

CERTIFICATION OF ENROLLMENT

SENATE BILL 6103

Chapter 61, Laws of 2020

66th Legislature
2020 Regular Session

EDUCATION REPORTING REQUIREMENTS--VARIOUS PROVISIONS

EFFECTIVE DATE: June 11, 2020

Passed by the Senate February 13, 2020
Yeas 47 Nays 0

CYRUS HABIB

President of the Senate

Passed by the House March 5, 2020
Yeas 97 Nays 0

LAURIE JINKINS

Speaker of the House of Representatives

Approved March 18, 2020 11:04 AM

JAY INSLEE

Governor of the State of Washington

CERTIFICATE

I, Brad Hendrickson, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SENATE BILL 6103** as passed by the Senate and the House of Representatives on the dates hereon set forth.

BRAD HENDRICKSON

Secretary

FILED

March 18, 2020

**Secretary of State
State of Washington**

SENATE BILL 6103

Passed Legislature - 2020 Regular Session

State of Washington

66th Legislature

2020 Regular Session

By Senators Wellman and Wilson, C.; by request of Superintendent of Public Instruction

Prefiled 12/20/19. Read first time 01/13/20. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to educational reporting requirements; and
2 amending RCW 28A.175.010, 28A.300.540, 28A.300.507, and 28A.150.260.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 **Sec. 1.** RCW 28A.175.010 and 2014 c 212 s 4 are each amended to
5 read as follows:

6 Each school district shall account for the educational progress
7 of each of its students. To achieve this, school districts shall be
8 required to report annually to the superintendent of public
9 instruction:

10 (1) For students enrolled in each of a school district's high
11 school programs:

12 (a) The number of students who graduate in fewer than four years;

13 (b) The number of students who graduate in four years;

14 (c) The number of students who remain in school for more than
15 four years but who eventually graduate and the number of students who
16 remain in school for more than four years but do not graduate;

17 (d) The number of students who transfer to other schools;

18 (e) The number of students in the ninth through twelfth grade who
19 drop out of school over a four-year period; and

20 (f) The number of students whose status is unknown.

- 1 (2) Dropout rates of students in each of the grades seven through
2 twelve.
- 3 (3) Dropout rates for student populations in each of the grades
4 seven through twelve by:
- 5 (a) Ethnicity;
6 (b) Gender;
7 (c) Socioeconomic status;
8 (d) Disability status; and
9 (e) Identified homeless status.
- 10 (4) The causes or reasons, or both, attributed to students for
11 having dropped out of school in grades seven through twelve.
- 12 (5) The superintendent of public instruction shall adopt rules
13 under chapter 34.05 RCW to assure uniformity in the information
14 districts are required to report under subsections (1) through (4) of
15 this section. In developing rules, the superintendent of public
16 instruction shall consult with school districts, including
17 administrative and counseling personnel, with regard to the methods
18 through which information is to be collected and reported.
- 19 (6) In reporting on the causes or reasons, or both, attributed to
20 students for having dropped out of school, school building officials
21 shall, to the extent reasonably practical, obtain such information
22 directly from students. In lieu of obtaining such information
23 directly from students, building principals and counselors shall
24 identify the causes or reasons, or both, based on their professional
25 judgment.
- 26 (7) The superintendent of public instruction shall (~~report~~)
27 post annually to the (~~legislature~~) office's web site the
28 information collected under subsections (1) through (4) of this
29 section.
- 30 (8) The Washington state institute for public policy shall
31 calculate an annual estimate of the savings resulting from any change
32 compared to the prior school year in the extended graduation rate.
33 The superintendent shall include the estimate from the institute (~~in~~
34 ~~an appendix of the report~~) on the office's web site as required
35 under subsection (7) of this section, beginning with the 2010 report.

36 **Sec. 2.** RCW 28A.300.540 and 2016 c 157 s 4 are each amended to
37 read as follows:

1 (1) For the purposes of this section, "unaccompanied homeless
2 student" means a student who is not in the physical custody of a
3 parent or guardian and is homeless as defined in RCW 43.330.702(2).

