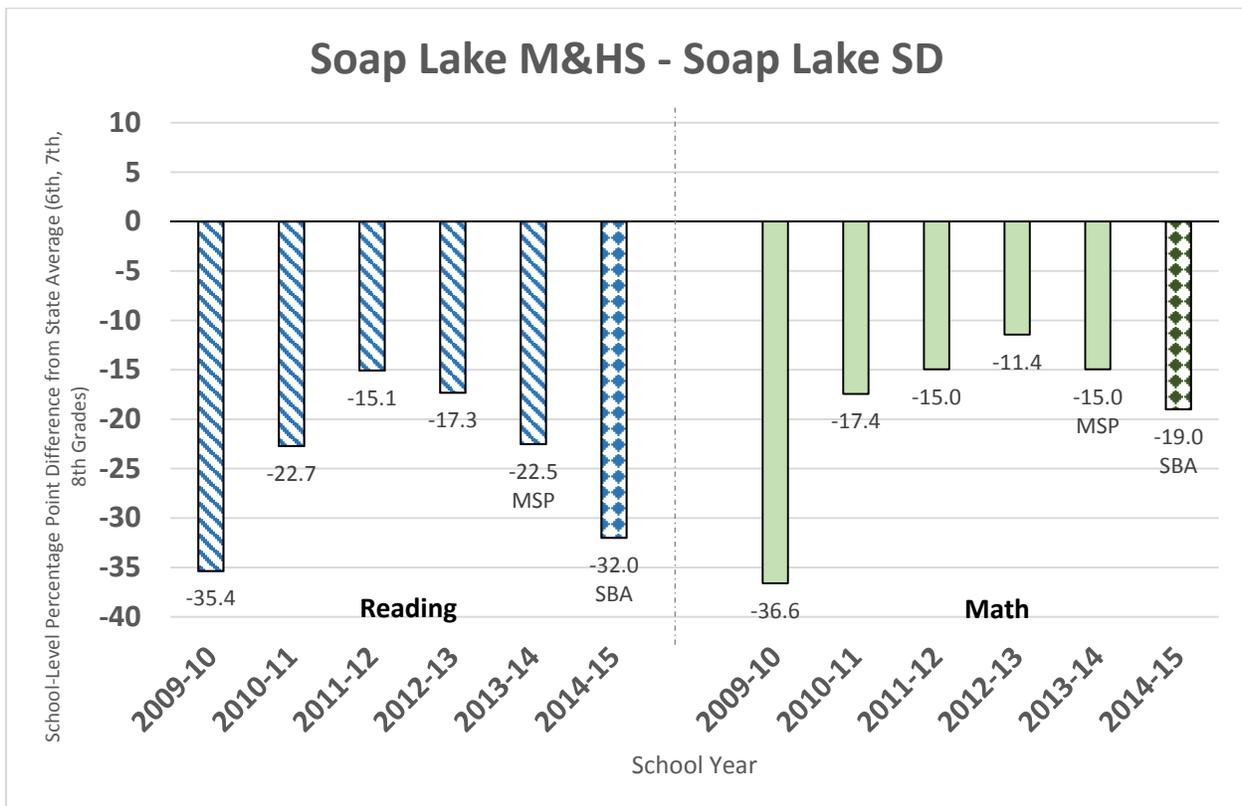
Soap Lake Middle and High School (M&HS), Soap Lake SD

In the 2014-15 school year and as recommended by the OSPI, the State Board of Education voted to extend the RAD status and designation for Soap Lake M&HS, rather than elevating the school to RAD II status. Soap Lake M&HS was one of four schools designated as RAD I (collectively referred to as RAD Cohort I) beginning in the 2011-12 school year.

The performance of the students at Soap Lake M&HS (Chart 2) does not demonstrate success. In reading (ELA), the performance of the Soap Lake students steadily increased from 2010 to 2012 but then steadily declined from 2013 to 2015. Over the six year period, the reading performance gap was reduced a modest 3.4 percentage points from -35.4 percentage points in 2010 to -32.0 percentage points in 2015. Like reading (ELA), the math performance of the Soap Lake students steadily increased from 2010 to 2013 but then steadily declined in 2014 and 2015. Nonetheless, the math performance gap has been nearly cut in half as it has been reduced to -19.0 percentage points from -36.8 percentage points. For Soap Lake M&HS, the students perform:

- Far below the state average in reading and the performance gap is only slightly smaller over the six most recent years
- Far below the state average in math but the performance gap decreased by about one-half over the six most recent assessment administrations.

Chart 2: Performance gap data for Soap Lake M&HS showing the percentage point gap difference between the state average and the school.



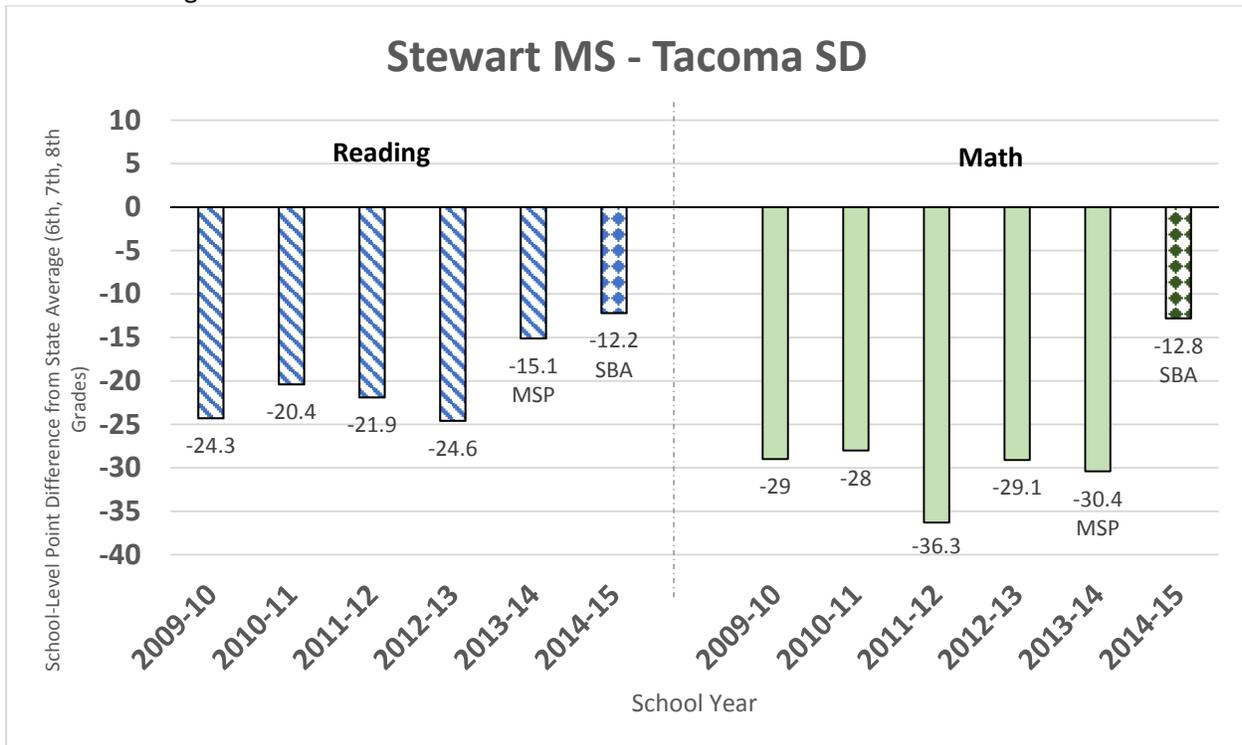
Stewart Middle School (MS), Tacoma SD

As recommended by the OSPI, Stewart MS was designated for RAD I beginning with the 2014-15 school year. Stewart MS and the other three schools similarly designated are collectively referred to as RAD Cohort 2.

