

SENATE BILL REPORT

2SHB 1182

As of February 27, 2020

Title: An act relating to modifying the learning assistance program to balance local control and state accountability by making the allowable uses of program funds more flexible and requiring that the expenditure of funds be consistent with the Washington integrated student supports protocol.

Brief Description: Modifying the learning assistance program.

Sponsors: House Committee on Appropriations (originally sponsored by Representatives Santos, Steele, Dolan, Ortiz-Self and Slatter).

Brief History: Passed House: 2/17/20, 97-1.

Committee Activity: Early Learning & K-12 Education: 2/26/20.

Brief Summary of Bill

- Requires that school districts use the Washington Integrated Student Supports Protocol when planning for and expending Learning Assistance Program (LAP) funds between August 1, 2023 and June 30, 2026.
- Expands the Extended Learning Opportunities program to ninth and tenth grades through June 30, 2026.
- Requires the Center for Improvement of Student Learning to review LAP data and submit reports to the Legislature by December 1, 2023 and for the following two years.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Alex Fairfortune (786-7416)

Background: Learning Assistance Program. LAP is designed to provide supplemental instruction and services to assist students who are not meeting academic standards and to reduce disruptive behaviors in the classroom. A student is eligible for LAP services if they score below grade-level standards in reading, writing, or math using multiple measures of performance.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Current state law provides a list of services and activities that may be supported by LAP, including:

- extended learning time opportunities;
- certain professional development for staff;
- consultant teachers;
- tutoring;
- outreach activities and support for parents; and
- up to 5 percent may be used for development of partnerships with community-based organizations, educational service districts, and other local agencies to deliver academic and nonacademic supports.

School districts must use a practice or strategy on a state menu of best practices and strategies, except in certain circumstances.

School districts implementing LAP must focus first on addressing the reading literacy needs of students in grades kindergarten through four who are deficient in reading or reading readiness skills.

Extended Learning Opportunities Program. The Extended Learning Opportunities Program is for eligible eleventh and twelfth grade students who are not on track to meet local or state graduation requirements, and eighth grade students who need additional assistance to have the opportunity for a successful entry into high school. Under the program, instructional services for eligible students can occur at any time and location deemed appropriate by the school districts, to meet the needs of these students. A nonexhaustive list of the instructional services that can be provided under the program includes: alternative school classes and classes at skill centers; inclusion in remediation programs; and reading improvement specialists.

Washington Integrated Student Supports Protocol. In 2016, legislation was enacted that directed the Center for the Improvement of Student Learning to develop the Washington Integrated Student Supports Protocol (WISSP). The purpose of WISSP is to, among other things, support a school-based approach to promoting student success by coordinating academic and nonacademic supports to reduce barriers to academic achievement and educational attainment. WISSP framework includes four components: student needs assessments, integration and coordination, community partnerships, and a requirement that the program be data driven.

Summary of Bill: During the 2020-21 and 2021-22 school years, school districts are encouraged to plan for and expend LAP funds in a manner consistent with WISSP, in preparation for future required implementation.

Between August 1, 2023 and June 30, 2026, LAP funds must be expended in a manner consistent with WISSP. Plans for school district expenditures must address the needs of participating students based on system-level and student-level needs assessments performed as part of WISSP.

A number of provisions are modified as of the effective date of the bill:

1. School districts implementing the LAP are no longer required to focus first on addressing the reading needs of K-4 students, and LAP is no longer designed to reduce disruptive behaviors in the classroom.
2. Intensive reading and literacy improvement strategies are added to the list of services and activities that may be supported by LAP.
3. The 5 percent cap on the use of LAP allocations for partnership development is removed.
4. The Extended Learning Opportunities program is expanded to ninth and tenth grade students, rather than only eleventh and twelfth grade students.
5. A system-level needs assessment is specified as one that includes resource mapping to identify academic and nonacademic supports that are currently available or lacking in schools, school districts, and the community.
6. The term "underachieving students" is replaced with "students who are not meeting academic standards."

Beginning August 1, 2023, the following changes are made to LAP:

1. As long as the use is consistent with WISSP, school districts may use LAP funds to support best practices, strategies, services, and activities that are not approved by the state as a best practice or strategy, or alternative practice.
2. The Office of the Superintendent of Public Instruction (OSPI) must convene a panel of experts to identify best practices and strategies that may be used to provide behavioral and other nonacademic supports to participating students or to assist them in meeting state standards in federally required state assessments. This provision replaces the requirement that OSPI convene a panel of experts, including the Washington Institute for Public Policy, to develop a state menu of best practices and strategies to assist struggling students at all grade levels in English language arts and mathematics, and reduce disruptive behaviors. The allowance for districts to enter cooperative agreements for administrative and operational costs to provide services in accordance with the state menu is also removed.
3. When district partners deliver academic and nonacademic supports to participating students, the supports must be identified through needs assessments.

Modifications to LAP and the Extended Learning Opportunities Program expire June 30, 2026.

By December 1, 2023, and each December 1st following for the next two years, the Center for the Improvement of Student Learning must:

- review the LAP data and reports submitted by school districts to OSPI to determine which school districts have achieved the greatest student academic growth gains; and
- Report to the Legislature with a summary of the innovations made by these school districts to reduce barriers to student academic achievement.

Appropriation: None.

Fiscal Note: Requested on February 12, 2020.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: The bill contains several effective dates. Please refer to the bill.

Staff Summary of Public Testimony: PRO: This pilot would provide increased flexibility to address student needs. The WISSP framework, when well-integrated, factors in local needs and helps district create efficient, effective, learning environments. The 5 percent cap elimination will help community partners and districts to work together, and provide flexibility to allow for deeper partnerships to ensure student success.

Persons Testifying: PRO: Lucinda Young, Washington Education Association; David Beard, Schools Out Washington; Jeannie Nist, Communities In Schools of Washington; Dave Mastin, Office of the Superintendent of Public Instruction.

Persons Signed In To Testify But Not Testifying: No one.