



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Required Action Plan Approval Process	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <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>State Board of Education (SBE) will consider approving a process for evaluating required action plans for approval. Key questions include:</p> <ul style="list-style-type: none"> • Does the proposed process allow sufficient consideration of the legislative requirements for approving required action plans? • Does the proposed process meet the needs of the Board in consideration of required action plan approval? <p>In addition, the Board will consider adoption of emergency accountability rules for WAC 180-17-020, that establishes a timeline, for this year only, for plan submission and approval.</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The SBE is responsible for approving required action plans for Level I required action. RCW 28A.657.060 specifies that that SBE shall approve plans that meet all the requirements in RCW 28A.657.050. The requirements for required action plans are reviewed, and a process for evaluation and consideration of plans is proposed.</p> <p>The Board will consider adoption of emergency accountability system rules, WAC 180-17-020, during the business items portion of the meeting. A revised timeline is necessary for this year only because the identification of required action schools was late due to the development of the revised Achievement Index and submission of identified priority and focus schools to the federal Department of Education for approval of Washington's ESEA (Elementary and Secondary Education Act) waiver application.</p>	



REQUIRED ACTION PLAN APPROVAL PROCESS

Policy Consideration

At the May 7-8, 2014, State Board of Education (SBE) meeting, the Board will consider approval of a process for evaluating required action plans. Key questions include:

- Does the proposed process allow sufficient consideration of the legislative requirements for approving required action plans?
- Does the proposed process meet the needs of the Board in consideration of required action plan approval?
- Does this proposed process reflect the proper role of the Board in required action plan approval process?

In addition, the Board will:

- Review required action district academic performance audit findings, a critical consideration in plan approval.
- Consider adoption of emergency rules for submission and approval of required action plans, WAC 180-17-020.

Emergency rules are necessary for this year only, since identification of required action districts was late due to the submission of the revised Achievement Index and identified priority and focus schools to the federal Department of Education for approval of Washington's ESEA (Elementary and Secondary Education Act) waiver. Draft rules and a summary of the draft rules are included in the Business Items section of this meeting packet.

Consideration of approval of required action plans is scheduled for June 6, 2014, at a special Board meeting.

Background

One of the critical roles of the SBE in the state Accountability System is to approve required action plans for districts to address the needs of the lowest achieving schools that have been identified for required action. In March 2014, the Board designated four districts for required action: Marysville, Tacoma, Yakima and Wellpinit.

State statute specifies the basis for plan approval: "The state board of education shall approve a plan proposed by a school district only if the plan meets the requirements in RCW [28A.657.050](#) and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement." (RCW 28A.657.060.) To meet these requirements, prior to approval the Board will need to:

- Review the findings of academic performance audits; and,
- Review required action plans,
 - Ensuring plans address each of the required elements (outlined in Section 3 of this memo), and
 - Ensuring plans address the concerns raised in the academic performance audit.

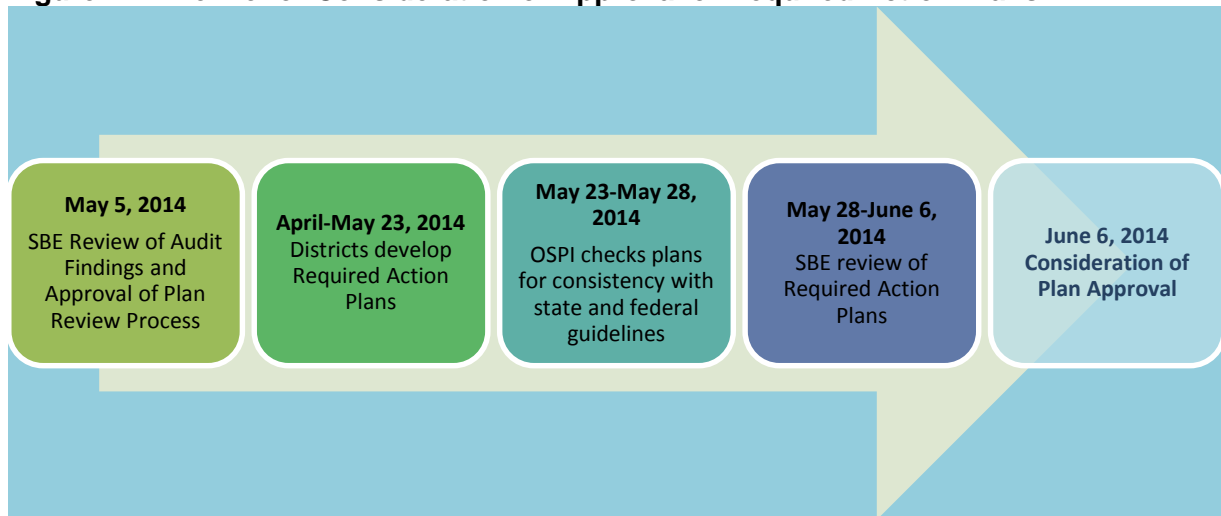
This memo will provide an overview of:

1. Timeline for the next steps in the approval process.
2. Academic performance audits.
3. The required elements of required action plans.
4. Federal and state intervention models. An intervention model that addresses the academic performance audit findings is one of the required elements of a required action plan.
5. Recommended process for Board consideration of required action plan approval.