The performance of the students at Stewart MS (Chart 3) demonstrates limited success. However, the 2014-15 SBA results represent the most recent assessment data that is from the schools’ first year in Required Action. In reading, the performance gap was reduced by one-half from approximately -24.3 percentage points in 2010 to -12.2 percentage points in 2015. In math, the performance gap was reduced by more than one-half from approximately -29.0 percentage points in 2010 to -12.8 percentage points in 2015. The students at Stewart MS are:

- Performing approximately 12 percentage points lower than the state averages for ELA and math
- Narrowing the performance gaps between the school and state averages in ELA and math.

Chart 3: Performance gap data for Stewart MS showing the percentage point gap difference between the state average and the school.



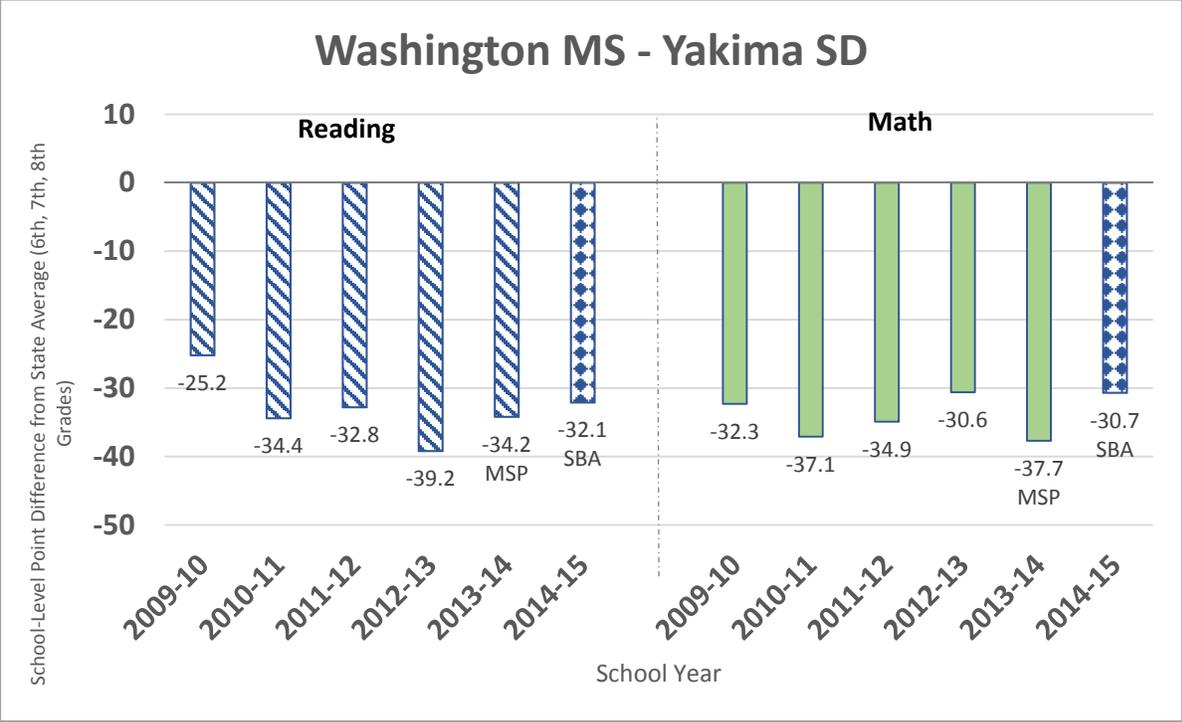
Washington Middle School (MS) – Yakima SD

Washington MS was one of the four schools designated as RAD I forming part of the RAD Cohort 2. As such, the impacts of the RAD designation and related efforts would not be expected to fully take hold in such a short time frame, although some improvement would be both desired and expected.

The performance of the students at Washington MS (Chart 4) demonstrates some limited success. Remember that the 2014-15 SBA results represent the most recent assessment data that is from the schools’ first year in Required Action. In reading, the performance gap increased by approximately 6.9 percentage points from -25.2 percentage points in 2010 to -32.1 percentage points in 2015. In math, the performance gap was reduced modestly by 1.6 percentage points from approximately -32.3 percentage points in 2010 to -30.7 percentage points in 2015. However, the performance gap was reduced by approximately 7.0 percentage points between the two most recent years. The students at Washington MS are performing:

- Far below the state average in reading and the performance gap is widening over the six most recent years
- Far below the state average in math and the performance gap decreased modestly over the six most recent assessment administrations.

Chart 4: Performance gap data for Washington MS showing the percentage point gap difference between the state average and the school.



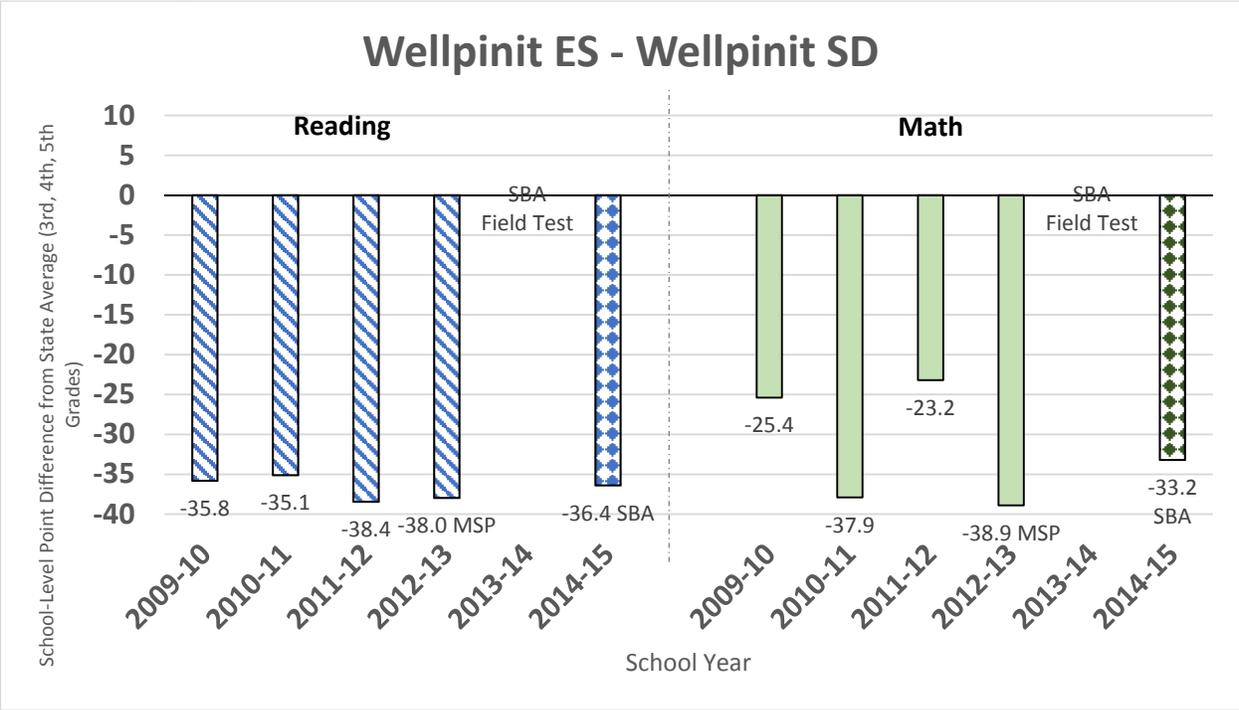
Wellpinit Elementary School (ES) – Wellpinit SD

Wellpinit ES was one of the four schools designated as RAD I forming part of the RAD Cohort 2. As with the other RAD Cohort 2 schools, the impacts of the RAD designation and related efforts would not be expected to fully take hold in such a short time frame, although some improvement would be desired and expected.

