



THE WASHINGTON STATE BOARD OF EDUCATION

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

PERFORMANCE IMPROVEMENT GOALS – UPDATED RULES

Policy Considerations

The State Board of Education (SBE) is authorized to adopt and revise performance improvement goals in reading and writing (ELA), science, and mathematics, by subject and grade level; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the Board deems appropriate to improve student learning in [RCW 28A.305.130\(4\)\(a\)](#). The Board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve.

The goals shall not conflict with requirements contained in Title I of the federal Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Every Student Succeeds Act (ESSA). The Board shall adopt the goals by rule ([WAC 180-105-020](#) and [WAC 180-105-060](#)). However, before each goal is implemented, the Board shall present the goal to the education committees of the legislature for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature.

In advance of the public hearing scheduled for January 10, 2018, the SBE send draft language to various partner agencies for feedback and comments. At the time of this writing, no comments have been received.

Background

At the November 2017 meeting, Board members were presented with [draft amendments](#) to WAC 180-105-020 and WAC 180-105-060 for consideration of the filing of the rule with a CR-102, Notice of Proposed Rule, for publication in the State Register and scheduling of a public hearing. Through an action, the Board approved the filing of the CR-102, and on November 21, 2017, staff filed the CR-102 with the Office of the Code Reviser for WAC 180-105 (Appendix A) to signal the agency's interest in continuing the rulemaking.

The anticipated work plan for the rulemaking is summarized as follows.

- January 10, 2018: The Board will conduct a public hearing on the proposed rulemaking and will hear a presentation on the fiscal impact of the rule change from the OSPI.
- January 11, 2018: The Board votes to approve the presentation of the goals to the Education Committees of the Legislature.
- January 15, 2018: Present the goals to the Education Committees of the Legislature for the committees' review and comment.
- March 7, 2018: The Board votes to adopt the rules after stakeholder comments and file the CR-103. If the legislature is expected to act on the proposed rules this approval would be expected to be pushed back or postponed to the May 2018 SBE meeting.

Summary of Fiscal Impact Statement

The CR-102 requires the OSPI to complete a School District Fiscal Impact Statement (Appendix B) for the proposed rule changes. The OSPI estimated a total fiscal impact of \$2,691,500. The fiscal impact estimate is derived from the criteria that follows.

- All districts would be expected to incur costs from the following for each high school:
 - 20 hours with each of their high school leadership teams
 - 20 hours to provide materials and feedback to their school boards on the change
 - 60 hours on community engagement and answering questions from parents on the scope of the changes

For the 630 high schools in the state, the total district hours expended is estimated at 12,600 hours

- All districts would be expected to incur costs from the following:
 - 20 hours on materials for their school boards
 - 60 hours on community service (engagement and answering questions from parents)

For the 280 school districts in the state, the total district hours expended is estimated at 22,400 hours

The total fiscal impact estimate provided = 35,000 hours @ \$76.90 per hour = \$2,691,500.

Action

The Board will consider approval for staff to present the improvement goals to the Education Committees of the Legislature in January 2018 for their comments and consideration.

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



AMENDATORY SECTION (Amending WSR 07-07-052, filed 3/14/07, effective 4/14/07)

WAC 180-105-020 Reading and mathematics. (1) Each school district board of directors shall by December 15, ~~((2003))~~ 2018:

(a) Adopt district-wide performance improvement goals using the federal requirements to determine the increase in the percentage of students who meet or exceed the standard on the ~~((Washington assessment of student learning))~~ current statewide assessment for reading or English language arts and mathematics in grades ~~((four, seven,))~~ three through eight and ten; and

(b) Direct each school in the district that administers the ~~((Washington assessment of student learning))~~ current statewide assessment for grades ~~((four, seven,))~~ three through eight or ten to adopt performance improvement goals using the federal requirements to determine the increase in the percentage of students meeting the standard for its ~~((fourth, seventh, or))~~ third through eighth and tenth grade students in reading or English language arts and mathematics.

