**6135-S AMS MULL S5066.1 - NOT FOR FLOOR USE**

**SSB 6135** - S AMD **513**

By Senator Mullet

**PULLED 02/08/2018**

On page 2, beginning on line 35, after "schools" strike all material through "capacity." on line 39 and insert "((~~with a high proportion of low-income students and high schools seeking to develop new capacity for dual credit courses rather than proposing marginal expansion of current capacity.~~)):

(i) That have not previously received grant funds through the academic acceleration incentive program;

(ii) With a high proportion of low-income students;

(iii) Identified as having high disproportionality in their dual credit enrollment data; or

(iv) Seeking to develop new capacity for dual credit courses rather than proposing marginal expansion of current capacity."

On page 4, after line 6, insert the following:

"**Sec.**  RCW 28A.165.035 and 2016 c 72 s 803 are each amended to read as follows:

(1) Use of best practices that have been demonstrated through research to be associated with increased student achievement magnifies the opportunities for student success. To the extent they are included as a best practice or strategy in one of the state menus or an approved alternative under this section or RCW 28A.655.235, the following are services and activities that may be supported by the learning assistance program:

(a) Extended learning time opportunities occurring:

(i) Before or after the regular school day;

(ii) On Saturday; and

(iii) Beyond the regular school year;

(b) Services under RCW 28A.320.190;

(c) Professional development for certificated and classified staff that focuses on:

(i) The needs of a diverse student population;

(ii) Specific literacy and mathematics content and instructional strategies; and

(iii) The use of student work to guide effective instruction and appropriate assistance;

(d) Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students;

(e) Tutoring support for participating students;

(f) Outreach activities and support for parents of participating students, including employing parent and family engagement coordinators; and

(g) Up to five percent of a district's learning assistance program allocation may be used for development of partnerships with community-based organizations, educational service districts, and other local agencies to deliver academic and nonacademic supports to participating students who are significantly at risk of not being successful in school to reduce barriers to learning, increase student engagement, and enhance students' readiness to learn. The school board must approve in an open meeting any community-based organization or local agency before learning assistance funds may be expended.

(2) In addition to the state menu developed under RCW 28A.655.235, the office of the superintendent of public instruction shall convene a panel of experts, including the Washington state institute for public policy, to develop additional state menus of best practices and strategies for use in the learning assistance program to assist struggling students at all grade levels in English language arts and mathematics and reduce disruptive behaviors in the classroom. The office of the superintendent of public instruction shall publish the state menus by July 1, 2015, and update the state menus by each July 1st thereafter.

(3)(a) ((~~Beginning in the 2016-17 school year,~~)) Except as provided in (b), (c), or (d) of this subsection, school districts must use a practice or strategy that is on a state menu developed under subsection (2) of this section or RCW 28A.655.235.

(b) Beginning in the 2016-17 school year, school districts may use a practice or strategy that is not on a state menu developed under subsection (2) of this section for two school years initially. If the district is able to demonstrate improved outcomes for participating students over the previous two school years at a level commensurate with the best practices and strategies on the state menu, the office of the superintendent of public instruction shall approve use of the alternative practice or strategy by the district for one additional school year. Subsequent annual approval by the superintendent of public instruction to use the alternative practice or strategy is dependent on the district continuing to demonstrate increased improved outcomes for participating students.

(c) ((~~Beginning in the 2016-17 school year,~~)) During the 2018-19 and 2019-20 school years only, school districts may expend a portion of the district's learning assistance program allocation to develop a dropout early warning and intervention data system as defined in RCW 28A.175.074 and includes the data specified in section 5 of this act. During the 2018-19 and 2019-20 school years, the office of the superintendent of public instruction may retain up to one-half of one percent of learning assistance program allocation funds generated by middle school and high school students for the purpose of supporting districts in meeting the requirements of section 5 of this act including, but not limited to, data collection and reporting and providing professional development and technical assistance. The office of the superintendent of public instruction is encouraged to work with the educational service districts to provide these services.

(d) School districts may expend a portion of the district's learning assistance program allocation on interventions for students identified as at risk of not graduating using the dropout early warning and intervention data system defined in RCW 28A.175.074 and includes the data specified in section 5 of this act.

(4) School districts may enter cooperative agreements with state agencies, local governments, or school districts for administrative or operational costs needed to provide services in accordance with the state menus developed under this section and RCW 28A.655.235.

((~~(4) School districts are encouraged to implement best practices and strategies from the state menus developed under this section and RCW 28A.655.235 before the use is required.~~))

**Sec.**  RCW 28A.175.074 and 2010 c 243 s 2 are each amended to read as follows:

The definitions in this section apply throughout ((~~section 3, chapter 243, Laws of 2010 and~~)) RCW 28A.165.035, 28A.175.075, and section 5 of this act unless the context clearly requires otherwise.

(1) "Critical community members" means representatives in the local community from among the following agencies and organizations: Student/parent organizations, parents and families, local government, law enforcement, juvenile corrections, any tribal organization in the local school district, the local health district, nonprofit and social service organizations serving youth, and faith organizations.

(2) "Dropout early warning and intervention data system" means a student information system that:

(a) Provides the data needed to conduct a universal screening to identify students at risk of ((~~dropping out,~~)) not graduating;

(b) Tracks, at a minimum, real time data on attendance, behavior, and course performance;

(c) Includes user-friendly data displays designed to make it easy for teachers and other school staff to enter data, collaborate, and identify and track students who are at risk of not graduating;

(d) Requires the teacher of record to enter grades on a regular and timely basis so that students, families, teachers, and administrators can access up to date information on student progress in courses;

(e) Catalogs student interventions((~~,~~)); and

(f) Monitors student progress towards graduation.