The performance of the students at Wellpinit ES (Chart 5) demonstrates some limited success or improvement over the most recent years. The 2014-15 SBA results represent the most recent assessment data, and this is from the schools’ first year in Required Action. For reading, the performance gap increased a modest 0.6 percentage points from 2010 (-35.8 percentage points) to 2015 (-36.4 percentage points). For math, the performance gap increased by 7.8 percentage points from 2010 (-25.4 percentage points) to 2015 (-33.2 percentage points). No data is available for the 2013-14 school year due to participation in the SBA Field Test, but the students at the school did make modest progress in reducing the math performance gap from 2013 to 2015 by lowering the gap by approximately 5.7 percentage points. In other words, the students at Wellpinit MS are performing:

- Far below the state average in reading and the performance gap is essentially unchanged over the six most recent years
- Far below the state average in math and the performance gap increased over the six most recent assessment administrations.

Chart 5: Performance gap data for Wellpinit ES showing the percentage point gap difference between the state average and the school.



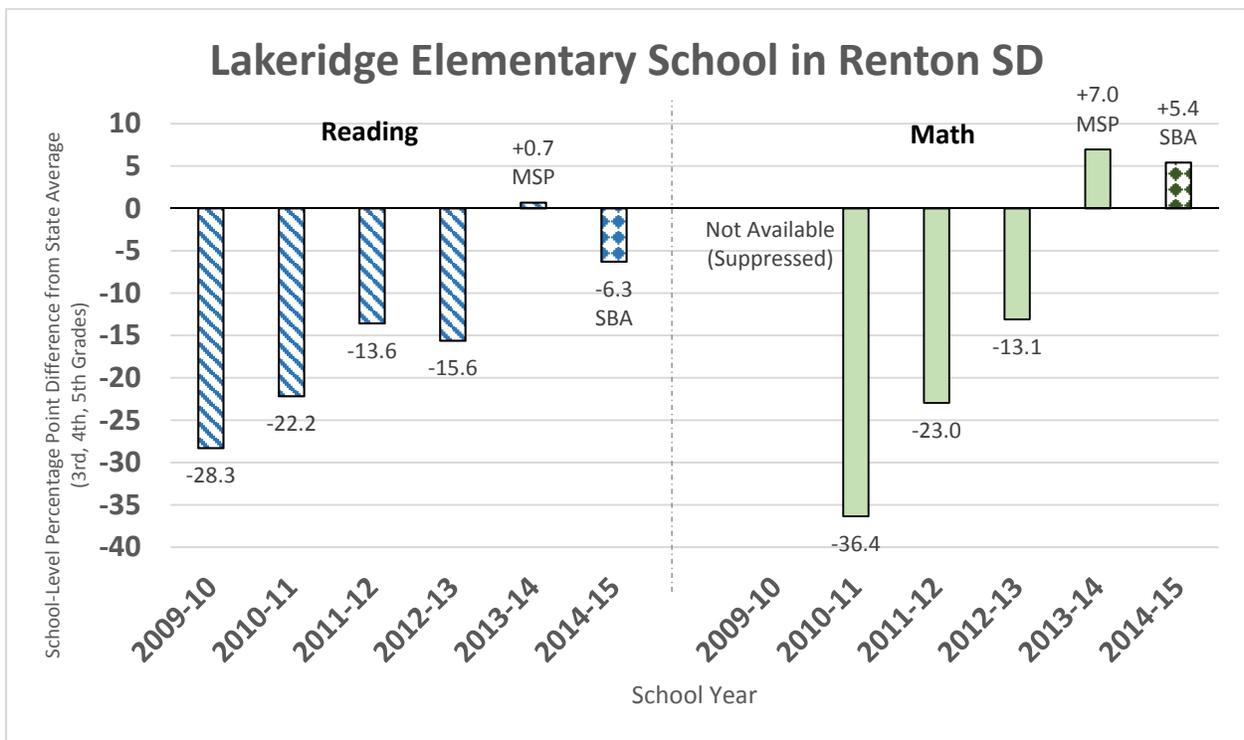
Former RAD Schools/Districts

Three schools and districts had their RAD designations removed during the 2014-15 school year on account of sufficient school improvement and a corresponding recommendation from the OSPI. One well-articulated concern of the Board involved the sustainability of improvement or changes after the removal of the RAD designation and supports. The 2015-16 assessment results will provide a better picture about the schools' performance after exit from RAD, while the 2014-15 assessment results will show performance in the year of the RAD exit.

Lakeridge Elementary School (ES), Renton SD

The performance of the students at Lakeridge demonstrates continued but limited success. For reading (ELA), the performance of the Lakeridge students increased steadily for five years and then showed a slight decline in the most recent assessment year. In 2015, the performance on the SBA ELA is a little lower than the state average. For math, the students at Lakeridge performed about the same as the previous year and better than the statewide averages for the respective grade levels.

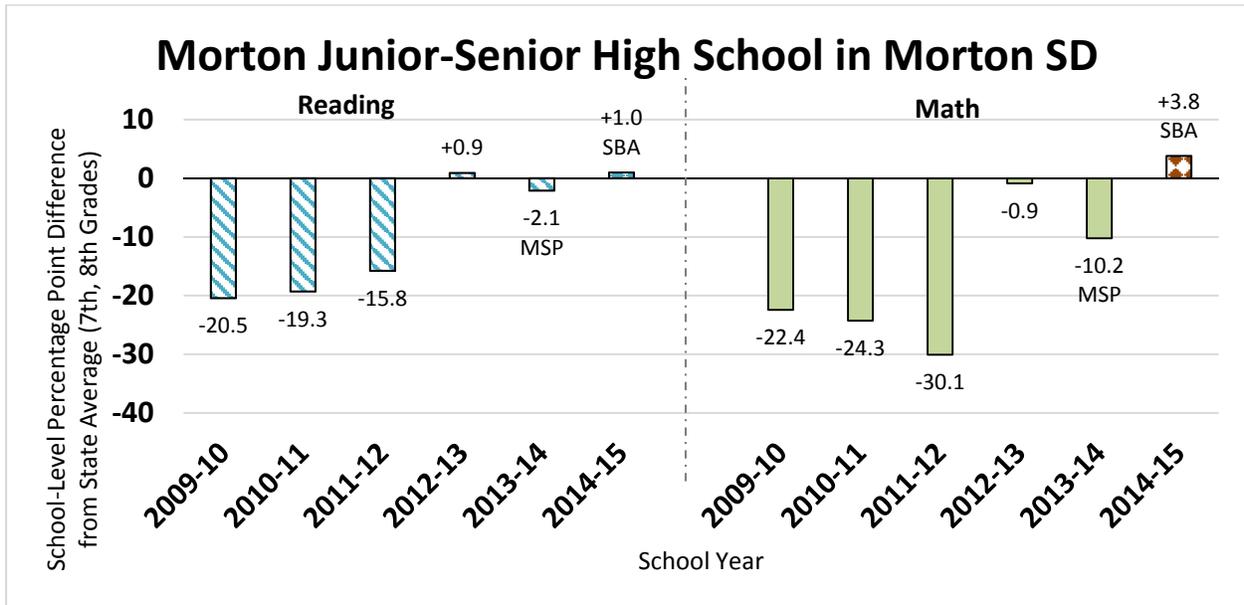
Chart 6: Performance gap data for Lakeridge ES showing the percentage point gap difference between the state average and the school.



Morton Junior and Senior High School (J&SHS), Morton SD

The performance of the students at Morton J&SHS demonstrates continued success. For both reading (ELA) and math, the students at Morton J&SHS perform better than the statewide averages for the respective grade levels. These results are graphically illustrated (Chart 7) by the positive values shown for the 2015 results.