(2) School districts and schools shall establish separate district-wide and school reading or English language arts and mathematics improvement goals using the federal requirements to determine the increase in requirements under subsection (1) of this section for each of the following groups of students:

- (a) All students;
- (b) Students of each major racial and ethnic group;
- (c) Economically disadvantaged students;
- (d) Students with disabilities; and
- (e) Students with limited English proficiency.

(3) School districts and schools are not required to publish numerical improvement goals in a grade level for reading or English language arts and mathematics for ~~((2004))~~ 2018 or in any year thereafter for any student group identified in subsection (2) of this section in which there were fewer than ten students eligible to be assessed on the ~~((Washington assessment of student learning))~~ current statewide assessment in the prior year. However, this subsection shall not be construed to affect WAC 180-16-220 (2)(b) or any other requirements for school and school district improvement plans.

(4) Annual performance improvement goals for both school districts and schools shall be determined:

(a) By using the starting point and annual goals established using the federal requirements for determining starting points in the ~~((2003))~~ Washington State ~~((No Child Left Behind (NCLB)))~~ Every Student Succeeds Act (ESSA) Accountability Plan approved by the U.S. Department of Education.

(b) ~~((If the performance improvement goals established by using the federal requirements to determine the increase for assessments administered in the spring of 2003 and each year thereafter through and including assessments administered in the spring of 2013 are not met, but the other indicator is met [the other indicator for high schools is the graduation goal (WAC 180-105-040(4)) and the other indicator for elementary and middle schools is the unexcused absences goal (Washington State Accountability System under NCLB 2001)] then a substitute calculation may be made. That substitute calculation representing satisfactory progress shall not be less than the sum of:~~



~~(i) The percentage of students meeting standard on the assessments administered in the spring of the preceding year for the relevant student group, grade level and subject; and~~

~~(ii) The percentage of students who did not meet standard on the assessments administered in the spring of the preceding year for the relevant student group, grade level and subject, multiplied by ten percent.~~

~~(e)) The performance improvement goals for assessments administered in the spring of ((2014)) 2027 shall be that ninety percent of all students eligible to be assessed meet standard on the ((Washington assessment of student learning)) current statewide assessment.~~

(5) School districts and schools shall be deemed to have met the performance improvement goals established pursuant to this chapter if the school district or school achieves the ((minimum)) improvement goal required under subsection (4) of this section ((, even if the school district or school does not achieve the performance improvement goals established by using the federal requirements to determine the increase)).

(6) No performance improvement goal for a group in a subject and grade established pursuant to this section shall be used for state or federal accountability purposes if fewer than ((thirty)) twenty students in the group for a subject and grade are eligible to be assessed on the ((Washington assessment of student learning)) current statewide assessment.

AMENDATORY SECTION (Amending WSR 07-07-052, filed 3/14/07, effective 4/14/07)

WAC 180-105-060 High school graduation. (1) Each school district board of directors shall by December 15, ((2005)) 2018, revise district-wide graduation rate goals for ((2006)) 2018 and each year thereafter and shall direct each high school in the district to revise graduation rate goals for ((2006)) 2018 and each year thereafter, subject to approval by the board.

(2) ~~((The minimum graduation rate goals through 2013 shall be as follows for each of the nine groups of students listed in WAC 180-105-040(4):~~

~~(a) Sixty-six percent in 2005, one percentage point above the previous year's goal from 2006 through 2009, and three percentage points above the previous year's goal in 2010 through 2013; or~~

~~(b) For any student group whose graduation rate falls below sixty-six percent in 2005, the minimum goal for 2005 is two percentage points above that group's graduation rate in 2004, an additional two percentage points per year above the previous year's goal in 2006 through 2009, and an additional four percentage points per year above the previous year's goal in 2010 through 2013, until the rate for that group meets or exceeds the goal described in (a) of this subsection.)~~
Annual performance improvement goals for both school districts and schools shall be determined for each of the groups of students listed in WAC 180-105-040(4), by using the starting point and annual goals for the four-year graduation rate established using the federal requirements for determining starting points in the Washington State Every Student Succeeds Act (ESSA) Accountability Plan approved by the U.S. Department of Education.