4 (2) By December 31, 2010, the office of the superintendent of
5 public instruction shall establish a uniform process designed to
6 track the additional expenditures for transporting homeless students,
7 including expenditures required under the McKinney Vento act,
8 reauthorized as Title X, Part C, of the no child left behind act,
9 P.L. 107-110, in January 2002. Once established, the superintendent
10 shall adopt the necessary administrative rules to direct each school
11 district to adopt and use the uniform process and track these
12 expenditures. The superintendent shall post on the superintendent's
13 web site total expenditures related to the transportation of homeless
14 students.

15 (3)(a) By January 10, 2015, and every (~~odd-numbered~~) year
16 thereafter, the office of the superintendent of public instruction
17 shall (~~report to the governor and the legislature~~) post to the
18 office's web site the following data for homeless students:

19 (i) The number of identified homeless students enrolled in public
20 schools;

21 (ii) The number of identified unaccompanied homeless students
22 enrolled in public schools, which number shall be included for each
23 district and the state under "student demographics" on the Washington
24 state report card web site;

25 (iii) The number of identified homeless students of color;

26 (iv) The number of students participating in the learning
27 assistance program under chapter 28A.165 RCW, the highly capable
28 program under chapter 28A.185 RCW, and the running start program
29 under chapter 28A.600 RCW; and

30 (v) The academic performance and educational outcomes of homeless
31 students and unaccompanied homeless students, including but not
32 limited to the following performance and educational outcomes:

33 (A) Student scores on the statewide administered academic
34 assessments;

35 (B) English language proficiency;

36 (C) Dropout rates;

37 (D) Four-year adjusted cohort graduation rate;

38 (E) Five-year adjusted cohort graduation rate;

39 (F) Absenteeism rates;

40 (G) Truancy rates, if available; and

1 (H) Suspension and expulsion data.

2 (b) The data reported under this subsection (3) must include
3 state and district-level information and must be disaggregated by at
4 least the following subgroups of students: White, Black, Hispanic,
5 American Indian/Alaskan Native, Asian, Pacific Islander/Hawaiian
6 Native, low income, transitional bilingual, migrant, special
7 education, and gender.

8 (4) By July 1, 2014, the office of the superintendent of public
9 instruction in collaboration with experts from community
10 organizations on homelessness and homeless education policy, shall
11 develop or acquire a short video that provides information on how to
12 identify signs that indicate a student may be homeless, how to
13 provide services and support to homeless students, and why this
14 identification and support is critical to student success. The video
15 must be posted on the superintendent of public instruction's web
16 site.

17 (5) By July 1, 2014, the office of the superintendent of public
18 instruction shall adopt and distribute to each school district, best
19 practices for choosing and training school district-designated
20 homeless student liaisons.

21 **Sec. 3.** RCW 28A.300.507 and 2016 c 72 s 601 are each amended to
22 read as follows:

23 (1) A K-12 data governance group shall be established within the
24 office of the superintendent of public instruction to assist in the
25 design and implementation of a K-12 education data improvement system
26 for financial, student, and educator data. It is the intent that the
27 data system reporting specifically serve requirements for teachers,
28 parents, superintendents, school boards, the office of the
29 superintendent of public instruction, the legislature, and the
30 public.

31 (2) The K-12 data governance group shall include representatives
32 of the education data center, the office of the superintendent of
33 public instruction, the legislative evaluation and accountability
34 program committee, the professional educator standards board, the
35 state board of education, and school district staff, including
36 information technology staff. Additional entities with expertise in
37 education data may be included in the K-12 data governance group.

38 (3) The K-12 data governance group shall:

1 (a) Identify the critical research and policy questions that need
2 to be addressed by the K-12 education data improvement system;

3 (b) Identify reports and other information that should be made
4 available on the internet in addition to the reports identified in
5 subsection (5) of this section;

6 (c) Create a comprehensive needs requirement document detailing
7 the specific information and technical capacity needed by school
8 districts and the state to meet the legislature's expectations for a
9 comprehensive K-12 education data improvement system as described
10 under RCW 28A.655.210;

11 (d) Conduct a gap analysis of current and planned information
12 compared to the needs requirement document, including an analysis of
13 the strengths and limitations of an education data system and
14 programs currently used by school districts and the state, and
15 specifically the gap analysis must look at the extent to which the
16 existing data can be transformed into canonical form and where
17 existing software can be used to meet the needs requirement document;

