

Summary of Changes and Areas of Flexibility

Draft Board Rule



This Fact Sheet provides a summary of the changes in the draft board rule and highlights areas of flexibility.

Rule changes for the purpose of consolidation/streamlining:

- Streamlining sections on UIPs (creating a single section of rules that applies to all plan types, rather than repeating requirements and timelines for each plan type)
- Removing obsolete sections of rules (e.g., references in the definitions section to terms that are no longer used in the rules and a reporting requirement tied to student enrollment stability rates, which have been removed from statute)

Rule changes to align with recent legislation:

- Postsecondary and workforce readiness performance indicator must now include:
 - Percentages of students who, in the year immediately following high school, enlist in the military (S.B. 18-012);
 - Percentages of students enrolled in each public high school who demonstrate college and career readiness, based on the Demonstration Options in English language arts and math (S.B. 17-272)
 - Percentages of students who successfully complete an advanced placement course in a subject other than English language arts or math and earn a score of three or higher on the end-of-course advanced placement exam, students who successfully complete a concurrent enrollment course in a subject other than English language arts or math and earn a grade of “B” or higher in the course, and students who successfully complete an international baccalaureate course in a subject other than English language arts or math and earn a score of four or higher (H.B. 18-1019)
- H.B. 18-1355 requires several updates to the rules:
 - 1355 removes from statute the outdated calculations for each Performance Indicator and directs the state board to define each Indicator in rule;
 - 1355 lists several criteria that the state board *may* include in the request to reconsider process, but directs the board to adopt rules specifying the criteria that will be used;
 - 1355 revises the list of interventions the state board may direct for districts and schools with chronic low performance, clarifying that external management entities fully or partially manage schools, but the entity must be research-based and have a proven track record of school improvement.
 - 1355 provides the criteria for entering and exiting “Performance Watch” and establishes new community meeting requirements for districts and schools on Year 3 of Performance Watch and new UIP requirements for districts and schools on Year 4 of Performance Watch. The rules describing the contents of UIPs must reflect the statutory requirement that, in the 4th year of Performance Watch, all



Priority Improvement and Turnaround Plans must include a general explanation for how the district or the school would put into effect the interventions that the state board may prescribe. Rules must include a timeline for Performance Watch hearings and for the state board to direct specific actions.

- Removal of accreditation is no longer required after a district has been on Performance Watch for 5 years, but is rather one of several actions that the state board may direct. Rules have been revised to describe the process for a district to appeal the department's recommendation for directed action, including removal of accreditation.

Rule changes to align with current practices:

- Timelines for State Board adoption of targets (in practice, target adoption often gets pushed back, due to assessment changes)
- Timeline for signing accreditation contracts (experience has shown that this would make the most sense after a district's accreditation rating has been finalized)
- Names of accreditation ratings (over the years, the department has developed the equivalent of an accreditation rating called "Insufficient State Data")
- Contents of UIPs (to align with federal school improvement plan requirements, UIPs should include a reflection on targets that were set previously and a prioritization of the school's most significant performance challenges)
- Calculations for dropout rates, graduation rates, completion rates, mobility rates, and truancy rates
- Financial data collected and reported (now streamlined to align with Financial Transparency website requirements)

Areas where the board has the authority to make additional rule changes:

- Weighting of indicators
- Timelines for finalizing district accreditation ratings and school plan types
- Timelines for district and school adoption and submission of UIPs

See also *Crosswalk of Statute and Draft Board Rule*