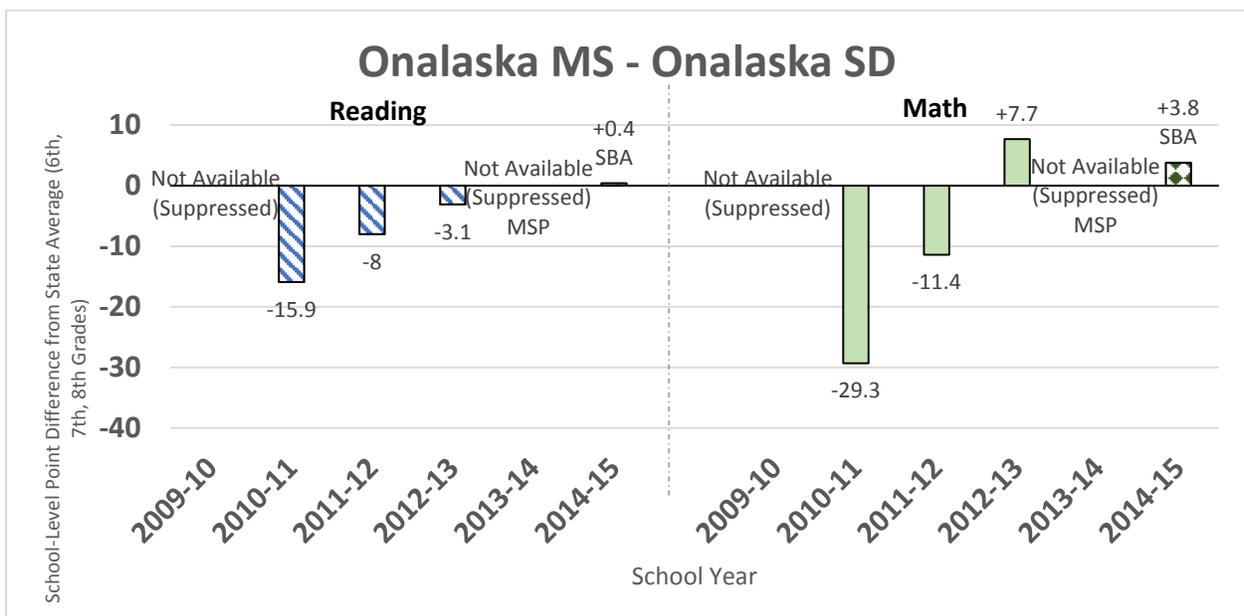
Chart 7: Performance gap data for Morton J&SHS showing the percentage point gap difference between the state average and the school.



Onalaska Middle School (MS), Onalaska SD

The performance of the students at Onalaska MS (Chart 8) demonstrates continued success. In reading, the performance gap changes from approximately -16 percentage points to +0.5 percentage points. In math, the performance gap changes from approximately -29 percentage points to +3.8 percentage points. In the 2010-11 school year and for both reading and math, Onalaska MS students performed far below the state averages but performed higher than the state average in the most recent year.

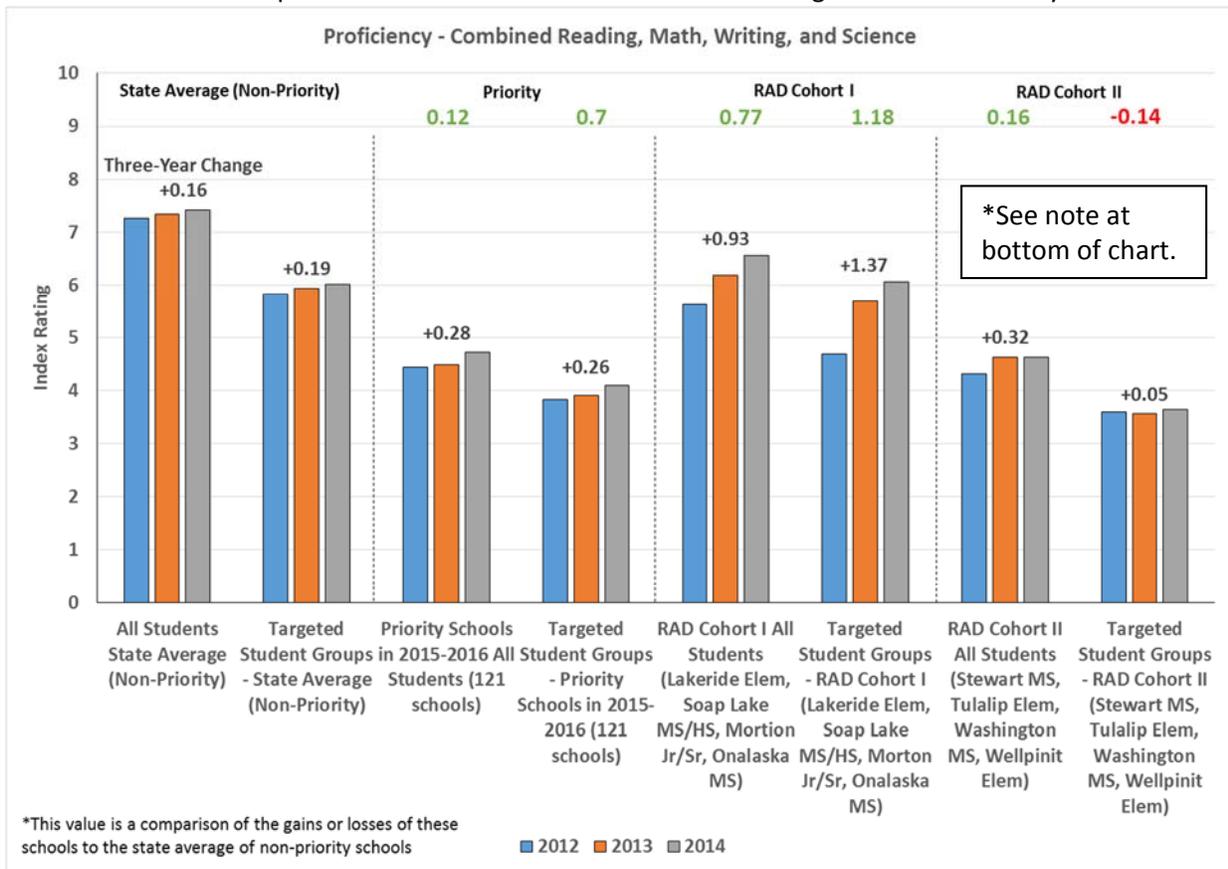
Chart 8: Performance gap data for Onalaska MS showing the percentage point gap difference between the state average and the school.



