

SSB 6135 - S AMD 576
By Senator Mullet

ADOPTED 02/13/2018

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 203 of this
10 act. 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 203 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 203 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.))"~~

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32 On page 1, line 1 of the title, after "Relating to" strike the
33 remainder of the title and insert "academic programs; and amending
34 RCW 28A.320.195, 28A.320.196, and 28A.165.035."

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

(2) 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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