

SSB 6135 - S AMD 513
By Senator Mullet

PULLED 02/08/2018

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

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

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

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

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

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

14 "Sec. 3. RCW 28A.165.035 and 2016 c 72 s 803 are each amended to
15 read as follows:

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

23 (a) Extended learning time opportunities occurring:

24 (i) Before or after the regular school day;

25 (ii) On Saturday; and

26 (iii) Beyond the regular school year;

27 (b) Services under RCW 28A.320.190;

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

30 (i) The needs of a diverse student population;

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

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

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

5 (e) Tutoring support for participating students;

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

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

19 (2) In addition to the state menu developed under RCW
20 28A.655.235, the office of the superintendent of public instruction
21 shall convene a panel of experts, including the Washington state
22 institute for public policy, to develop additional state menus of
23 best practices and strategies for use in the learning assistance
24 program to assist struggling students at all grade levels in English
25 language arts and mathematics and reduce disruptive behaviors in the
26 classroom. The office of the superintendent of public instruction
27 shall publish the state menus by July 1, 2015, and update the state
28 menus by each July 1st thereafter.

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

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

1 for one additional school year. Subsequent annual approval by the
2 superintendent of public instruction to use the alternative practice
3 or strategy is dependent on the district continuing to demonstrate
4 increased improved outcomes for participating students.

5 ~~(c) ((Beginning in the 2016-17 school year,))~~ During the 2018-19
6 and 2019-20 school years only, school districts may expend a portion
7 of the district's learning assistance program allocation to develop a
8 dropout early warning and intervention data system as defined in RCW
9 28A.175.074 and includes the data specified in section 5 of this act.
10 During the 2018-19 and 2019-20 school years, the office of the
11 superintendent of public instruction may retain up to one-half of one
12 percent of learning assistance program allocation funds generated by
13 middle school and high school students for the purpose of supporting
14 districts in meeting the requirements of section 5 of this act
15 including, but not limited to, data collection and reporting and
16 providing professional development and technical assistance. The
17 office of the superintendent of public instruction is encouraged to
18 work with the educational service districts to provide these
19 services.

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

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

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

32 **Sec. 4.** RCW 28A.175.074 and 2010 c 243 s 2 are each amended to
33 read as follows:

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

37 (1) "Critical community members" means representatives in the
38 local community from among the following agencies and organizations:
39 Student/parent organizations, parents and families, local government,

1 law enforcement, juvenile corrections, any tribal organization in the
2 local school district, the local health district, nonprofit and
3 social service organizations serving youth, and faith organizations.

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

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

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

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

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

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

18 (f) Monitors student progress towards graduation.

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

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

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

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

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

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

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

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

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

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

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

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

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

36 (a) In foster care~~((τ))~~;

37 (b) Involved in the juvenile justice system~~((τ))~~;

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

- 1 (d) Migrant students;
- 2 (e) Recent immigrants((τ));
- 3 (f) English language learners;
- 4 (g) Homeless((τ));
- 5 (h) Emotionally traumatized((τ-or-are));
- 6 (i) Facing behavioral health issues((τ)); and
- 7 (j) Students deemed at((-))risk of school failure as identified
- 8 by a dropout early warning data system or other assessment.

9 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.175
10 RCW to read as follows:

11 (1) By the 2020-21 school year, each school district must use a
12 dropout early warning and intervention data system, as defined in RCW
13 28A.175.074, to identify students, beginning with students in grade
14 five or earlier, who are at risk of not graduating from high school.
15 At a minimum, a school district's dropout early warning and
16 intervention data system must measure attendance, behavior, and
17 course performance. School districts may also use additional
18 information to make the determination that a student is at risk of
19 not graduating from high school.

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

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

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

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

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

3 (c) Plan personalized supports for students.

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

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

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16 On page 1, line 1 of the title, after "Relating to" strike the
17 remainder of the title and insert "academic programs; amending RCW
18 28A.320.195, 28A.320.196, 28A.165.035, and 28A.175.074; and adding a
19 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.

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