
SUBSTITUTE HOUSE BILL 1708

State of Washington 59th Legislature 2005 Regular Session

By House Committee on Education (originally sponsored by Representatives Lovick, Quall, Dickerson, Cox, Haigh, Kenney, McDermott, O'Brien, Sells, B. Sullivan, Appleton, Simpson, Kagi, Darneille, Morrell, Green, P. Sullivan, Ormsby, McCoy, Chase and Moeller)

READ FIRST TIME 02/21/05.

1 AN ACT Relating to dropout prevention; amending RCW 28A.175.010 and
2 28A.655.030; and adding a new section to chapter 28A.175 RCW.

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

4 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.175
5 RCW to read as follows:

6 (1) The superintendent of public instruction shall review and
7 evaluate promising programs and practices for dropout prevention. The
8 superintendent may consult with education administrators and providers,
9 parents, students, and researchers as appropriate, and shall include in
10 the review dropout prevention programs using nonpunitive approaches to
11 school discipline. The superintendent shall report to the legislature
12 by December 1, 2005, and recommend:

13 (a) The most promising comprehensive dropout prevention programs
14 and practices that encompass school-wide or district-wide restructuring
15 of the delivery of educational services;

16 (b) The most promising targeted dropout prevention programs and
17 practices designed to provide social and other services in coordination
18 with educational services to students who are at risk of dropping out

1 due to the presence of family, personal, economic, or cultural
2 circumstances; and

3 (c) Policy and other changes to enhance the ability of career and
4 technical education and skills center programs to further contribute to
5 dropout prevention efforts.

6 (2) The superintendent of public instruction shall establish school
7 and school district goals addressing high school graduation rates and
8 dropout reduction goals for students in grades seven through twelve.
9 Goals under this section shall require annual incremental growth in
10 graduation rates from all schools and districts beginning in the 2005-
11 06 school year and shall meet or exceed the high school graduation rate
12 goals established in 2003 by the academic achievement and
13 accountability commission.

14 **Sec. 2.** RCW 28A.175.010 and 1991 c 235 s 4 are each amended to
15 read as follows:

16 Each school district shall account for the educational progress of
17 each of its students. To achieve this, school districts shall be
18 required to report annually to the superintendent of public
19 instruction:

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

22 (a) The number of students (~~((eligible for graduation))~~) who graduate
23 in fewer than four years;

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

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

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

29 (~~((The number of students who enter from other schools;~~
30 ~~(+f))~~) The number of students in the ninth through twelfth grade who
31 drop out of school over a four-year period; and

32 (~~((+g))~~) (f) The number of students whose status is unknown.

33 (2) Dropout rates of students in each of the grades (~~((nine))~~) seven
34 through twelve.

35 (3) Dropout rates for student populations in each of the grades
36 (~~((nine))~~) seven through twelve by:

37 (a) Ethnicity;

- 1 (b) Gender;
2 (c) Socioeconomic status; and
3 (d) Disability status.

4 (4) The causes or reasons, or both, attributed to students for
5 having dropped out of school in grades (~~nine~~) seven through twelve.

6 (5) The superintendent of public instruction shall adopt rules
7 under chapter 34.05 RCW to assure uniformity in the information
8 districts are required to report under subsections (1) through (4) of
9 this section. In developing rules, the superintendent of public
10 instruction shall consult with school districts, including
11 administrative and counseling personnel, with regard to the methods
12 through which information is to be collected and reported.

13 (6) In reporting on the causes or reasons, or both, attributed to
14 students for having dropped out of school, school building officials
15 shall, to the extent reasonably practical, obtain such information
16 directly from students. In lieu of obtaining such information directly
17 from students, building principals and counselors shall identify the
18 causes or reasons, or both, based on their professional judgment.

19 (7) The superintendent of public instruction shall report annually
20 to the legislature the information collected under subsections (1)
21 through (4) of this section.

22 **Sec. 3.** RCW 28A.655.030 and 2004 c 19 s 205 are each amended to
23 read as follows:

24 The powers and duties of the academic achievement and
25 accountability commission shall include, but are not limited to the
26 following:

27 (1) For purposes of statewide accountability, the commission shall:

28 (a) Adopt and revise performance improvement goals in reading,
29 writing, science, and mathematics by subject and grade level as the
30 commission deems appropriate to improve student learning, once
31 assessments in these subjects are required statewide. The goals shall
32 be consistent with student privacy protection provisions of RCW
33 28A.655.090(7) and shall not conflict with requirements contained in
34 Title I of the federal elementary and secondary education act of 1965,
35 as amended. The goals may be established for all students,
36 economically disadvantaged students, limited English proficient
37 students, students with disabilities, and students from