18 (e) Focus on financial and cost data necessary to support the new
19 K-12 financial models and funding formulas, including any necessary
20 changes to school district budgeting and accounting, and on assuring
21 the capacity to link data across financial, student, and educator
22 systems; and

23 (f) Define the operating rules and governance structure for K-12
24 data collections, ensuring that data systems are flexible and able to
25 adapt to evolving needs for information, within an objective and
26 orderly data governance process for determining when changes are
27 needed and how to implement them. Strong consideration must be made
28 to the current practice and cost of migration to new requirements.
29 The operating rules should delineate the coordination, delegation,
30 and escalation authority for data collection issues, business rules,
31 and performance goals for each K-12 data collection system,
32 including:

33 (i) Defining and maintaining standards for privacy and
34 confidentiality;

35 (ii) Setting data collection priorities;

36 (iii) Defining and updating a standard data dictionary;

37 (iv) Ensuring data compliance with the data dictionary;

38 (v) Ensuring data accuracy; and

39 (vi) Establishing minimum standards for school, student,
40 financial, and teacher data systems. Data elements may be specified

1 "to the extent feasible" or "to the extent available" to collect more
2 and better data sets from districts with more flexible software.
3 Nothing in RCW 43.41.400, this section, or RCW 28A.655.210 should be
4 construed to require that a data dictionary or reporting should be
5 hobbled to the lowest common set. The work of the K-12 data
6 governance group must specify which data are desirable. Districts
7 that can meet these requirements shall report the desirable data.
8 Funding from the legislature must establish which subset data are
9 absolutely required.

10 (4) (a) The K-12 data governance group shall provide updates on
11 its work as requested by the education data center and the
12 legislative evaluation and accountability program committee.

13 (b) The work of the K-12 data governance group shall be
14 periodically reviewed and monitored by the educational data center
15 and the legislative evaluation and accountability program committee.

16 (5) To the extent data is available, the office of the
17 superintendent of public instruction shall make the following minimum
18 reports available on the internet. The reports must either be run on
19 demand against current data, or, if a static report, must have been
20 run against the most recent data:

21 ~~(a) ((The percentage of data compliance and data accuracy by
22 school district;~~

23 ~~(b) The magnitude of spending per student, by student estimated
24 by the following algorithm and reported as the detailed summation of
25 the following components:~~

26 ~~(i) An approximate, prorated fraction of each teacher or human
27 resource element that directly serves the student. Each human
28 resource element must be listed or accessible through online
29 tunneling in the report;~~

30 ~~(ii) An approximate, prorated fraction of classroom or building
31 costs used by the student;~~

32 ~~(iii) An approximate, prorated fraction of transportation costs
33 used by the student; and~~

34 ~~(iv) An approximate, prorated fraction of all other resources
35 within the district. District-wide components should be disaggregated
36 to the extent that it is sensible and economical;~~

37 ~~(c) The cost of K-12 basic education, per student, by student, by
38 school district, estimated by the algorithm in (b) of this
39 subsection, and reported in the same manner as required in (b) of
40 this subsection;~~

1 ~~(d) The cost of K-12 special education services per student, by~~
2 ~~student receiving those services, by school district, estimated by~~
3 ~~the algorithm in (b) of this subsection, and reported in the same~~
4 ~~manner as required in (b) of this subsection;~~

5 ~~(e) Improvement on the statewide assessments computed as both a~~
6 ~~percentage change and absolute change on a scale score metric by~~
7 ~~district, by school, and by teacher that can also be filtered by a~~
8 ~~student's length of full-time enrollment within the school district;~~

9 ~~(f)) The per-pupil expenditures of federal, state, and local~~
10 ~~funds including actual personnel expenditures and actual nonpersonnel~~
11 ~~expenditures of federal, state, and local funds disaggregated by~~
12 ~~source of funds, for each local educational agency and each school in~~
13 ~~the state for the preceding fiscal year;~~

14 (b) Number of K-12 students per classroom teacher on a per
15 teacher basis;

16 ~~((g) Number of K-12 classroom teachers per student on a per~~
17 ~~student basis;~~