Accountability System Comparison Charts

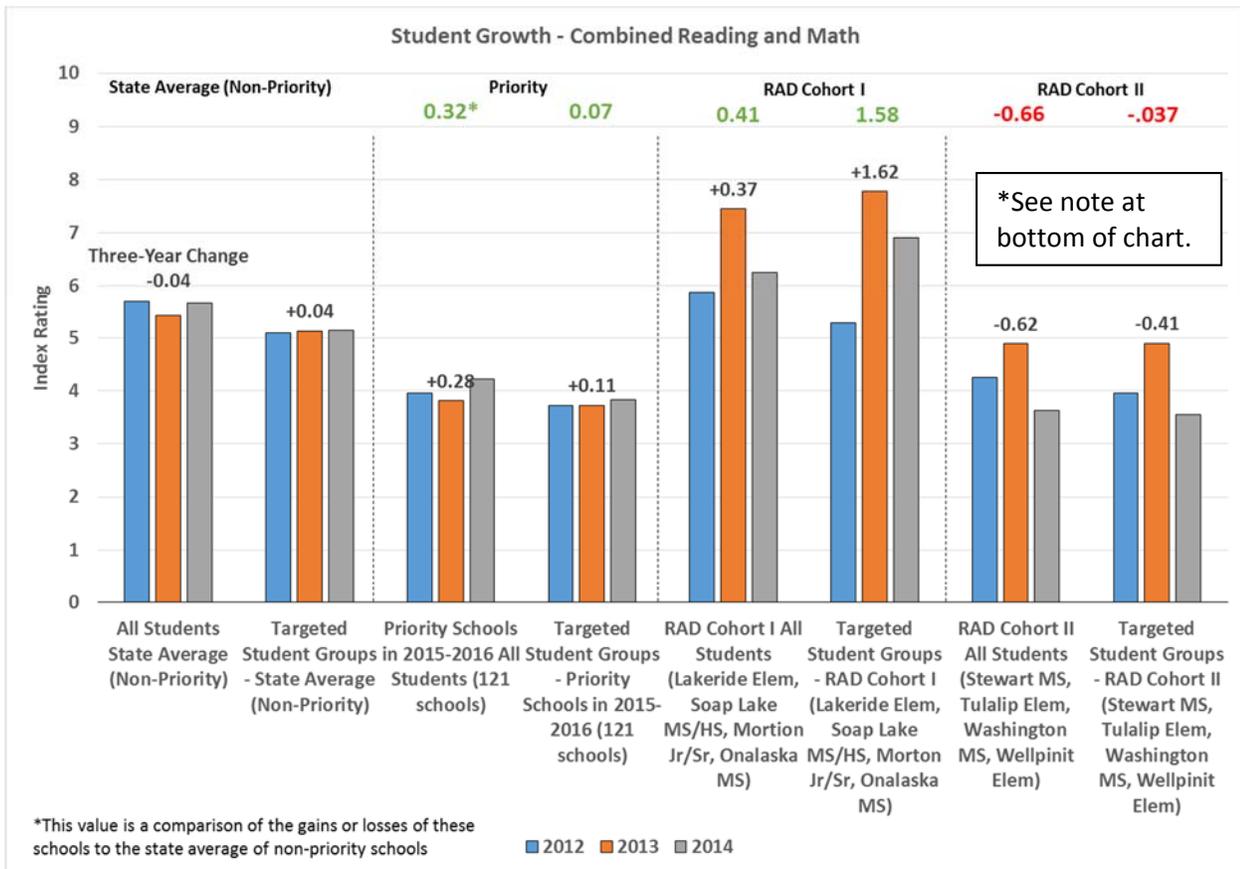
The following two charts are provided for the benefit of members who are new to the Board and will be updated for the next RAD update tentatively scheduled for the summer 2016. These charts show a comparison of schools in the accountability system. Schools receiving interventions and supports through Priority or Required Action District status are improving at faster rates than the state average. Both the All Students group and the Targeted Subgroup students in RAD Cohort I made impressive gains over the three years during which those schools received intensive support.

Chart 9: Shows school performance on the Achievement Index ratings for the Proficiency Indicator.



*Note: The 2014 Index ratings shown here are based on assessments taken during the spring of the 2013-2014 school year. Thus, the Required Action District Cohort II school results show performance levels before those schools were receiving intensive support from the state.

Chart 10: Shows school performance on the Achievement Index ratings for the Growth Indicator.



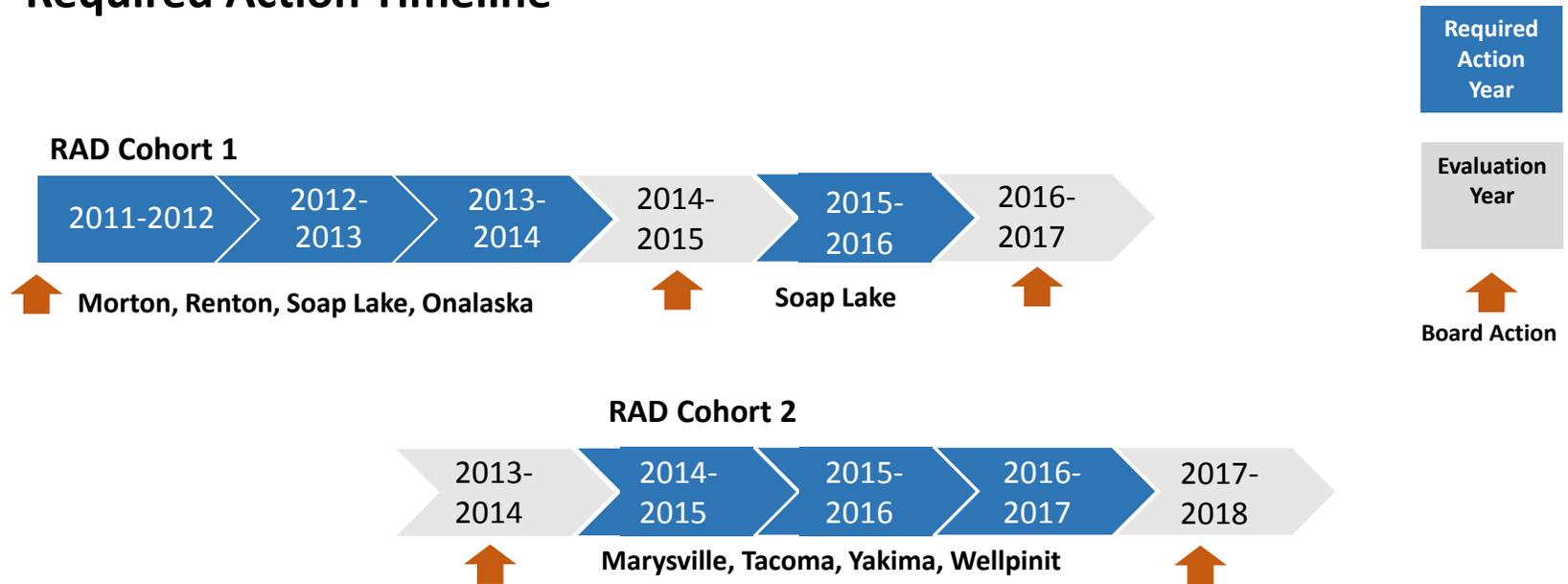
*Note: The 2014 Index ratings shown here are based on assessments taken during the spring of the 2013-2014 school year. Thus, the Required Action District Cohort II school results show performance levels before those schools were receiving intensive support from the state.

Action

There is no Board action on this item.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo and Parker Teed at parker.teed@k12.wa.us if you have questions about these charts.

Required Action Timeline



Board Actions on RADs:

- | | | | | |
|---|---|--|---|--|
| <p>2011-12
SBE designated RAD Cohort 1</p> | <p>2013-14
SBE designated RAD Cohort 2</p> | <p>2014-15
SBE released 3 districts from RAD, and re-designated Soap Lake</p> | <p>2016-17
SBE will consider releasing Soap Lake</p> | <p>2017-18
SBE will consider releasing RAD Cohort 2</p> |
|---|---|--|---|--|



Required Action Districts (RADs) Update January 2016

Office of Student and School Success

Michael Merrin, Assistant Superintendent

Craig Shurick, Director of Operations



Goals for Today

- Review spring 2015 Smarter Balanced Assessment data for Required Action Districts (RADs)
- Share progress on Audit Report Recommendations for each identified school
- Describe next steps with current Required Action Districts (RAD Cohort I and RAD Cohort II) and for identifying a possible RAD Cohort III



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RAD School Designations for 2015-16

RAD	District	School	Designation
Cohort I	Soap Lake	Soap Lake Middle/High	None
Cohort I	Soap Lake	Soap Lake Elementary	Priority; no longer in bottom 5%; Continuing based on 3-year requirement for Priority schools
Cohort II	Marysville	Quil Ceda Tulalip Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Tacoma	Stewart Middle	Priority; 3-year Reading/Math average less than 40%
Cohort II	Wellpinit	Wellpinit Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Yakima	Washington Middle	Priority; 3-year Reading/Math average less than 40%



