

E2SHB 1599 - S COMM AMD

By Committee on Early Learning & K-12 Education

OUT OF ORDER 04/21/2011

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** (1) The legislature finds that:

4 (a) Providing students with the opportunity to graduate from high
5 school with the knowledge and skills to be successful in today's world
6 is now clearly part of Washington's definition of a basic education.
7 Some students will only achieve this objective with supplemental
8 interventions, support, and counseling;

9 (b) Dropout prevention is a fundamental strategy for strengthening
10 society, building the economy, reducing crime, reducing government
11 spending, and increasing individual freedom and opportunity;

12 (c) There are known and proven strategies to reduce the dropout
13 rate, including ones that are successful for high-risk and troubled
14 students. For example, the opportunity internship program, the jobs
15 for America's graduates program, the building bridges program, and
16 individualized student support services provided by the college success
17 foundation have all had a measurable impact on helping at-risk students
18 be successful in school. In addition, the Everett school district
19 successfully increased its extended graduation rate from fifty-three
20 percent in 2003 to ninety percent in 2010 by tracking the progress
21 toward graduation of each student and assigning success coordinators to
22 ensure students pursued all possible avenues to complete and make up
23 credits. The Renton school district, through a combination of
24 leadership, community partnerships and resources, and high expectations
25 for all students, has increased its graduation rate to ninety percent,
26 with ninety-six percent of graduating seniors in 2010 meeting
27 proficiency on the state high school assessments. However, these types
28 of models have never been brought to scale; and

29 (d) For every dropout prevented, the chances of that person
30 committing a crime are reduced by twenty percent, and that person

1 stands to increase his or her lifetime earnings by three hundred
2 thousand dollars in today's dollars. In addition, for every dropout
3 prevented, taxpayers save an estimated ten thousand five hundred
4 dollars per year for each year of the individual's life between the
5 ages of twenty and sixty-five.

6 (2) Therefore, the state should use a dual strategy of making
7 front-end investments in proven programs in order to expand them into
8 an effective dropout prevention and intervention system, while
9 simultaneously recognizing and rewarding actual success in reducing the
10 dropout rate by investing a portion of the savings generated from each
11 prevented dropout in the public schools.

12 (3) The legislature recognizes that the current fiscal climate in
13 the state is a likely contributing factor to an increase in dropout
14 rates. Reductions in state funding for schools are often felt first in
15 student support services, counseling, supplemental instruction and
16 tutoring, and increased class size, all of which affect struggling
17 students. A poor economy negatively affects families through
18 unemployment, uncertainty, and reduced public services, and students
19 bring these stresses with them to school. If allowed to go
20 unaddressed, these economic and fiscal circumstances are likely to slow
21 or reverse progress on improving high school completion rates.
22 Therefore, a concentrated effort at improvement is required at this
23 time.

24 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.175
25 RCW to read as follows:

26 (1) The pay for actual student success (PASS) program is created
27 under this section and sections 3 through 8 of this act to invest in
28 proven dropout prevention and intervention programs as provided in
29 section 3 of this act and provide a financial award for high schools
30 that demonstrate improvement in the dropout prevention indicators
31 established under section 4 of this act. The legislature finds that
32 increased accumulation of credits and reductions in incidents of
33 student discipline lead to improved graduation rates.

34 (2) The office of the superintendent of public instruction, the
35 workforce training and education coordinating board, the building
36 bridges working group, the higher education coordinating board, and the
37 college scholarship organization under section 3(4) of this act shall

1 collaborate to assure that the programs under section 3 of this act
2 operate systematically and are expanded to include as many additional
3 students and schools as possible.

4 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.175
5 RCW to read as follows:

6 Subject to funds appropriated for this purpose, funds shall be
7 allocated as specified in the omnibus appropriations act to support the
8 PASS program through the following programs:

9 (1) The opportunity internship program under RCW 28C.18.160 through
10 28C.18.168;

11 (2) The jobs for America's graduates program administered through
12 the office of the superintendent of public instruction;

13 (3) The building bridges program under RCW 28A.175.025, to be used
14 to expand programs that have been implemented by building bridges
15 partnerships and determined by the building bridges work group to be
16 successful in reducing dropout rates, or to replicate such programs in
17 new partnerships; and

18 (4) Individualized student support services provided by a college
19 scholarship organization with expertise in managing scholarships for
20 low-income, high potential students and foster care youth under
21 contract with the higher education coordinating board, including but
22 not limited to college and career advising, counseling, tutoring,
23 community mentor programs, and leadership development.