(3) "K-12 dropout prevention, intervention, and reengagement system" means a system that provides all of the following functions and utilizes a dropout early warning and intervention data system in supporting these functions:

(a) Engaging in school improvement planning specifically focused on improving high school graduation rates, including goal-setting and action planning, based on a comprehensive assessment of strengths and challenges and prioritizing school-wide tier one preventions and interventions;

(b) Providing prevention activities including, but not limited to, emotionally and physically safe school environments, implementation of a comprehensive guidance and counseling model facilitated by certified school counselors, core academic instruction, ((~~and~~)) career and technical education exploratory and preparatory programs, and alternative educational programming;

(c) Identifying vulnerable students at risk of not graduating based on a dropout early warning and intervention data system;

(d) Timely academic and nonacademic group and individual interventions for vulnerable students based on a multitiered response to intervention model, including planning and sharing of information at critical academic transitions;

(e) Providing time for teachers and instructional support staff within a common grade level to collaborate on a regular, frequent basis to identify vulnerable students who are at risk of not graduating, assess individual student needs, plan supports, track progress, and make ongoing adjustments until a student is no longer at risk of not graduating;

(f) Assigning a specific staff member for each vulnerable student who is off track as the adult responsible for engaging with the student and the student's parents or guardians, ensuring supports are planned and implemented, and progress is monitored until a student is no longer at risk of not graduating;

(g) Providing graduation coaches, mentors, certified school counselors, and/or case managers for vulnerable students identified as needing a more intensive one-on-one adult relationship;

((~~(f)~~)) (h) Establishing and providing staff to coordinate a school/family/community partnership that assists in building and implementing a K-12 dropout prevention, intervention, and reengagement system;

((~~(g)~~)) (i) Providing credit retrieval or reentry activities including, but not limited to, online credit retrieval opportunities; and

((~~(h) Providing alternative educational programming including, but not limited to, credit retrieval and online learning opportunities~~)) (j) Ongoing professional development for teachers, administrators, and other school staff on instructional best practices related to a multitiered response to intervention models and other dropout prevention, intervention, and reengagement practices.

(4) "School/family/community partnership" means a partnership between a school or schools, families, and the community, that engages critical community members in a formal, structured partnership with local school districts in a coordinated effort to provide comprehensive support services and improve outcomes for vulnerable youth.

(5) "Vulnerable students" means students who are:

(a) In foster care((~~,~~));

(b) Involved in the juvenile justice system((~~,~~));

(c) Receiving special education services under chapter 28A.155 RCW((~~,~~)) in accordance with an individualized education plan or 504 plan;

(d) Migrant students;

(e) Recent immigrants((~~,~~));

(f) English language learners;

(g) Homeless((~~,~~));

(h) Emotionally traumatized((~~, or are~~));

(i) Facing behavioral health issues((~~,~~)); and

(j) Students deemed at((~~-~~))risk of school failure as identified by a dropout early warning data system or other assessment.

NEW SECTION. **Sec.**  A new section is added to chapter 28A.175 RCW to read as follows:

(1) By the 2020-21 school year, each school district must use a dropout early warning and intervention data system, as defined in RCW 28A.175.074, to identify students, beginning with students in grade five or earlier, who are at risk of not graduating from high school. At a minimum, a school district's dropout early warning and intervention data system must measure attendance, behavior, and course performance. School districts may also use additional information to make the determination that a student is at risk of not graduating from high school.

(2)(a) By the 2020-21 school year, each school district must have in place and be using a K-12 dropout prevention, intervention, and reengagement system as defined in RCW 28A.175.074 for students in the first year of middle school and the first year of high school. School districts must implement these systems as soon as applicable in these grades, even if other system functions are still under development.

(b) Beginning in the 2021 school year and every two years thereafter, each school district must submit a report to the superintendent of public instruction by September 1st, that provides evidence of all the functions included in the definition of the K-12 dropout prevention, intervention, and reengagement system as defined in RCW 28A.175.074.

(3) School districts are encouraged to use the needs assessment from the Washington integrated student supports protocol, developed by the center for the improvement of student learning within the office of the superintendent of public instruction, in accordance with the protocol framework established in RCW 28A.300.139. School districts may use the protocol to:

(a) Evaluate school-wide needs and plan corresponding interventions, supports, and improvements;

(b) Assess individual needs of students identified under subsection (1) of this section; and

(c) Plan personalized supports for students.

(4) The superintendent of public instruction shall work with the state-level building bridges work group established in accordance with RCW 28A.175.075 to develop rules, implementation guidelines, and technical support for school districts to implement this section.

(5) School districts must annually report to the office of the superintendent of public instruction the number of students identified as at risk of not graduating through their dropout early warning and intervention data system and the number of students who returned to being on track to graduate over the course of the school year. The office of the superintendent of public instruction should report this data on the school report card at the school level and disaggregated by the subgroups listed in RCW 28A.300.042."

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On page 1, line 1 of the title, after "Relating to" strike the remainder of the title and insert "academic programs; amending RCW 28A.320.195, 28A.320.196, 28A.165.035, and 28A.175.074; and adding a new section to chapter 28A.175 RCW."

EFFECT: (1) Includes in grant priorities high schools that have not previously received AAIP grants.

(2) Requires school districts to use a dropout early warning and intervention data system that includes certain data to support a dropout prevention, intervention, and reengagement system.

(3) Encourages school districts to use the Washington Integrated Student Supports Protocol to determine the academic or nonacademic support for at-risk students including, but not limited to: Out-of-school providers, social workers, mental health counselors, physicians, dentists, speech therapists, and audiologists.

(4) During the 2018-19 and 2019-20 school years only, school districts may expend a portion of the district's LAP allocation to develop a Dropout Early Warning and Intervention Data System.