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Quil Ceda Tulalip Elementary: Marysville School District



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Quil Ceda Tulalip Elementary: Marysville School District



Becky Berg | *Superintendent*

Raymond Houser | *Assistant Superintendent*

Cory Taylor | *Principal*

Kyle Kinoshita | *Executive Director of Elementary Schools*

Anthony Craig | *Director of Cultural Competency & School Support*

Tamera Shannon-Wright | *Leadership Coach*



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Quil Ceda Tulalip Elementary: Marysville School District



- **Enrollment (May 2015):** 531 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 22%
 - American Indian/Alaskan Native: 38%
 - White: 26%
 - Two or More Races: 12%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 74%
 - Special Education: 26%
 - Transitional Bilingual: 9%
 - Foster Care: 8%

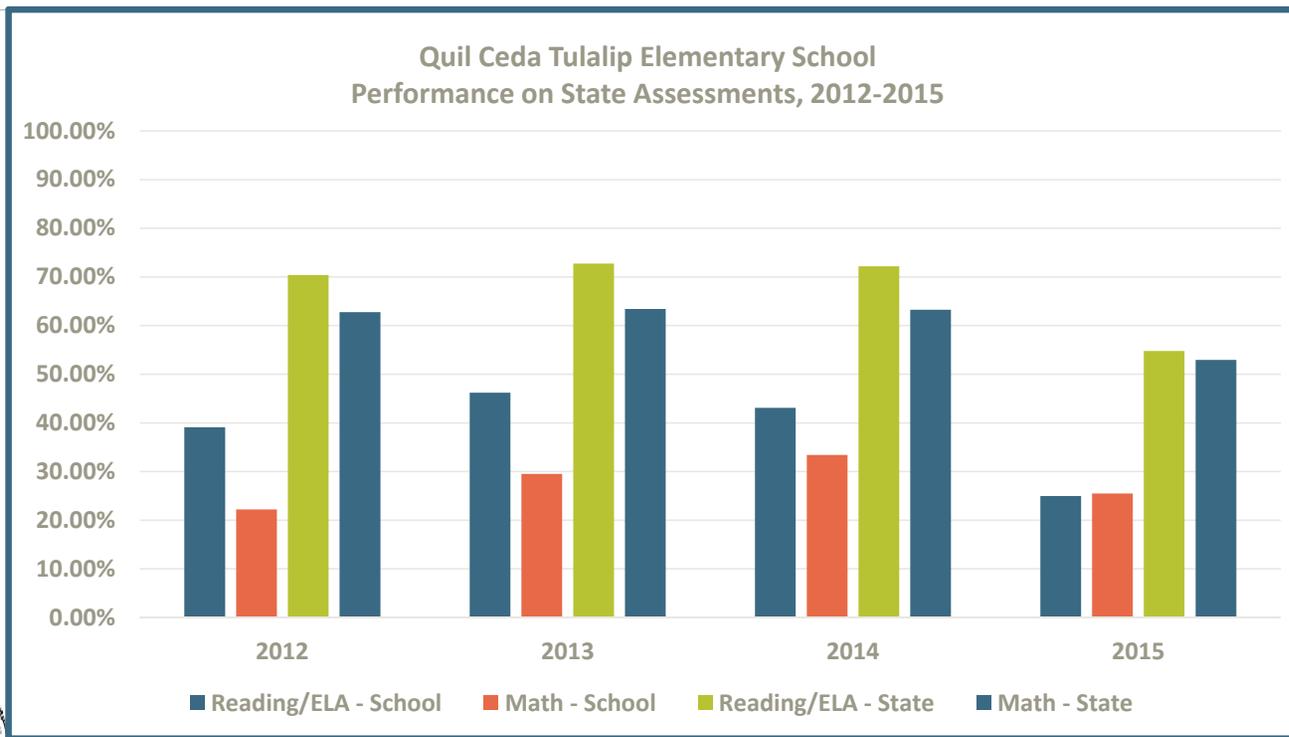


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Quil Ceda Tulalip Elementary: Marysville School District



Note: Quil Ceda and Tulalip merged as of the 2014-15 school year. Data for this chart were calculated using averages from both schools for all three school years.



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Audit Report Recommendations



1. Continue to provide strong leadership
2. Improve instruction through data-based inquiry cycles
3. Improve the learning environment through cultural work and inquiry



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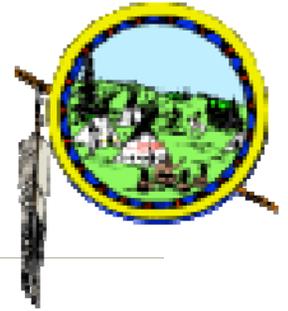
Wellpinit Elementary: Wellpinit School District



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Wellpinit Elementary: Wellpinit School District



John Adkins | *Superintendent*
Kim Ewing | *Principal*
Karen Estes | *Leadership Coach*

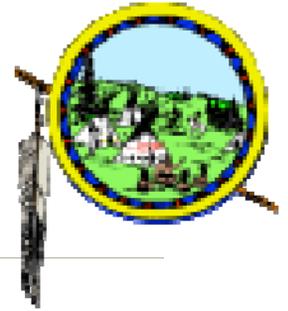


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Wellpinit Elementary: Wellpinit School District



- **Enrollment (May 2015):** 195 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 4%
 - American Indian/Alaskan Native: 79%
 - Two or More Races: 15%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 85%
 - Special Education: 15%
 - Foster Care: 6%

