
HOUSE BILL 2609

State of Washington

61st Legislature

2010 Regular Session

By Representatives Hunt, Priest, Quall, Kenney, Hope, Sullivan, Lias, Haigh, Chase, Maxwell, Simpson, and Ormsby; by request of Superintendent of Public Instruction

Prefiled 01/08/10. Read first time 01/11/10. Referred to Committee on Education.

1 AN ACT Relating to accountability and support for vulnerable
2 students and dropouts, including prevention, intervention, and
3 reengagement; amending RCW 28A.175.075, 28A.290.010, and 28A.655.210;
4 adding new sections to chapter 28A.175 RCW; and creating new sections.

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

6 NEW SECTION. **Sec. 1.** (1) The legislature finds that by preventing
7 one high school student from dropping out the annual savings is
8 approximately ten thousand five hundred dollars, including lost state
9 and local taxes and savings to the temporary assistance to needy
10 families program, food stamps, housing assistance, the criminal justice
11 system, and the health care system.

12 (2) The legislature further finds that school districts need both
13 accountability and technical assistance to improve high school
14 graduation rates.

15 (3) The legislature further finds that many vulnerable students
16 fail to graduate from high school without adequate dropout prevention,
17 intervention, and reengagement systems at the school district level.

18 (4) The legislature further finds that school districts need the
19 support of families, agencies, and organizations in the local community

1 to prevent dropouts. In order to significantly improve statewide high
2 school graduation rates, it is the intent of the legislature to
3 facilitate the development of a collaborative infrastructure at the
4 local, regional, and state level between systems that serve vulnerable
5 youth.

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

8 The definitions in this section apply throughout sections 3 through
9 7 of this act unless the context clearly requires otherwise.

10 (1) "Critical community members" means representatives in the local
11 community from among the following agencies and organizations:

12 Student/parent organizations, local government, law enforcement,
13 juvenile corrections, any tribal organization in the local school
14 district, the local health district, nonprofit and social service
15 organizations serving youth, and faith organizations.

16 (2) "Dropout early warning and intervention data system" means a
17 student information system that provides the data needed to conduct a
18 universal screening to identify students at risk of dropping out,
19 catalog student interventions, and monitor student progress towards
20 graduation.

21 (3) "K-12 dropout prevention, intervention, and reengagement
22 system" means a system that provides all of the following functions:

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

27 (b) Providing prevention activities, including, but not limited to,
28 emotionally and physically safe school environments, implementation of
29 a comprehensive guidance and counseling model, core academic
30 instruction, and career and technical education exploratory and
31 preparatory programs;

32 (c) Identifying vulnerable students based on a dropout early
33 warning and intervention data system;

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

1 (e) Providing graduation coaches, mentors, and/or case managers for
2 vulnerable students identified as needing a more intensive one-on-one
3 adult relationship;

4 (f) Establishing and providing staff to coordinate a
5 school/family/community partnership that assists in building a K-12
6 dropout prevention, intervention, and reengagement system;

7 (g) Providing retrieval or reentry activities; and

8 (h) Providing alternative educational programming, including, but
9 not limited to, credit retrieval and online learning opportunities.

10 (4) "School/family/community partnership" means a partnership
11 between a school or schools, families, and the community, that engages
12 critical community members in a formal, structured partnership with
13 local school districts in a coordinated effort to provide comprehensive
14 support services and improve outcomes for vulnerable youth.

15 (5) "Vulnerable students" means students who are in foster care,
16 involved in the juvenile justice system, receiving special education
17 services under chapter 28A.155 RCW, recent immigrants, homeless,
18 emotionally traumatized, or are facing behavioral health issues, and
19 students deemed at-risk of school failure as identified by a dropout
20 early warning data system or other assessment.

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

23 The state board of education shall include a student graduation and
24 completion planning component in the rules on school improvement
25 planning beginning in the 2011-12 school year. The rule shall include
26 proposed criteria to determine which school districts need improvement
27 and assistance regarding high school graduation rates. The state board
28 of education shall develop the rule in collaboration with the building
29 bridges work group and present the proposed rule to the quality
30 education council and the legislature by September 15, 2010. The
31 student graduation and completion planning component shall include a
32 requirement that school districts needing improvement and assistance
33 regarding high school graduation rates must plan and implement a K-12
34 dropout prevention, intervention, and reengagement system.