(3) Graduation rate goals in ((2014)) 2027 and each year thereafter for each group of students listed in WAC 180-105-040(4) shall be not less than ((~~eighty-five~~)) ninety percent.

(4) School district boards of directors are authorized to adopt district-wide graduation rate goals and to approve high school graduation rate goals that exceed the minimum level required under this section. However, district-wide and high school graduation rate goals that exceed the minimum level required under this section shall not be used for federal or state accountability purposes.



STATE BOARD OF EDUCATION RULE CHANGE SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	Title of Rule: Performance Improvement Goals	Agency: SDF - School District Fiscal Impact - SPI
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Part I: Estimates

No Fiscal Impact

OSPI estimates that total statewide cost of \$2,691,500. OSPI assumes that 80% or \$2,153,200 of these expenditures would be incurred in fiscal year 2018 and 20% or \$538,300 in fiscal year 2019.

Estimated Cash Receipts to:

No Estimated Cash Receipts

ACCOUNT	FY 2018	FY 2019	2017-19	2019-21	2021-23
None	\$0	\$0	\$0	\$0	\$0
Total \$	\$0	\$0	\$0	\$0	\$0

Estimated Expenditures From:

No Estimated Expenditures

ACCOUNT	FY 2018	FY 2019	2017-19	2019-21	2021-23
School District Local Funds	\$2,153,200	\$538,300	\$0	\$2,691,500	\$0
Total \$	\$2,153,200	\$538,300	\$0	\$2,691,500	\$0

Estimated Capital Impact:

No Estimated Capital Impact

ACCOUNT	FY 2018	FY 2019	2017-19	2019-21	2021-23
None	\$0	\$0	\$0	\$0	\$0
Total \$	\$0	\$0	\$0	\$0	\$0

The cash receipts and expenditures estimate on this page represent the most likely fiscal impact.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note from Parts I-IV.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.

Agency Preparation: T.J. Kelly	Phone: 360-725-6301	Date: 11/21/2017
Agency Approval: T.J. Kelly	Phone: 360-725-6301	Date: 11/21/2017

Part II: Narrative Explanation

II. A – Brief Description Of What the Measure Does That Has Fiscal Impact

Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

In order to reset graduation goals, districts would need to hold meetings with their high school building leadership teams, school boards, and offer community engagement and education.

II. B – Cash Receipts Impact

Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

None.

II. C – Expenditures

Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

It is estimated that on average, districts would spend 20 hours with each of their high school leadership teams, 20 hours on providing materials and feedback to their school boards on the change, and 60 hours on community engagement and answering questions from parents on the scope of the changes. School year 2016-17 data shows 630 high schools in the state times 20 hours each equals 12,600 aggregate hours at the school level. Since not all districts operate high schools, the estimate is based on the assumption that 280 districts would spend a combined 20 hours on materials for their school boards, plus an additional 60 hours on community service for an aggregate total of 22,400 hours (280 * (20+60)). These costs would be at the statewide average for certificated administrative staff, and would be one-time costs split between the 2018 and 2019 state fiscal years since the deadline for school board adoption is December 2018. The statewide average school district rate for a CAS staff member for the 2017-18 school year is estimated at \$149,000 in salary and mandated benefits, or approximately \$76.90 per hour. The aggregate amount of time spent in the description above is 35,000 hours (12,600 + 22,400) for a total statewide cost of \$2,691,500 equal to 35,000*\$76.90. OSPI assumes that 80% or \$2,153,200 of these expenditures would be incurred in fiscal year 2018 and 20% or \$538,300 in fiscal year 2019.

Part III: Expenditure Detail

III. A – Expenditures by Object or Purpose

All school district expenditures would be for additional salary and fringe benefits.

Part IV: Capital Budget Impact

None