24 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.175
25 RCW to read as follows:

26 (1) The office of the superintendent of public instruction, in
27 consultation with the state board of education, must:

28 (a) Calculate the annual extended graduation rate for each high
29 school, which is the rate at which a class of students enters high
30 school as freshmen and graduates with a high school diploma, including
31 students who receive a high school diploma after the year they were
32 expected to graduate. The office may statistically adjust the rate for
33 student demographics in the high school, including the number of
34 students eligible for free and reduced price meals, special education
35 and English language learner students, students of various racial and
36 ethnic backgrounds, and student mobility;

1 (b) Annually calculate the proportion of students at grade level
2 for each high school, which shall be measured by the number of credits
3 a student has accumulated at the end of each school year compared to
4 the total number required for graduation. For the purposes of this
5 subsection (1)(b), the office shall adopt a standard definition of "at
6 grade level" for each high school grade;

7 (c) Annually calculate the proportion of students in each high
8 school who are suspended or expelled from school, as reported by the
9 high school. In-school suspensions shall not be included in the
10 calculation. Improvement on the indicator under this subsection (1)(c)
11 shall be measured by a reduction in the number of students suspended or
12 expelled from school; and

13 (d) Beginning with the 2012-13 school year, annually measure
14 student attendance in each high school as provided under section 10 of
15 this act.

16 (2) The office of the superintendent of public instruction may add
17 dropout prevention indicators to the list of indicators under
18 subsection (1) of this section, such as student grades, state
19 assessment mastery, or student retention.

20 (3) To the maximum extent possible, the office of the
21 superintendent of public instruction shall rely on data collected
22 through the comprehensive education data and research system to
23 calculate the dropout prevention indicators under this section and
24 shall minimize additional data collection from schools and school
25 districts unless necessary to meet the requirements of this section.

26 (4) The office of the superintendent of public instruction shall
27 develop a metric for measuring the performance of each high school on
28 the indicators under subsection (1) of this section that assigns points
29 for each indicator and results in a single numeric dropout prevention
30 score for each high school. The office shall weight the extended
31 graduation rate indicator within the metric so that a high school does
32 not qualify for an award under section 5 of this act without an
33 increase in its extended graduation rate. The metric used through the
34 2012-13 school year shall include the indicators in subsection (1)(a)
35 through (c) of this section and shall measure improvement against the
36 2010-11 school year as the baseline year. Beginning in the 2013-14
37 school year, the metric shall also include the indicator in subsection
38 (1)(d) of this section, with improvement in this indicator measured

1 against the 2012-13 school year as the baseline year. The office may
2 establish a minimum level of improvement in a high school's dropout
3 prevention score for the high school to qualify for a PASS program
4 award under section 5 of this act.

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

7 (1)(a) Subject to funds appropriated for this purpose or otherwise
8 available in the account established in section 7 of this act,
9 beginning in the 2011-12 school year and each year thereafter, a high
10 school that demonstrates improvement in its dropout prevention score
11 compared to the baseline school year as calculated under section 4 of
12 this act may receive a PASS program award as provided under this
13 section. The legislature intends to recognize and reward continuous
14 improvement by using a baseline year for calculating eligibility for
15 PASS program awards so that a high school retains previously earned
16 award funds from one year to the next unless its performance declines.

17 (b) The office of the superintendent of public instruction must
18 determine the amount of PASS program awards based on appropriated funds
19 and eligible high schools. The intent of the legislature is to provide
20 an award to each eligible high school commensurate with the degree of
21 improvement in the high school's dropout prevention score and the size
22 of the high school. The office must establish a minimum award amount.
23 If funds available for PASS program awards are not sufficient to
24 provide an award to each eligible high school, the office of the
25 superintendent of public instruction shall establish objective criteria
26 to prioritize awards based on eligible high schools with the greatest
27 need for additional dropout prevention and intervention services. The
28 office of the superintendent of public instruction shall encourage and
29 may require a high school receiving a PASS program award to demonstrate
30 an amount of community matching funds or an amount of in-kind community
31 services to support dropout prevention and intervention.

32 (c) Ninety percent of an award under this section must be allocated
33 to the eligible high school to be used for dropout prevention
34 activities in the school as specified in subsection (2) of this
35 section. The principal of the high school shall determine the use of
36 funds after consultation with parents and certificated and classified
37 staff of the school.

1 (d) Ten percent of an award under this section must be allocated to
2 the school district in which the eligible high school is located to be
3 used for dropout prevention activities as specified in subsection (2)
4 of this section in the high school or in other schools in the district.

5 (e) The office of the superintendent of public instruction may
6 withhold distribution of award funds under this section to an otherwise
7 eligible high school or school district if the superintendent of public
8 instruction issues a finding that the school or school district has
9 willfully manipulated the dropout prevention indicators under section
10 4 of this act, for example by expelling, suspending, transferring, or
11 refusing to enroll students at risk of dropping out of school or at
12 risk of low achievement.