35 NEW SECTION. **Sec. 4.** By September 15, 2010, the office of the
36 superintendent of public instruction, in collaboration with the work

1 group established in RCW 28A.175.075, shall develop and report
2 recommendations to the quality education council and the legislature
3 for expanding the current school improvement planning program to
4 include state-funded, dropout-focused school improvement technical
5 assistance that provides a cadre of state-level facilitators to work
6 with school districts in significant need of improvement related to
7 high school graduation. The program recommended shall include
8 technical assistance in planning and implementing a dropout prevention,
9 intervention, and reengagement system.

10 **Sec. 5.** RCW 28A.175.075 and 2007 c 408 s 7 are each amended to
11 read as follows:

12 (1) The office of the superintendent of public instruction shall
13 establish a state-level building bridges work group that includes K-12
14 and state agencies that work with youth who have dropped out or are at
15 risk of dropping out of school. The following agencies shall appoint
16 representatives to the work group: The office of the superintendent of
17 public instruction, the workforce training and education coordinating
18 board, the department of early learning, the employment security
19 department, the state board for community and technical colleges, the
20 department of health, the community mobilization office, and the
21 following divisions and offices of the department of social and health
22 services: Children's services, juvenile rehabilitation, behavioral
23 health and recovery, and the office of juvenile justice. The ((state-
24 level leadership)) work group ((shall)) should also consist of one
25 representative from each of the following agencies and organizations:
26 ((The workforce training and education coordinating board;)) A
27 statewide organization representing career and technical education
28 programs including skill centers; ((relevant divisions of the
29 department of social and health services;)) the juvenile courts; the
30 Washington association of prosecuting attorneys; the Washington state
31 office of public defense; ((the employment security department;))
32 accredited institutions of higher education; the educational service
33 districts; the area workforce development councils; parent and educator
34 associations; ((the department of health;)) local school districts;
35 agencies or organizations that provide services to special education
36 students; community organizations serving youth; federally recognized

1 tribes and urban tribal centers; each of the major political caucuses
2 of the senate and house of representatives; and the minority
3 commissions.

4 (2) To assist and enhance the work of the building bridges programs
5 established in RCW ((~~28A.175.055~~) 28A.175.025, the state-level work
6 group shall:

7 (a) Identify and make recommendations to the legislature for the
8 reduction of fiscal, legal, and regulatory barriers that prevent
9 coordination of program resources across agencies at the state and
10 local level;

11 (b) Develop and track performance measures and benchmarks for each
12 partner agency or organization across the state including performance
13 measures and benchmarks based on student characteristics and outcomes
14 specified in RCW 28A.175.035(1)(e); and

15 (c) Identify research-based and emerging best practices regarding
16 prevention, intervention, and retrieval programs.

17 (3)(a) The work group shall report to the quality education
18 council, the legislature and the governor on an annual basis beginning
19 December 1, 2007, with proposed strategies for building K-12 dropout
20 prevention, intervention, and reengagement systems in local communities
21 throughout the state, including, but not limited to, recommendations
22 for implementing emerging best practices, needed additional resources,
23 and eliminating barriers.

24 (b) By September 15, 2010, the work group shall report on:

25 (i) A recommended state goal and annual state targets for the
26 percentage of students graduating from high school;

27 (ii) A recommended state goal and annual state targets for the
28 percentage of youth who have dropped out of school who should be
29 reengaged in education and be college and work ready;

30 (iii) Recommended funding formulas for supporting career guidance
31 and the planning and implementation of K-12 dropout prevention and
32 intervention systems in school districts and a plan for phasing the
33 formulas into the program of basic education, beginning in the 2011-
34 2013 biennium; and

35 (iv) A plan for phasing in, beginning in the 2011-2013 biennium,
36 the expansion of the current school improvement planning program to
37 include state-funded, dropout-focused school improvement technical

1 assistance for school districts in significant need of improvement
2 regarding high school graduation rates.

3 (4) State agencies in the building bridges work group shall work
4 together on the following activities to support school/family/community
5 partnerships engaged in building K-12 dropout prevention, intervention,
6 and reengagement systems:

7 (a) Providing opportunities for coordination and flexibility of
8 program eligibility and funding criteria;

9 (b) Providing joint funding, where feasible;

10 (c) Developing protocols and templates for model agreements on
11 sharing records and data;

12 (d) Providing joint professional development opportunities that
13 provide knowledge and training on:

14 (i) Research-based and promising practices;

15 (ii) The availability of programs and services for vulnerable
16 youth; and

17 (iii) Cultural competence.