1 disproportionately academically underachieving racial and ethnic
2 backgrounds. (~~The commission may establish school and school district~~
3 ~~goals addressing high school graduation rates and dropout reduction~~
4 ~~goals for students in grades seven through twelve. The commission~~
5 ~~shall adopt the goals by rule.~~) However, before each goal is
6 implemented, the commission shall present the goal to the education
7 committees of the house of representatives and the senate for the
8 committees' review and comment in a time frame that will permit the
9 legislature to take statutory action on the goal if such action is
10 deemed warranted by the legislature;

11 (b) Identify the scores students must achieve in order to meet the
12 standard on the Washington assessment of student learning and, for high
13 school students, to obtain a certificate of academic achievement. The
14 commission shall also determine student scores that identify levels of
15 student performance below and beyond the standard. The commission
16 shall consider the incorporation of the standard error of measurement
17 into the decision regarding the award of the certificates. The
18 commission shall set such performance standards and levels in
19 consultation with the superintendent of public instruction and after
20 consideration of any recommendations that may be developed by any
21 advisory committees that may be established for this purpose. The
22 initial performance standards and any changes recommended by the
23 commission in the performance standards for the tenth grade assessment
24 shall be presented to the education committees of the house of
25 representatives and the senate by November 30th of the school year in
26 which the changes will take place to permit the legislature to take
27 statutory action before the changes are implemented if such action is
28 deemed warranted by the legislature. The legislature shall be advised
29 of the initial performance standards and any changes made to the
30 elementary level performance standards and the middle school level
31 performance standards;

32 (c) Adopt objective, systematic criteria to identify successful
33 schools and school districts and recommend to the superintendent of
34 public instruction schools and districts to be recognized for two types
35 of accomplishments, student achievement and improvements in student
36 achievement. Recognition for improvements in student achievement shall
37 include consideration of one or more of the following accomplishments:

1 (i) An increase in the percent of students meeting standards. The
2 level of achievement required for recognition may be based on the
3 achievement goals established by the legislature and by the commission
4 under (a) of this subsection;

5 (ii) Positive progress on an improvement index that measures
6 improvement in all levels of the assessment; and

7 (iii) Improvements despite challenges such as high levels of
8 mobility, poverty, English as a second language learners, and large
9 numbers of students in special populations as measured by either the
10 percent of students meeting the standard, or the improvement index.

11 When determining the baseline year or years for recognizing
12 individual schools, the commission may use the assessment results from
13 the initial years the assessments were administered, if doing so with
14 individual schools would be appropriate;

15 (d) Adopt objective, systematic criteria to identify schools and
16 school districts in need of assistance and those in which significant
17 numbers of students persistently fail to meet state standards. In its
18 deliberations, the commission shall consider the use of all statewide
19 mandated criterion-referenced and norm-referenced standardized tests;

20 (e) Identify schools and school districts in which state
21 intervention measures will be needed and a range of appropriate
22 intervention strategies, beginning no earlier than June 30, 2001, and
23 after the legislature has authorized a set of intervention strategies.
24 Beginning no earlier than June 30, 2001, and after the legislature has
25 authorized a set of intervention strategies, at the request of the
26 commission, the superintendent shall intervene in the school or school
27 district and take corrective actions. This chapter does not provide
28 additional authority for the commission or the superintendent of public
29 instruction to intervene in a school or school district;

30 (f) Identify performance incentive systems that have improved or
31 have the potential to improve student achievement;

32 (g) Annually review the assessment reporting system to ensure
33 fairness, accuracy, timeliness, and equity of opportunity, especially
34 with regard to schools with special circumstances and unique
35 populations of students, and a recommendation to the superintendent of
36 public instruction of any improvements needed to the system;

37 (h) Annually report by December 1st to the legislature, the
38 governor, the superintendent of public instruction, and the state board

1 of education on the progress, findings, and recommendations of the
2 commission. The report may include recommendations of actions to help
3 improve student achievement;

4 (i) By December 1, 2000, and by December 1st annually thereafter,
5 report to the education committees of the house of representatives and
6 the senate on the progress that has been made in achieving goals
7 adopted by the commission;

8 (j) Coordinate its activities with the state board of education and
9 the office of the superintendent of public instruction;

10 (k) Seek advice from the public and all interested educational
11 organizations in the conduct of its work; and

12 (1) Establish advisory committees, which may include persons who
13 are not members of the commission;

14 (2) Holding meetings and public hearings, which may include
15 regional meetings and hearings;

16 (3) Hiring necessary staff and determining the staff's duties and
17 compensation. However, the office of the superintendent of public
18 instruction shall provide staff support to the commission until the
19 commission has hired its own staff, and shall provide most of the
20 technical assistance and logistical support needed by the commission
21 thereafter. The office of the superintendent of public instruction
22 shall be the fiscal agent for the commission. The commission may
23 direct the office of the superintendent of public instruction to enter
24 into subcontracts, within the commission's resources, with school
25 districts, teachers, higher education faculty, state agencies, business
26 organizations, and other individuals and organizations to assist the
27 commission in its deliberations; and

28 (4) Receiving per diem and travel allowances as permitted under RCW
29 43.03.050 and 43.03.060.

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