18 ~~(h) Percentage of a classroom teacher per student on a per~~
19 ~~student basis;~~

20 ~~(i)) (c) Percentage of classroom teachers per school district~~
21 ~~and per school disaggregated as described in RCW 28A.300.042(1) for~~
22 ~~student-level data;~~

23 ~~((j)) (d) Average length of service of classroom teachers per~~
24 ~~school district and per school disaggregated as described in RCW~~
25 ~~28A.300.042(1) for student-level data; ((and~~

26 ~~(k)) (e) The cost of K-12 education per student by school~~
27 ~~district sorted by federal, state, and local dollars; and~~

28 (f) Data on student growth to align with the every student
29 succeeds act (129 Stat. 1802; 20 U.S.C. Sec. 6301 et seq.).

30 (6) The superintendent of public instruction shall submit a
31 preliminary report to the legislature by November 15, 2009, including
32 the analyses by the K-12 data governance group under subsection (3)
33 of this section and preliminary options for addressing identified
34 gaps. A final report, including a proposed phase-in plan and
35 preliminary cost estimates for implementation of a comprehensive data
36 improvement system for financial, student, and educator data shall be
37 submitted to the legislature by September 1, 2010.

38 (7) All reports and data referenced in this section and RCW
39 43.41.400 and 28A.655.210 shall be made available in a manner
40 consistent with the technical requirements of the legislative

1 evaluation and accountability program committee and the education
2 data center so that selected data can be provided to the legislature,
3 governor, school districts, and the public.

4 (8) Reports shall contain data to the extent it is available. All
5 reports must include documentation of which data are not available or
6 are estimated. Reports must not be suppressed because of poor data
7 accuracy or completeness. Reports may be accompanied with
8 documentation to inform the reader of why some data are missing or
9 inaccurate or estimated.

10 **Sec. 4.** RCW 28A.150.260 and 2018 c 266 s 101 are each amended to
11 read as follows:

12 The purpose of this section is to provide for the allocation of
13 state funding that the legislature deems necessary to support school
14 districts in offering the minimum instructional program of basic
15 education under RCW 28A.150.220. The allocation shall be determined
16 as follows:

17 (1) The governor shall and the superintendent of public
18 instruction may recommend to the legislature a formula for the
19 distribution of a basic education instructional allocation for each
20 common school district.

21 (2)(a) The distribution formula under this section shall be for
22 allocation purposes only. Except as may be required under subsections
23 (4)(b) and (c) and (9) of this section, chapter 28A.155, 28A.165,
24 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in
25 this section requires school districts to use basic education
26 instructional funds to implement a particular instructional approach
27 or service. Nothing in this section requires school districts to
28 maintain a particular classroom teacher-to-student ratio or other
29 staff-to-student ratio or to use allocated funds to pay for
30 particular types or classifications of staff. Nothing in this section
31 entitles an individual teacher to a particular teacher planning
32 period.

33 (b) To promote transparency in state funding allocations, the
34 superintendent of public instruction must report state per-pupil
35 allocations for each school district for the general apportionment,
36 special education, learning assistance, transitional bilingual,
37 highly capable, and career and technical education programs. (~~The~~
38 ~~superintendent must also report state general apportionment per-pupil~~
39 ~~allocations by grade for each school district.~~) The superintendent

1 must report this information in a user-friendly format on the main
2 page of the office's web site (~~(and on school district apportionment~~
3 ~~reports)~~). School districts must include a link to the
4 superintendent's per-pupil allocations report on the main page of the
5 school district's web site. In addition, the budget documents
6 published by the legislature for the enacted omnibus operating
7 appropriations act must report statewide average per-pupil
8 allocations for general apportionment and the categorical programs
9 listed in this subsection.