18 (5) The building bridges work group shall make recommendations to
19 the governor and the legislature by December 1, 2010, on a state-level
20 and regional infrastructure for coordinating services for vulnerable
21 youth. Recommendations must address the following issues:

22 (a) Whether and how to engage high-level, cross-agency state
23 leadership in a formal, consolidated structure designed to develop the
24 infrastructure for a coordinated, statewide system of comprehensive
25 support services and improved outcomes for vulnerable youth with links
26 to any infrastructure developed to support early learning programs;

27 (b) Whether to adopt an official conceptual approach or framework
28 for all entities working with vulnerable youth that can support
29 coordinated planning and evaluation;

30 (c) The creation of a performance-based management system,
31 including outcomes, indicators, and performance measures relating to
32 vulnerable youth and programs serving them, including accountability
33 for the dropout issue;

34 (d) The development of regional and/or county-level multipartner
35 youth consortia with a specific charge to assist school districts and
36 local communities in building K-12 comprehensive dropout prevention,
37 intervention, and reengagement systems;

1 (e) The development of integrated or school-based one-stop shopping
2 for services that would:

3 (i) Provide individualized attention to the neediest youth and
4 prioritized access to services for students identified by a dropout
5 early warning and intervention data system;

6 (ii) Establish protocols for coordinating data and services,
7 including getting data release at time of intake and common assessment
8 and referral processes; and

9 (iii) Build a system of single case managers across agencies;

10 (f) Launching a statewide media campaign on increasing the high
11 school graduation rate; and

12 (g) Developing a statewide database of available services for
13 vulnerable youth.

14 **Sec. 6.** RCW 28A.290.010 and 2009 c 548 s 114 are each amended to
15 read as follows:

16 (1) The quality education council is created to recommend and
17 inform the ongoing implementation by the legislature of an evolving
18 program of basic education and the financing necessary to support such
19 program. The council shall develop strategic recommendations on the
20 program of basic education for the common schools. The council shall
21 take into consideration the capacity report produced under RCW
22 28A.300.172 and the availability of data and progress of implementing
23 the data systems required under RCW 28A.655.210. Any recommendations
24 for modifications to the program of basic education shall be based on
25 evidence that the programs effectively support student learning. The
26 council shall update the statewide strategic recommendations every four
27 years. The recommendations of the council are intended to:

28 (a) Inform future educational policy and funding decisions of the
29 legislature and governor;

30 (b) Identify measurable goals and priorities for the educational
31 system in Washington state for a ten-year time period, including the
32 goals of basic education and ongoing strategies for coordinating
33 statewide efforts to eliminate the achievement gap and reduce student
34 dropout rates; and

35 (c) Enable the state of Washington to continue to implement an
36 evolving program of basic education.

1 (2) The council may request updates and progress reports from the
2 office of the superintendent of public instruction, the state board of
3 education, the professional educator standards board, and the
4 department of early learning on the work of the agencies as well as
5 educational working groups established by the legislature.

6 (3) The chair of the council shall be selected from the
7 councilmembers. The council shall be composed of the following
8 members:

9 (a) Four members of the house of representatives, with two members
10 representing each of the major caucuses and appointed by the speaker of
11 the house of representatives;

12 (b) Four members of the senate, with two members representing each
13 of the major caucuses and appointed by the president of the senate; and

14 (c) One representative each from the office of the governor, office
15 of the superintendent of public instruction, state board of education,
16 professional educator standards board, and department of early
17 learning.

18 (4) In the 2009 fiscal year, the council shall meet as often as
19 necessary as determined by the chair. In subsequent years, the council
20 shall meet no more than four times a year.

21 (5)(a) The council shall submit an initial report to the governor
22 and the legislature by January 1, 2010, detailing its recommendations,
23 including recommendations for resolving issues or decisions requiring
24 legislative action during the 2010 legislative session, and
25 recommendations for any funding necessary to continue development and
26 implementation of chapter 548, Laws of 2009.

27 (b) The initial report shall, at a minimum, include:

28 (i) Consideration of how to establish a statewide beginning teacher
29 mentoring and support system;

30 (ii) Recommendations for a program of early learning for at-risk
31 children;

32 (iii) A recommended schedule for the concurrent phase-in of the
33 changes to the instructional program of basic education and the
34 implementation of the funding formulas and allocations to support the
35 new instructional program of basic education as established under
36 chapter 548, Laws of 2009. The phase-in schedule shall have full
37 implementation completed by September 1, 2018; and

1 (iv) A recommended schedule for phased-in implementation of the new
2 distribution formula for allocating state funds to school districts for
3 the transportation of students to and from school, with phase-in
4 beginning no later than September 1, 2013.