13 (2) High schools and school districts may use PASS program award
14 funds for any programs or activities that support the development of a
15 dropout prevention, intervention, and reengagement system as described
16 in RCW 28A.175.074, offered directly by the school or school district
17 or under contract with education agencies or community-based
18 organizations, including but not limited to educational service
19 districts, workforce development councils, and boys and girls clubs.
20 Such programs or activities may include but are not limited to the
21 following:

22 (a) Strategies to close the achievement gap for disadvantaged
23 students and minority students;

24 (b) Use of graduation coaches as defined in section 6 of this act;

25 (c) Opportunity internship activities under RCW 28C.18.164;

26 (d) Dropout reengagement programs provided by community-based
27 organizations or community and technical colleges;

28 (e) Comprehensive guidance and planning programs as defined under
29 RCW 28A.600.045, including but not limited to the navigation 101
30 program;

31 (f) Reduced class sizes, extended school day, extended school year,
32 and tutoring programs for students identified as at risk of dropping
33 out of school, including instruction to assist these students in
34 meeting graduation requirements in mathematics and science;

35 (g) Outreach and counseling targeted to students identified as at
36 risk of dropping out of school, or who have dropped out of school, to
37 encourage them to consider learning alternatives such as

1 preapprenticeship programs, skill centers, running start, technical
2 high schools, and other options for completing a high school diploma;

3 (h) Preapprenticeship programs or running start for the trades
4 initiatives under RCW 49.04.190;

5 (i) Mentoring programs for students;

6 (j) Development and use of dropout early warning data systems;

7 (k) Counseling, resource and referral services, and intervention
8 programs to address social, behavioral, and health factors associated
9 with dropping out of school;

10 (l) Implementing programs for in-school suspension or other
11 strategies to avoid excluding middle and high school students from the
12 school whenever possible;

13 (m) Parent engagement activities such as home visits and off-campus
14 parent support group meetings related to dropout prevention and
15 reengagement; and

16 (n) Early learning programs for prekindergarten students.

17 (3) High schools and school districts are encouraged to implement
18 dropout prevention and reengagement strategies in a comprehensive and
19 systematic manner, using strategic planning, school improvement plans,
20 evaluation and feedback, and response to intervention tools.

21 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.175
22 RCW to read as follows:

23 For the purposes of section 5 of this act, a "graduation coach"
24 means a staff person working in coordination with school counselors and
25 in the context of a comprehensive school guidance and counseling
26 program as provided in RCW 28A.410.043 assigned to identify and provide
27 intervention services to students who have dropped out or are at risk
28 of dropping out of school or of not graduating on time through the
29 following activities:

30 (1) Monitoring and advising on individual student progress toward
31 graduation;

32 (2) Providing student support services and case management;

33 (3) Motivating students to focus on a graduation plan;

34 (4) Encouraging parent and community involvement;

35 (5) Connecting parents and students with appropriate school and
36 community resources;

37 (6) Securing supplemental academic services for students;

1 (7) Implementing schoolwide dropout prevention programs and
2 interventions; and

3 (8) Analyzing data to identify at-risk students.

4 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.175
5 RCW to read as follows:

6 The high school completion account is created in the custody of the
7 state treasurer. The purpose of the account is to make investments in
8 proven dropout prevention and intervention programs under section 3 of
9 this act and to make PASS program awards under section 5 of this act.
10 Revenues to the account include any appropriations made by the
11 legislature for the purposes of sections 3 and 5 of this act, federal
12 funds, gifts or grants from the private sector or foundations, and
13 other sources. Only the superintendent of public instruction or the
14 superintendent's designee may authorize expenditures from the account.
15 The account is subject to allotment procedures under chapter 43.88 RCW,
16 but an appropriation is not required for expenditures.

17 NEW SECTION. **Sec. 8.** A new section is added to chapter 28A.175
18 RCW to read as follows:

19 The office of the superintendent of public instruction must
20 regularly inform high schools and school districts about the
21 opportunities under section 3 of this act to receive funding to
22 implement programs that have been proven to reduce dropout rates and
23 increase graduation rates, as well as the opportunities under section
24 5 of this act for high schools to receive a financial incentive for
25 success. Within available funds, the office shall develop systemic,
26 ongoing strategies for identifying and disseminating successful dropout
27 prevention and reengagement programs and strategies and for
28 incorporating dropout prevention and reengagement into high school and
29 school district strategic planning and improvement. The office may
30 offer support and assistance to schools and districts through regional
31 networks. The office shall make every effort to keep dropout
32 prevention and reduction of the dropout rate a top priority for school
33 directors, administrators, and teachers.