10 (3) (a) To the extent the technical details of the formula have
11 been adopted by the legislature and except when specifically provided
12 as a school district allocation, the distribution formula for the
13 basic education instructional allocation shall be based on minimum
14 staffing and nonstaff costs the legislature deems necessary to
15 support instruction and operations in prototypical schools serving
16 high, middle, and elementary school students as provided in this
17 section. The use of prototypical schools for the distribution formula
18 does not constitute legislative intent that schools should be
19 operated or structured in a similar fashion as the prototypes.
20 Prototypical schools illustrate the level of resources needed to
21 operate a school of a particular size with particular types and grade
22 levels of students using commonly understood terms and inputs, such
23 as class size, hours of instruction, and various categories of school
24 staff. It is the intent that the funding allocations to school
25 districts be adjusted from the school prototypes based on the actual
26 number of annual average full-time equivalent students in each grade
27 level at each school in the district and not based on the grade-level
28 configuration of the school to the extent that data is available. The
29 allocations shall be further adjusted from the school prototypes with
30 minimum allocations for small schools and to reflect other factors
31 identified in the omnibus appropriations act.

32 (b) For the purposes of this section, prototypical schools are
33 defined as follows:

34 (i) A prototypical high school has six hundred average annual
35 full-time equivalent students in grades nine through twelve;

36 (ii) A prototypical middle school has four hundred thirty-two
37 average annual full-time equivalent students in grades seven and
38 eight; and

1 (iii) A prototypical elementary school has four hundred average
2 annual full-time equivalent students in grades kindergarten through
3 six.

4 (4) (a) (i) The minimum allocation for each level of prototypical
5 school shall be based on the number of full-time equivalent classroom
6 teachers needed to provide instruction over the minimum required
7 annual instructional hours under RCW 28A.150.220 and provide at least
8 one teacher planning period per school day, and based on the
9 following general education average class size of full-time
10 equivalent students per teacher:

	General education average class size
11 Grades K-3.	17.00
12 Grade 4.	27.00
13 Grades 5-6.	27.00
14 Grades 7-8.	28.53
15 Grades 9-12.	28.74

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17
18 (ii) The minimum class size allocation for each prototypical high
19 school shall also provide for enhanced funding for class size
20 reduction for two laboratory science classes within grades nine
21 through twelve per full-time equivalent high school student
22 multiplied by a laboratory science course factor of 0.0833, based on
23 the number of full-time equivalent classroom teachers needed to
24 provide instruction over the minimum required annual instructional
25 hours in RCW 28A.150.220, and providing at least one teacher planning
26 period per school day:

	Laboratory science average class size
27 Grades 9-12.	19.98

28
29
30 (b) (i) Beginning September 1, 2019, funding for average K-3 class
31 sizes in this subsection (4) may be provided only to the extent of,
32 and proportionate to, the school district's demonstrated actual class
33 size in grades K-3, up to the funded class sizes.

34 (ii) The office of the superintendent of public instruction shall
35 develop rules to implement this subsection (4) (b).

36 (c) (i) The minimum allocation for each prototypical middle and
37 high school shall also provide for full-time equivalent classroom

1 teachers based on the following number of full-time equivalent
 2 students per teacher in career and technical education:

	Career and technical education average class size
6 Approved career and technical education offered at 7 the middle school and high school level.	23.00
8 Skill center programs meeting the standards established 9 by the office of the superintendent of public 10 instruction.	20.00

11 (ii) Funding allocated under this subsection (4)(c) is subject to
 12 RCW 28A.150.265.

13 (d) In addition, the omnibus appropriations act shall at a
 14 minimum specify:

15 (i) A high-poverty average class size in schools where more than
 16 fifty percent of the students are eligible for free and reduced-price
 17 meals; and

18 (ii) A specialty average class size for advanced placement and
 19 international baccalaureate courses.

20 (5) The minimum allocation for each level of prototypical school
 21 shall include allocations for the following types of staff in
 22 addition to classroom teachers:

	Elementary School	Middle School	High School
25 Principals, assistant principals, and other certificated building-level 26 administrators.	1.253	1.353	1.880
27 Teacher-librarians, a function that includes information literacy, technology, 28 and media to support school library media programs.	0.663	0.519	0.523
29 Health and social services:			
30 School nurses.	0.076	0.060	0.096
31 Social workers.	0.042	0.006	0.015
32 Psychologists.	0.017	0.002	0.007
33 Guidance counselors, a function that includes parent outreach and graduation 34 advising.	0.493	1.216	2.539
35 Teaching assistance, including any aspect of educational instructional services 36 provided by classified employees.	0.936	0.700	0.652

