



Office of Superintendent of Public Instruction
K-12 Financial Resources

Projected Costs of Implementing SBE Proposed Graduation Requirements

Presentation to the QEC

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Purpose

- This presentation document provides an overview of the methodology to be used in determining costs of implementing increased graduation requirements.
- Specific information will be developed based on the SBE proposal and will be provided at the QEC meeting. The SBE proposal was not available at the time this presentation was prepared.



Relevant Laws and Regulations

- ***RCW 28A.230.090*** provides that: “Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.”
- ***2009 c 548 s112 states in part:*** “...it is the intent of the legislature that no increased programmatic or instructional expectations be imposed upon schools or school districts without an accompanying increase in resources as necessary to support those increased expectations”



Must start with one of the following assumptions:

Assumption the State Now Pays for 20 Credits

- Each student is being considered a 0.2 FTE in each course (5 classes is 1.0 FTE).
- The current graduation requirements are only 20 credits.
- The State has not fully funded the K-12 system.

Assumption that the State Now Pays for Six Periods/Day

- Districts have certified that they already meet the basic education requirement to provide an average of 1000 hours of instruction.
- The funding formula provides a full teacher salary for every five periods taught - additional classes are no additional cost.



The Debate About Funding High Schools

Start with 20 Credit Opportunities

- Proponents of this method indicate that the state should simply add 20% additional funding for high school students due to a 20% increase in graduation requirements.
- Opponents point out that costs for teachers are already provided and schools already provide 24 credit opportunities as part of the 1000 hours of required basic education.

Start with 24 Credit Opportunities

- Proponents of this method indicate that the real cost of increasing graduation requirements is the remediation costs – costs associated with students who fail or need extra time within their four years to earn credits.
- Opponents contend the state is hiding its underfunding of high schools by changing the funding formula and burying the deficit funding in “class size”.



OSPI Methodology

- OSPI plans to utilize the new prototypical funding model to determine the costs associated with an increase in graduation requirements.
 - The state funds each teacher for five teaching periods and a planning period at high school. Students are counted as a 0.2 FTE in each course so that a full time teacher is funded after teaching five classes.
 - The state funds a class size of a little over 28 students per class on average.



Major Components of Cost

- Staff Costs – The state must provide funding for students that fail more courses than assumed in the graduation requirements.
 - Option 1: Fund additional FTE for students to complete additional coursework
 - Option 2: Provide funding consistent with the LAP program for remediation services to complete coursework.
- Instructional Materials Costs for Specific Courses
- Facility Costs



Staff Costs Option 1

- Example: If students are required to earn 22 credits to receive a diploma:
 - Any student who has failed courses such that the class time remaining in their high school schedule will not allow them to graduate, the state should raise the limit of FTE (above 1.0) sufficient to allow them to retrieve the lost credits to graduate.
 - The number of students utilized for this calculation would be the percentage of students estimated to fail more than four courses in their high school career times the number of credits they are below 22.



Staff Costs Option 2

- Example: If students are required to earn 22 credits to receive a diploma:
 - Any student who has failed courses such that the class time remaining in their high school schedule will not allow them to graduate, the state should allow additional funding for the student to enroll in a remediation course at the same rate paid for the Learning Assistance Program.
 - The number of students utilized for this calculation would be the percentage of students estimated to fail more than four courses in their high school career times the number of credits they are below 22.



Instructional Materials Costs

- There would be additional costs that districts would incur to acquire sufficient materials to teach the new courses. The additional costs would vary by district and would be influenced by the courses that are currently offered and taken by students within each District.
- Factors to be considered in the cost calculation would include the percentage of the student population not currently completing certain courses and the cost of the instructional materials for the course.
 - Example: 35% of students do not complete 1 year of foreign language and the cost of new foreign language textbooks is estimated at \$50.



Facility Costs

- The primary concerns regarding facility space are:
 - (1) potential financial impact regarding an increased lab science requirement;
 - (2) potential financial impact regarding an increased fine arts requirement, and
 - (3) the potential financial impact associated with an increase in overall FTE.



Facility Cost Factors

- OSPI cannot accurately determine the facility costs without getting data directly from districts in the form of a survey or other reporting mechanism.
 - Some districts may currently have excess facility space while others may not.
 - Some districts may already have adequate facility space due to their current local graduation requirements.
- Utilizing the information from districts about capacity, OSPI would identify the number of classrooms needed to accommodate the change in graduation requirements and multiply by the estimated cost of either a portable classroom or new construction – ranges from \$100 to \$244 per sq. ft.



OSPI Cost Analysis Timeline

- The cost analysis supplied by OSPI at the QEC meeting in September will be draft figures that will be finalized based on facility data and student data.
- The cost analysis will be provided to QEC members, the State Board of Education, and to the appropriate legislative committees and staff as soon as the data is available, but no later than January 1st with the best data available.