1. Timeline for Next Steps

Figure 1 below shows the next steps for Board approval of required action plans. At the May 2014 Board meeting the Board will review the findings of the academic performance audits. Districts will use the findings in developing required action plans. The districts will submit their plans to OSPI on May 23, 2014 and OSPI will approve plans for compliance with federal and state guidelines. By May 28, the OSPI-approved plans will be submitted to the SBE for review. At the June 6, 2014 special Board meeting, the Board will hear highlights of plans from district representatives and consider plan approval.

Figure 1: Timeline for Consideration of Approval of Required Action Plans



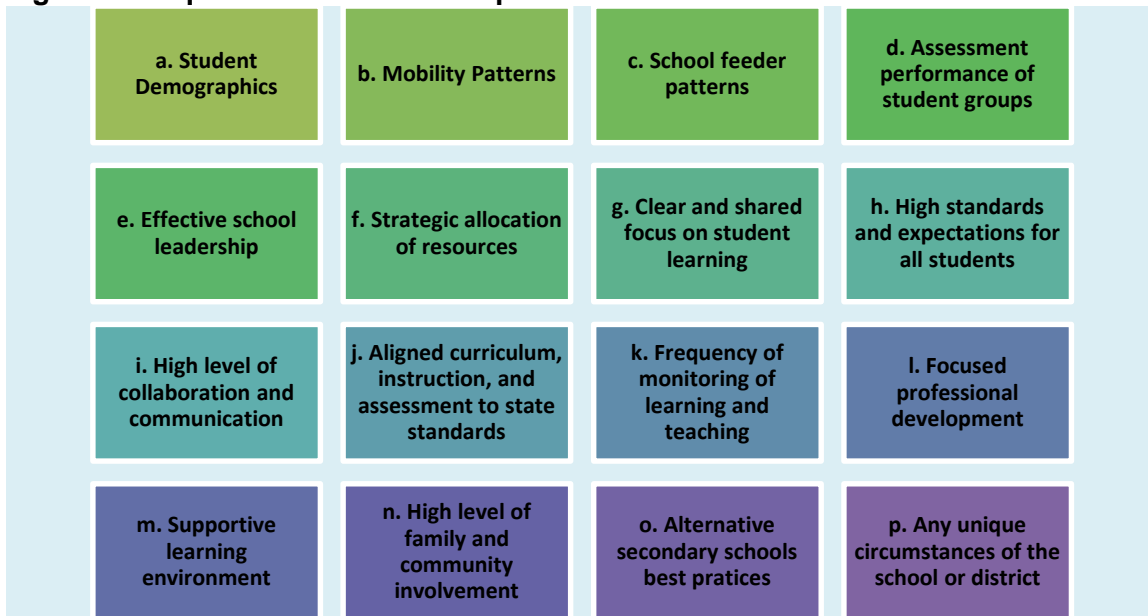
2. Academic Performance Audits

Academic Performance Audits are conducted by external review teams of people with expertise in school and district reform, who are contracted by the Office of the Superintendent of Public Instruction (OSPI). The purpose of the audit is to identify potential reasons for the required action school's low student performance and lack of progress. The audit is conducted of both the school and the district. RCW 28A.657.040 specifies that the audit must include, but is not limited to, an examination of 16 particular school and district characteristics listed in Figure 2.

OSPI has made it requisite that required action districts and their identified schools use the Indistar® online planning tool, to assess indicators and to create, implement, monitor and revise action plans. This year the academic performance audits will include recommendations

for particular Indistar® School- and District-Level Indicators that have been found effective in addressing issues related to the audit findings.

Figure 2: Required Elements of Required Action Academic Performance Audits



At the May 5-6, 2014 Board meeting, staff from OSPI's Office of Student and School Success will share, discuss and answer questions on audit findings. Consideration of audit findings is an important step in required action plan approval, since required action plans must address audit findings to a level the Board deems sufficient.

3. Required Action Plans

Districts will develop their required action plans taking into consideration the academic performance audit findings. The plan must be developed in collaboration with administrators, teachers, other staff, parents, unions, students and other representatives of the local community. The local school board must also conduct a public hearing to allow for comment on the required action plan.