1	Office support and other noninstructional aides.	2.012	2.325	3.269
2	Custodians.	1.657	1.942	2.965
3	Classified staff providing student and staff safety.	0.079	0.092	0.141
4	Parent involvement coordinators.	0.0825	0.00	0.00

5 (6) (a) The minimum staffing allocation for each school district
6 to provide district-wide support services shall be allocated per one
7 thousand annual average full-time equivalent students in grades K-12
8 as follows:

9			Staff per 1,000	
10			K-12 students	
11	Technology.			0.628
12	Facilities, maintenance, and grounds.			1.813
13	Warehouse, laborers, and mechanics.			0.332

14 (b) The minimum allocation of staff units for each school
15 district to support certificated and classified staffing of central
16 administration shall be 5.30 percent of the staff units generated
17 under subsections (4) (a) and (5) of this section and (a) of this
18 subsection.

19 (7) The distribution formula shall include staffing allocations
20 to school districts for career and technical education and skill
21 center administrative and other school-level certificated staff, as
22 specified in the omnibus appropriations act.

23 (8) (a) Except as provided in (b) of this subsection, the minimum
24 allocation for each school district shall include allocations per
25 annual average full-time equivalent student for the following
26 materials, supplies, and operating costs as provided in the 2017-18
27 school year, after which the allocations shall be adjusted annually
28 for inflation as specified in the omnibus appropriations act:

29			Per annual average	
30			full-time equivalent student	
31			in grades K-12	
32	Technology.			\$130.76
33	Utilities and insurance.			\$355.30
34	Curriculum and textbooks.			\$140.39
35	Other supplies			\$278.05
36	Library materials.			\$20.00
37	Instructional professional development for certificated and			

1	classified staff.	\$21.71
2	Facilities maintenance.	\$176.01
3	Security and central office administration.	\$121.94

4 (b) In addition to the amounts provided in (a) of this
5 subsection, beginning in the 2014-15 school year, the omnibus
6 appropriations act shall provide the following minimum allocation for
7 each annual average full-time equivalent student in grades nine
8 through twelve for the following materials, supplies, and operating
9 costs, to be adjusted annually for inflation:

	Per annual average full-time equivalent student in grades 9-12
10	
11	
12	
13	Technology. \$36.35
14	Curriculum and textbooks. \$39.02
15	Other supplies \$77.28
16	Library materials. \$5.56
17	Instructional professional development for certificated and
18	classified staff. \$6.04

19 (9) In addition to the amounts provided in subsection (8) of this
20 section and subject to RCW 28A.150.265, the omnibus appropriations
21 act shall provide an amount based on full-time equivalent student
22 enrollment in each of the following:

- 23 (a) Exploratory career and technical education courses for
- 24 students in grades seven through twelve;
- 25 (b) Preparatory career and technical education courses for
- 26 students in grades nine through twelve offered in a high school; and
- 27 (c) Preparatory career and technical education courses for
- 28 students in grades eleven and twelve offered through a skill center.

29 (10) In addition to the allocations otherwise provided under this
30 section, amounts shall be provided to support the following programs
31 and services:

32 (a)(i) To provide supplemental instruction and services for
33 students who are not meeting academic standards through the learning
34 assistance program under RCW 28A.165.005 through 28A.165.065,
35 allocations shall be based on the district percentage of students in
36 grades K-12 who were eligible for free or reduced-price meals in the
37 prior school year. The minimum allocation for the program shall
38 provide for each level of prototypical school resources to provide,
39 on a statewide average, 2.3975 hours per week in extra instruction

1 with a class size of fifteen learning assistance program students per
2 teacher.

3 (ii) In addition to funding allocated under (a)(i) of this
4 subsection, to provide supplemental instruction and services for
5 students who are not meeting academic standards in qualifying
6 schools. A qualifying school means a school in which the three-year
7 rolling average of the prior year total annual average enrollment
8 that qualifies for free or reduced-price meals equals or exceeds
9 fifty percent or more of its total annual average enrollment. The
10 minimum allocation for this additional high poverty-based allocation
11 must provide for each level of prototypical school resources to
12 provide, on a statewide average, 1.1 hours per week in extra
13 instruction with a class size of fifteen learning assistance program
14 students per teacher, under RCW 28A.165.055, school districts must
15 distribute the high poverty-based allocation to the schools that
16 generated the funding allocation.