5 (c) By January 1, 2011, the council shall make a recommendation to
6 the legislature on:

7 (i) The establishment of statewide graduation and reengagement
8 goals;

9 (ii) Establishing funding formulas to support career guidance and
10 the planning and implementation of school district dropout prevention,
11 intervention, and reengagement systems, including a recommended phase-
12 in schedule; and

13 (iii) Providing an expansion of the current school improvement
14 planning program to include state-funded, dropout-focused school
15 improvement technical assistance for school districts in significant
16 need of improvement regarding high school graduation rates.

17 (6) The council shall be staffed by the office of the
18 superintendent of public instruction and the office of financial
19 management. Additional staff support shall be provided by the state
20 entities with representatives on the committee. Senate committee
21 services and the house of representatives office of program research
22 may provide additional staff support.

23 (7) Legislative members of the council shall serve without
24 additional compensation but may be reimbursed for travel expenses in
25 accordance with RCW 44.04.120 while attending sessions of the council
26 or on official business authorized by the council. Nonlegislative
27 members of the council may be reimbursed for travel expenses in
28 accordance with RCW 43.03.050 and 43.03.060.

29 **Sec. 7.** RCW 28A.655.210 and 2009 c 548 s 202 are each amended to
30 read as follows:

31 (1) It is the legislature's intent to establish a comprehensive K-
32 12 education data improvement system for financial, student, and
33 educator data. The objective of the system is to monitor student
34 progress, have information on the quality of the educator workforce,
35 monitor and analyze the costs of programs, provide for financial
36 integrity and accountability, and have the capability to link across
37 these various data components by student, by class, by teacher, by

1 school, by district, and statewide. Education data systems must be
2 flexible and able to adapt to evolving needs for information, but there
3 must be an objective and orderly data governance process for
4 determining when changes are needed and how to implement them. It is
5 the further intent of the legislature to provide independent review and
6 evaluation of a comprehensive K-12 education data improvement system by
7 assigning the review and monitoring responsibilities to the education
8 data center and the legislative evaluation and accountability program
9 committee.

10 (2) It is the intent that the data system specifically service
11 reporting requirements for teachers, parents, superintendents, school
12 boards, the legislature, the office of the superintendent of public
13 instruction, and the public.

14 (3) It is the legislature's intent that the K-12 education data
15 improvement system used by school districts and the state include but
16 not be limited to the following information and functionality:

17 (a) Comprehensive educator information, including grade level and
18 courses taught, building or location, program, job assignment, years of
19 experience, the institution of higher education from which the educator
20 obtained his or her degree, compensation, class size, mobility of class
21 population, socioeconomic data of class, number of languages and which
22 languages are spoken by students, general resources available for
23 curriculum and other classroom needs, and number and type of
24 instructional support staff in the building;

25 (b) The capacity to link educator assignment information with
26 educator certification information such as certification number, type
27 of certification, route to certification, certification program, and
28 certification assessment or evaluation scores;

29 (c) Common coding of secondary courses and major areas of study at
30 the elementary level or standard coding of course content;

31 (d) Robust student information, including but not limited to
32 student characteristics, course and program enrollment, performance on
33 statewide and district summative and formative assessments to the
34 extent district assessments are used, and performance on college
35 readiness tests;

36 (e) A subset of student information elements to ~~((serve as))~~
37 support a dropout early warning and intervention data system. The
38 information elements must provide local school districts with the data

1 needed to conduct a universal screening to identify students at risk of
2 dropping out, catalog student interventions, and monitor student
3 progress towards graduation;

4 (f) The capacity to link educator information with student
5 information;

6 (g) A common, standardized structure for reporting the costs of
7 programs at the school and district level with a focus on the cost of
8 services delivered to students;

9 (h) Separate accounting of state, federal, and local revenues and
10 costs;

11 (i) Information linking state funding formulas to school district
12 budgeting and accounting, including procedures:

13 (i) To support the accuracy and auditing of financial data; and

14 (ii) Using the prototypical school model for school district
15 financial accounting reporting;

16 (j) The capacity to link program cost information with student
17 performance information to gauge the cost-effectiveness of programs;

18 (k) Information that is centrally accessible and updated regularly;
19 and

20 (l) An anonymous, nonidentifiable replicated copy of data that is
21 updated at least quarterly, and made available to the public by the
22 state.

23 (4) It is the legislature's goal that all school districts have the
24 capability to collect state-identified common data and export it in a
25 standard format to support a statewide K-12 education data improvement
26 system under this section.

27 (5) It is the legislature's intent that the K-12 education data
28 improvement system be developed to provide the capability to make
29 reports as required under RCW 28A.300.507 available.

30 (6) It is the legislature's intent that school districts collect
31 and report new data elements to satisfy the requirements of RCW
32 43.41.400, this section, and RCW 28A.300.507, only to the extent funds
33 are available for this purpose.

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