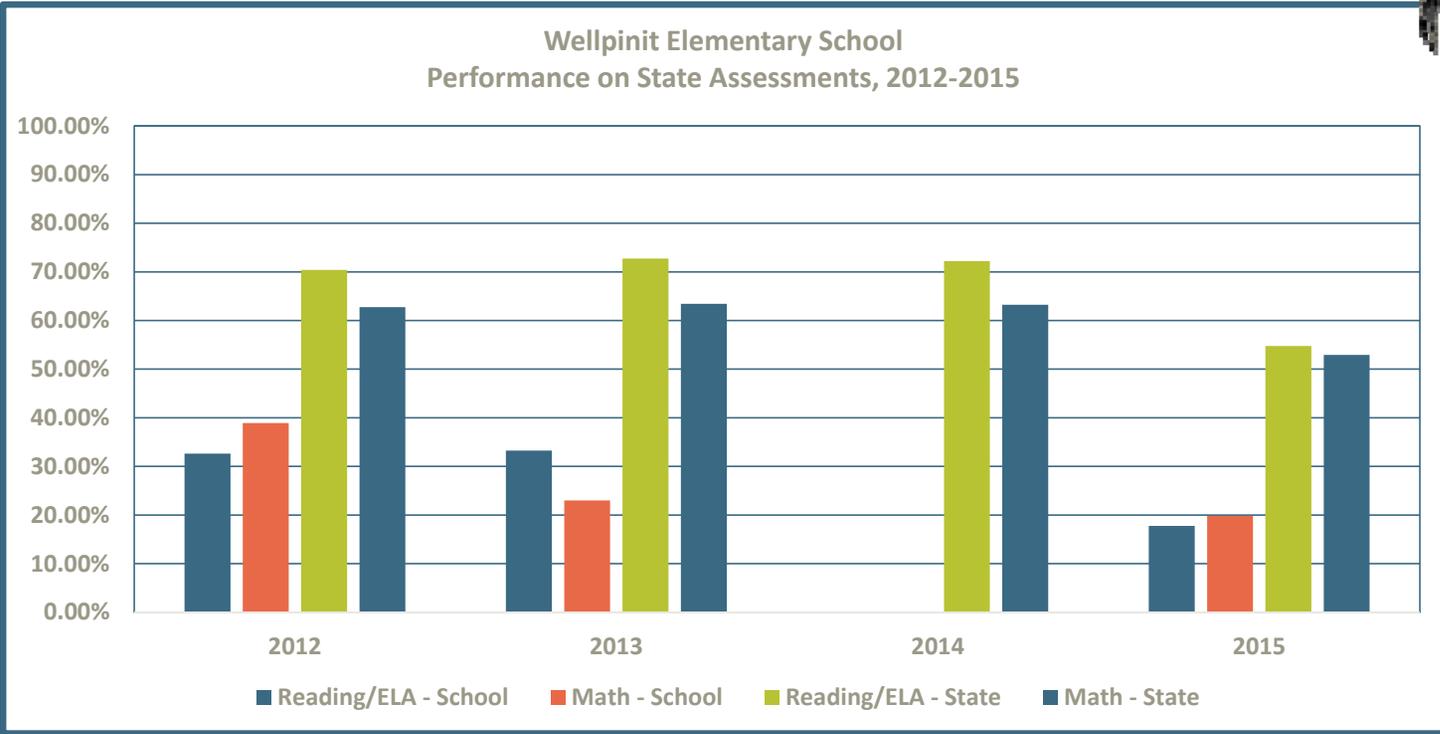


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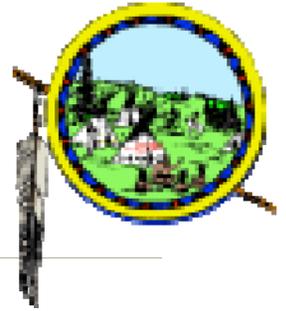
Wellpinit Elementary: Wellpinit School District



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Audit Report Recommendations



1. Attract and retain strong leadership
2. Expand staff capacity to provide effective, culturally relevant instruction
3. Ensure safe learning environment that honors student and family cultures



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Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



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Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



Carla Santorno | *Superintendent*
Joshua Garcia | *Deputy Superintendent*
Toni Pace | *Assistant Superintendent*
Zeek Edmond | *Principal*
Angela Brooks-Rallins | *Leadership Coach*



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Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



- **Enrollment (May 2015):** 416 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 17.7%
 - Asian: 8%
 - Black/African American: 27%
 - White: 41%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 80%
 - Special Education: 14%
 - Transitional Bilingual: 7%



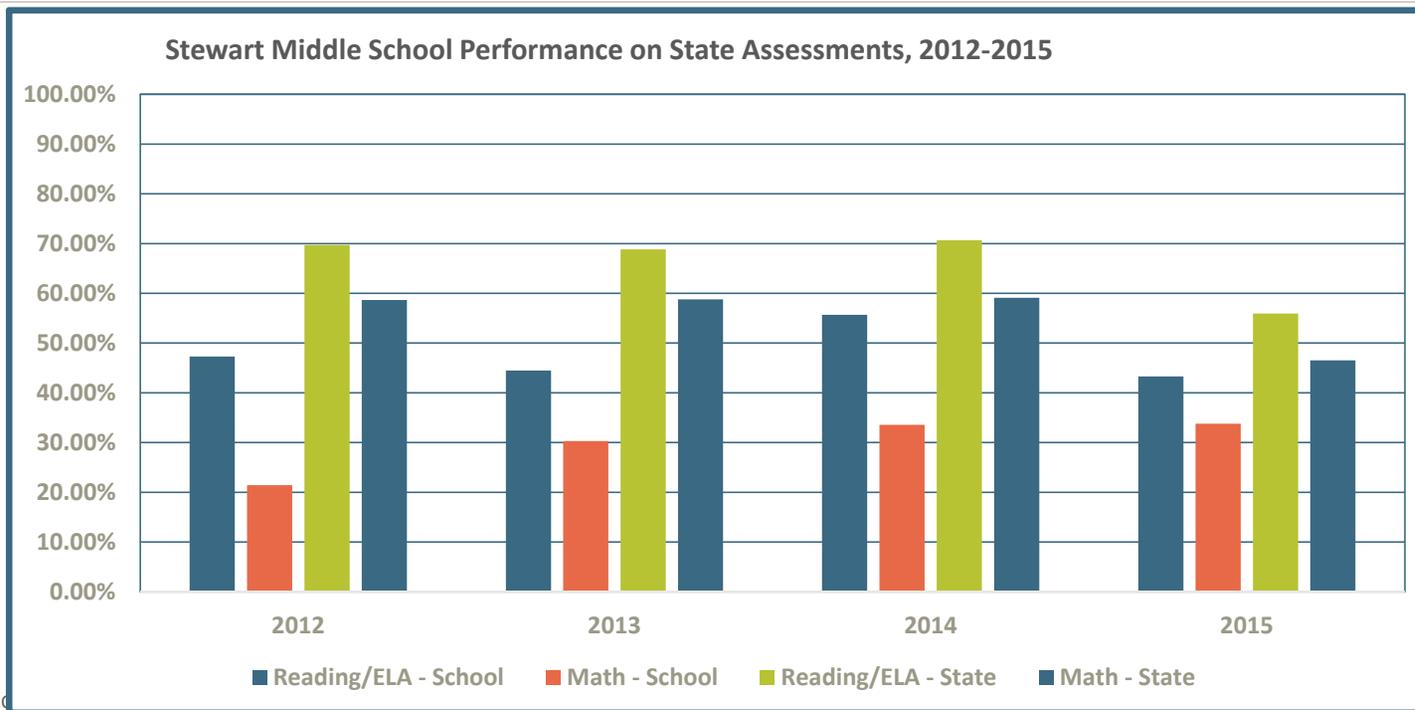
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Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL

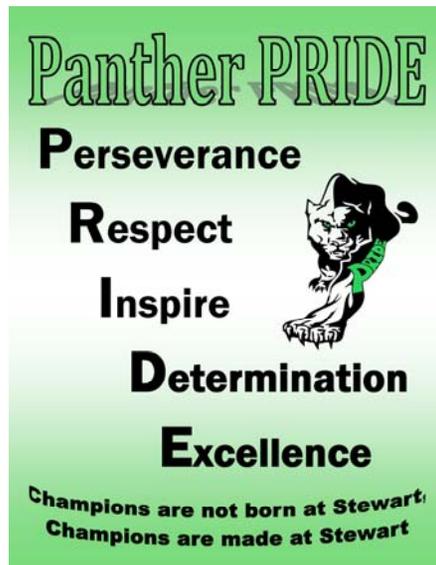


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Audit Report Recommendations

STEWART
MIDDLE SCHOOL



1. Improve instruction through data-based inquiry cycles (Student Success Cycle)
2. Provide principal with operational flexibility
3. Ensure the learning environment is safe



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Washington Middle School: Yakima School District



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Washington Middle School: Yakima School District



Jack Irion | *Superintendent*
Cece Mahre | *Deputy Superintendent*
William Hilton | *Principal*
Jim Ridgeway | *Leadership Coach*



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Washington Middle School: Yakima School District



- **Enrollment (May 2015):** 737 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 94.5%
 - White: 3%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 93%
 - Special Education: 10%
 - Transitional Bilingual: 49%
 - Migrant: 29%