17 (b) (i) To provide supplemental instruction and services for
18 students whose primary language is other than English, allocations
19 shall be based on the head count number of students in each school
20 who are eligible for and enrolled in the transitional bilingual
21 instruction program under RCW 28A.180.010 through 28A.180.080. The
22 minimum allocation for each level of prototypical school shall
23 provide resources to provide, on a statewide average, 4.7780 hours
24 per week in extra instruction for students in grades kindergarten
25 through six and 6.7780 hours per week in extra instruction for
26 students in grades seven through twelve, with fifteen transitional
27 bilingual instruction program students per teacher. Notwithstanding
28 other provisions of this subsection (10), the actual per-student
29 allocation may be scaled to provide a larger allocation for students
30 needing more intensive intervention and a commensurate reduced
31 allocation for students needing less intensive intervention, as
32 detailed in the omnibus appropriations act.

33 (ii) To provide supplemental instruction and services for
34 students who have exited the transitional bilingual program,
35 allocations shall be based on the head count number of students in
36 each school who have exited the transitional bilingual program within
37 the previous two years based on their performance on the English
38 proficiency assessment and are eligible for and enrolled in the
39 transitional bilingual instruction program under RCW
40 28A.180.040(1)(g). The minimum allocation for each prototypical

1 school shall provide resources to provide, on a statewide average,
2 3.0 hours per week in extra instruction with fifteen exited students
3 per teacher.

4 (c) To provide additional allocations to support programs for
5 highly capable students under RCW 28A.185.010 through 28A.185.030,
6 allocations shall be based on 5.0 percent of each school district's
7 full-time equivalent basic education enrollment. The minimum
8 allocation for the programs shall provide resources to provide, on a
9 statewide average, 2.1590 hours per week in extra instruction with
10 fifteen highly capable program students per teacher.

11 (11) The allocations under subsections (4)(a), (5), (6), and (8)
12 of this section shall be enhanced as provided under RCW 28A.150.390
13 on an excess cost basis to provide supplemental instructional
14 resources for students with disabilities.

15 (12)(a) For the purposes of allocations for prototypical high
16 schools and middle schools under subsections (4) and (10) of this
17 section that are based on the percent of students in the school who
18 are eligible for free and reduced-price meals, the actual percent of
19 such students in a school shall be adjusted by a factor identified in
20 the omnibus appropriations act to reflect underreporting of free and
21 reduced-price meal eligibility among middle and high school students.

22 (b) Allocations or enhancements provided under subsections (4),
23 (7), and (9) of this section for exploratory and preparatory career
24 and technical education courses shall be provided only for courses
25 approved by the office of the superintendent of public instruction
26 under chapter 28A.700 RCW.

27 (13)(a) This formula for distribution of basic education funds
28 shall be reviewed biennially by the superintendent and governor. The
29 recommended formula shall be subject to approval, amendment or
30 rejection by the legislature.

31 (b) In the event the legislature rejects the distribution formula
32 recommended by the governor, without adopting a new distribution
33 formula, the distribution formula for the previous school year shall
34 remain in effect.

35 (c) The enrollment of any district shall be the annual average
36 number of full-time equivalent students and part-time students as
37 provided in RCW 28A.150.350, enrolled on the first school day of each
38 month, including students who are in attendance pursuant to RCW
39 28A.335.160 and 28A.225.250 who do not reside within the servicing
40 school district. The definition of full-time equivalent student shall

1 be determined by rules of the superintendent of public instruction
2 and shall be included as part of the superintendent's biennial budget
3 request. The definition shall be based on the minimum instructional
4 hour offerings required under RCW 28A.150.220. Any revision of the
5 present definition shall not take effect until approved by the house
6 ways and means committee and the senate ways and means committee.

7 (d) The office of financial management shall make a monthly
8 review of the superintendent's reported full-time equivalent students
9 in the common schools in conjunction with RCW 43.62.050.

Passed by the Senate February 13, 2020.

Passed by the House March 5, 2020.

Approved by the Governor March 18, 2020.

Filed in Office of Secretary of State March 18, 2020.

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