As specified in RCW 28A.657.050, required elements of plans include:

- a. Selection and implementation of an approved school improvement model, including a description of how the concerns of the academic performance audit are addressed. The selection of the model must be intended to improve student performance to allow the district to be released from required action within three years.
- b. Application for state or federal funds.
- c. Budget that provides for adequate resources to implement the selected model and other requirements of the plan.
- d. Descriptions of any changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.
- e. Identification of the measures to be used in assessing the school's student achievement.

OSPI has developed *Required Action Districts: Level One Plan Guidance*, available at <http://www.k12.wa.us/StudentAndSchoolSuccess/RequiredActionDistricts.aspx>, that provides guidance to districts in creating their required action plans. If requested, OSPI will assist

districts in developing plans, as provided in RCW 28A.657.050. The complete required action plans will include both Indistar[®]-created action plans and additional documents.

4. Intervention Models

Selection of an intervention model is a required element of a required action plan. Figure 3 below lists the approved state and federal intervention models.

Figure 3: State and Federal Intervention Models

Closure
<ul style="list-style-type: none"> •Students must be sent to a higher achieving school.
Restart
<ul style="list-style-type: none"> •Conversion to a charter school or an Education Management Organization (EMO). •A restarted school must enroll any former student who wishes to attend.
Transformation
<ul style="list-style-type: none"> •Principal replaced. •Comprehensive instructional reform. •Develop teacher and school leader effectiveness, increase community engagement, extend learning time.
Turnaround
<ul style="list-style-type: none"> •Principal replaced. •All staff screened and no more than 50% of staff rehired.
State Synergy Model
<ul style="list-style-type: none"> •Aligned with Turnaround principles for Priority schools. •Instructional reforms tied to comprehensive interim (at least 3 times each year) student assessment. •Extended time for student learning and teacher collaboration. •School leadership team plays key role.

Districts may choose any model, but the SBE must consider if the chosen model addresses the concerns of the audit findings.

5. Recommendation for Process for Plan Approval

An SBE Review Team of Board members, Isabel Munoz-Colon (lead), Dan Plung, Kevin Laverty, Bob Hughes, Deborah Wilds, and Mara Childs will conduct a thorough review of the plans and guide the full Board in the approval decision-making.

Plans will be received by the Board on May 28. Questions from members about the plans will be collected by staff and forwarded to districts and OSPI. Answers to questions will be collected, documented, and shared with the Board as part of the June 6 meeting packet.

The committee will meet and discuss required action plans. Based on committee feedback, staff will compile the committee's comments and evaluations for each district using a Required Action Plan Review Form. A draft Required Action Plan Review Form is included as Figure 4 below. The compiled comments will be made available to all members prior to the June 6 meeting, and be included in the June 6 meeting packet.

If the Board decides not to approve a plan, the Board must notify the district in writing with the reasons why the plan was not approved. The district may either submit a revised plan to the Board or request a review by the Required Action Plan Review Panel. The Board must consider recommendations of the Review Panel in consideration of final approval of a plan. The timeline for required action plan submittal and approval if the Board initially does not approve a plan is specified in the draft emergency rules for WAC 180-17-020, which the Board will be considering for adoption at this Board meeting. A summary of the timeline is included in the Business Items section of this Board packet.

Action

The Board will consider approving the process for evaluating required action plans. The process includes:

- Review process by the Review Team described in Section 5 of this memo.
- Required Action Plan Review Form.

At the May 2014 meeting the Board will also consider adoption of emergency rules for submission and approval of required action plans.

Figure 4: Required Action Plan Review Form

State Board of Education Level I Required Action Plan Review Form

The SBE’s legislative responsibility is to “approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the finds in the academic performance audit to improve student achievement.” (RCW 28A.657.060) This form lists the requirements of RCW 28A.657. 050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 8 below).

District: _____ School: _____

1) improvement model:

Model:

a) Are the concerns of the academic performance audit sufficiently addressed?

i) Are the Indicators recommended in the academic performance audit used?

Yes / No

ii) Specific academic performance audit findings:

Finding	Development	Comments
[findings for the school and district listed in this column]	No development Partially developed Fully developed	
	No development Partially developed Fully developed	

General comments on audit findings:

b) Will anticipated improvements allow the district to be released from required action within three years?

Comments:

2) Application for state or federal funds.

Yes / No

3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan.

Comments:

4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.

Comments:

5) Identification of the measures to be used in assessing the school's student achievement.

Comments:

6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community

Yes	/	No
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7) Public hearing held

Yes	/	No
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8) What are issues of concern for the Board in the implementation of this plan

Comments:

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