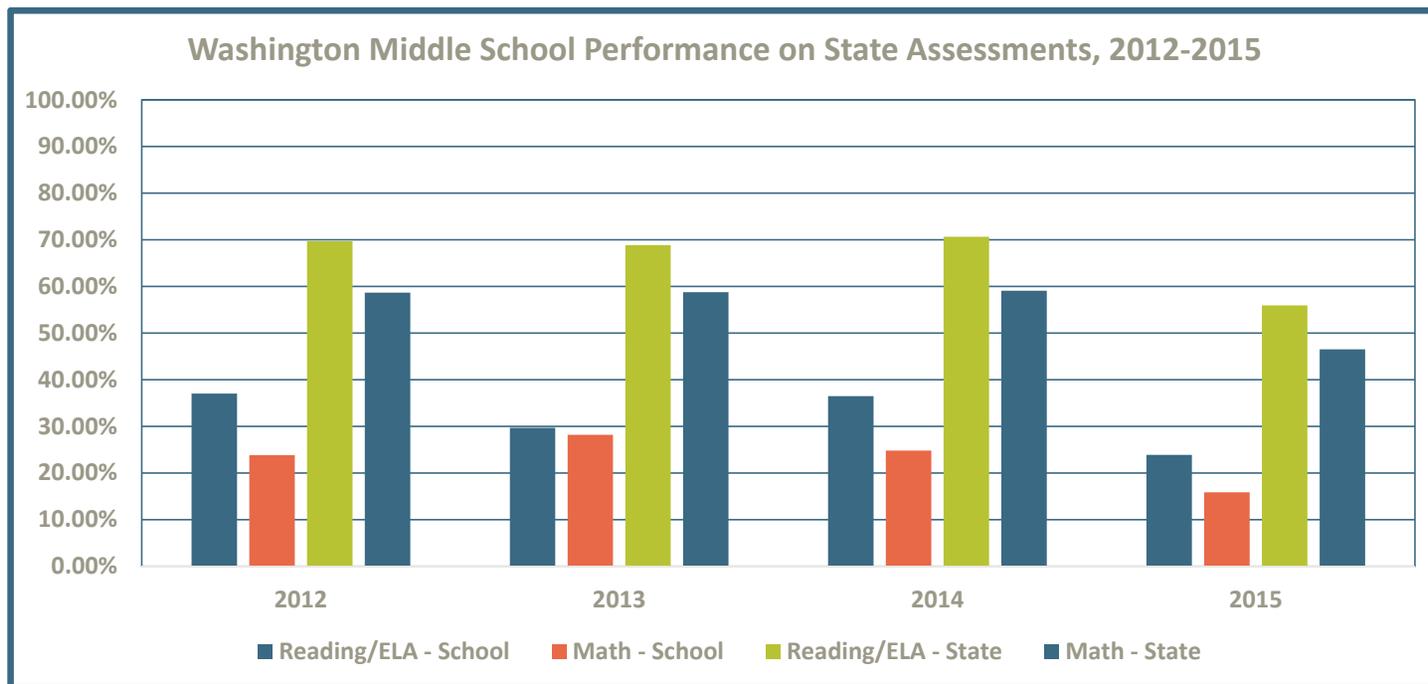


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Washington Middle School: Yakima School District



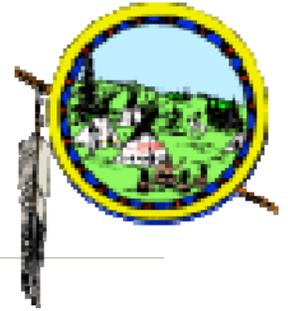
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Audit Report Recommendations



1. Provide strong leadership (Principal, Instructional Leadership Team)
2. Expand instructional core to ensure all students receive grade-level instruction
3. Ensure learning environment is safe and honors student and family cultures



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Soap Lake Middle/High School: Soap Lake School District



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Soap Lake Middle/High School: Soap Lake School District



Danny McDonald | *Superintendent*
Jacob Bang | *Principal*
Carolyn Lint | *Leadership Coach*



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Soap Lake Middle/High School: Soap Lake School District



- **Enrollment (May 2015):** 226 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 29%
 - White: 69%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 67%
 - Special Education: 7%
 - Transitional Bilingual: 6%
 - Migrant: 4%
- **Other** - Adjusted 5-year Cohort Graduation Rate (Class of 2013): 89.5%

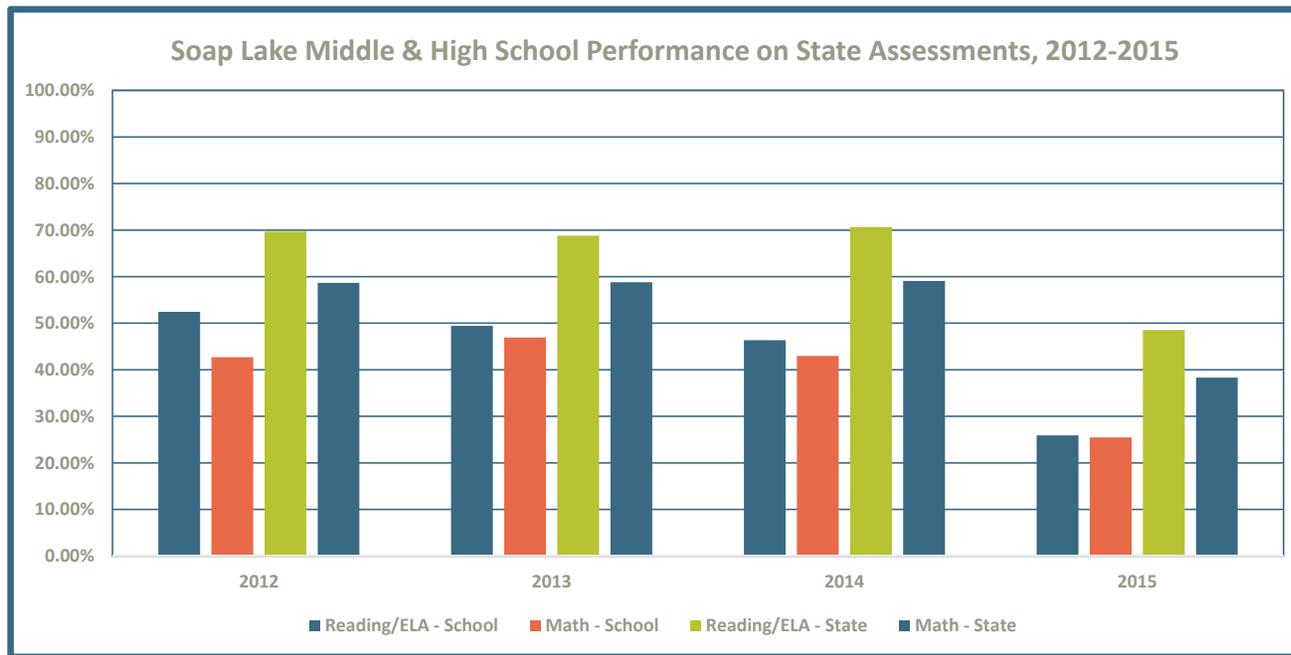


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Soap Lake Middle/High School: Soap Lake School District

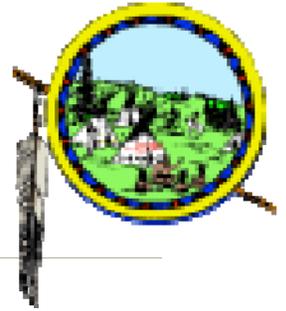


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Audit Report Recommendations



1. Establish clear and shared focus with change agent/administrator
2. Clarify leadership and decision-making structures
3. Use student data to differentiate and meet academic needs
4. Implement high academic expectations with increased rigor
5. Develop and expand connections to families and communities



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Next Steps - RAD

- **RAD Cohort II:** Continue to provide technical assistance, supports and services to identified schools and districts; monitor progress; provide updates to SBE at least 2 times each year
- **RAD Cohort III:** Determine if a third cohort of districts should be recommended to SBE for required action (based on state funding)

Note for RAD Cohort I: Soap Lake ES is not eligible to exit Priority status in 2016-17, so Soap Lake SD is not eligible to exit required action status at this time.



Questions or Comments?

Thank you!



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