34 **Sec. 9.** RCW 28A.175.035 and 2007 c 408 s 3 are each amended to
35 read as follows:

1 (1) The office of the superintendent of public instruction shall:
2 (a) Identify criteria for grants and evaluate proposals for funding
3 in consultation with the workforce training and education coordinating
4 board;
5 (b) Develop and monitor requirements for grant recipients to:
6 (i) Identify students who both fail the Washington assessment of
7 student learning and drop out of school;
8 (ii) Identify their own strengths and gaps in services provided to
9 youth;
10 (iii) Set their own local goals for program outcomes;
11 (iv) Use research-based and emerging best practices that lead to
12 positive outcomes in implementing the building bridges program; and
13 (v) Coordinate an outreach campaign to bring public and private
14 organizations together and to provide information about the building
15 bridges program to the local community;
16 (c) In setting the requirements under (b) of this subsection,
17 encourage creativity and provide for flexibility in implementing the
18 local building bridges program;
19 (d) Identify and disseminate successful practices;
20 (e) Develop requirements for grant recipients to collect and report
21 data, including, but not limited to:
22 (i) The number of and demographics of students served including,
23 but not limited to, information regarding a student's race and
24 ethnicity, a student's household income, a student's housing status,
25 whether a student is a foster youth or youth involved in the juvenile
26 justice system, whether a student is disabled, and the primary language
27 spoken at a student's home;
28 (ii) Washington assessment of student learning scores;
29 (iii) Dropout rates;
30 (iv) On-time graduation rates;
31 (v) Extended graduation rates;
32 (vi) Credentials obtained;
33 (vii) Absenteeism rates;
34 (viii) Truancy rates; and
35 (ix) Credit retrieval;
36 (f) Contract with a third party to evaluate the infrastructure and
37 implementation of the partnership including the leveraging of outside
38 resources that relate to the goal of the partnership. The third-party

1 contractor shall also evaluate the performance and effectiveness of the
2 partnerships relative to the type of entity, as identified in RCW
3 28A.175.045, serving as the lead agency for the partnership; and

4 (g) Report to the legislature by December 1, 2008.

5 (2) In performing its duties under this section, the office of the
6 superintendent of public instruction is encouraged to consult with the
7 work group identified in RCW 28A.175.075.

8 (3) In selecting recipients for grant funds appropriated under
9 section 3 of this act, the office of the superintendent of public
10 instruction shall use a streamlined and expedited application and
11 review process for those programs that have already proven to be
12 successful in dropout prevention.

13 NEW SECTION. Sec. 10. A new section is added to chapter 28A.300
14 RCW to read as follows:

15 (1)(a) The superintendent of public instruction shall adopt rules
16 establishing a standard definition of student absence from school. In
17 adopting the definition, the superintendent shall review current
18 practices in Washington school districts, definitions used in other
19 states, and any national standards or definitions used by the national
20 center for education statistics or other national groups. The
21 superintendent shall also consult with the building bridges work group
22 established under RCW 28A.175.075.

23 (b) Using the definition of student absence adopted under this
24 section, the superintendent shall establish an indicator for measuring
25 student attendance in high schools for purposes of the PASS program
26 under section 2 of this act.

27 (2)(a) The K-12 data governance group under RCW 28A.300.507 shall
28 establish the parameters and an implementation schedule for statewide
29 collection through the comprehensive education and data research system
30 of: (i) Student attendance data using the definitions of student
31 absence adopted under this section; and (ii) student discipline data
32 with a focus on suspensions and expulsions from school.

33 (b) At a minimum, school districts must collect and submit student
34 attendance data and student discipline data for high school students
35 through the comprehensive education and data research system for
36 purposes of the PASS program under section 2 of this act beginning in
37 the 2012-13 school year.

1 NEW SECTION. **Sec. 11.** If specific funding for the purposes of
2 this act, referencing this act by bill or chapter number, is not
3 provided by June 30, 2011, in the omnibus appropriations act, this act
4 is null and void."

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By Committee on Early Learning & K-12 Education

OUT OF ORDER 04/21/2011

5 On page 1, line 2 of the title, after "program;" strike the
6 remainder of the title and insert "amending RCW 28A.175.035; adding new
7 sections to chapter 28A.175 RCW; adding a new section to chapter
8 28A.300 RCW; and creating new sections."

EFFECT: Clarifies that the graduation coach is a staff person who
will be working in coordination with school counselors and in the
context of a comprehensive school guidance and counseling program as
provided in current law.

Adds a null and void clause.

--- END ---