
SUBSTITUTE HOUSE BILL 1599

State of Washington

62nd Legislature

2011 Regular Session

By House Education (originally sponsored by Representatives Probst, Haler, Maxwell, Orwall, Haigh, Santos, Dammeier, Seaquist, Lias, Reykdal, Kagi, Roberts, Kenney, and Ormsby)

READ FIRST TIME 02/16/11.

1 AN ACT Relating to establishing the pay for actual student success
2 dropout prevention program; adding new sections to chapter 28A.175 RCW;
3 adding a new section to chapter 28A.300 RCW; and creating a new
4 section.

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

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

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

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

15 (c) For every dropout prevented, the chances of that person
16 committing a crime are reduced by twenty percent, and that person
17 stands to increase his or her lifetime earnings by three hundred
18 thousand dollars in today's dollars. In addition, for every dropout

1 prevented, taxpayers save an estimated ten thousand five hundred
2 dollars per year for each year of the individual's life between the
3 ages of twenty and sixty-five; and

4 (d) There are known and proven strategies to reduce the dropout
5 rate, including ones that are successful for high-risk and troubled
6 students. For example, the Everett school district successfully
7 increased its extended graduation rate from fifty-three percent in 2003
8 to ninety percent in 2010 by tracking the progress toward graduation of
9 each student and assigning success coordinators to ensure students
10 pursued all possible avenues to complete and make up credits. The
11 Renton school district, through a combination of leadership, community
12 partnerships and resources, and high expectations for all students, has
13 increased its graduation rate to ninety percent, with ninety-six
14 percent of graduating seniors in 2010 meeting proficiency on the state
15 high school assessments. However, these types of models have never
16 been brought to scale.

17 (2) Therefore, the state should use a market-based approach to
18 recognize and reward actual success in reducing the dropout rate by
19 investing a portion of the savings generated from each prevented
20 dropout in the public schools.

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

23 (1) The pay for actual student success (PASS) program is created
24 under this section and sections 3 through 6 of this act to provide a
25 financial award for high schools that demonstrate improvement in the
26 dropout prevention indicators established under this section. The
27 legislature finds that increased accumulation of credits and reductions
28 in incidents of student discipline lead to improved graduation rates.

29 (2) The office of the superintendent of public instruction, in
30 consultation with the state board of education, must:

31 (a) Calculate the annual extended graduation rate for each high
32 school, which is the rate at which a class of students enters high
33 school as freshmen and graduates with a high school diploma, including
34 students who receive a high school diploma after the year they were
35 expected to graduate. The office may statistically adjust the rate for
36 student demographics in the high school, including the number of

1 students eligible for free and reduced price meals, special education
2 and English language learner students, students of various racial and
3 ethnic backgrounds, and student mobility;

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

10 (c) Annually calculate the proportion of students in each high
11 school who are suspended or expelled from school, as reported by the
12 high school. In-school suspensions shall not be included in the
13 calculation. Improvement on the indicator under this subsection (2)(c)
14 shall be measured by a reduction in the number of students suspended or
15 expelled from school; and

16 (d) Beginning with the 2012-13 school year, annually measure
17 student attendance in each high school as provided under section 7 of
18 this act.

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

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

29 (5) The office of the superintendent of public instruction shall
30 develop a metric for measuring the performance of each high school on
31 the indicators under subsection (2) of this section that assigns points
32 for each indicator and results in a single numeric dropout prevention
33 score for each high school. The office shall weight the extended
34 graduation rate indicator within the metric so that a high school does
35 not qualify for an award under section 3 of this act without an
36 increase in its extended graduation rate. The metric used through the
37 2012-13 school year shall include the indicators in subsection (2)(a)
38 through (c) of this section and shall measure improvement against the

1 2010-11 school year as the baseline year. Beginning in the 2013-14
2 school year, the metric shall also include the indicator in subsection
3 (2)(d) of this section, with improvement in this indicator measured
4 against the 2012-13 school year as the baseline year. The office may
5 establish a minimum level of improvement in a high school's dropout
6 prevention score for the high school to qualify for a PASS program
7 award under section 3 of this act.

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

10 (1)(a) Subject to funds appropriated for this purpose or otherwise
11 available in the account established in section 5 of this act,
12 beginning in the 2011-12 school year and each year thereafter, a high
13 school that demonstrates improvement in its dropout prevention score
14 compared to the baseline school year as calculated under section 2 of
15 this act may receive a PASS program award as provided under this
16 section. The legislature intends to recognize and reward continuous
17 improvement by using a baseline year for calculating eligibility for
18 PASS program awards so that a high school retains previously earned
19 award funds from one year to the next unless its performance declines.

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

35 (c) Ninety percent of an award under this section must be allocated
36 to the eligible high school to be used for dropout prevention
37 activities in the school as specified in subsection (2) of this

1 section. The principal of the high school shall determine the use of
2 funds after consultation with parents and certificated and classified
3 staff of the school.

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

8 (e) The office of the superintendent of public instruction may
9 withhold distribution of award funds under this section to an otherwise
10 eligible high school or school district if the superintendent of public
11 instruction issues a finding that the school or school district has
12 willfully manipulated the dropout prevention indicators under section
13 2 of this act, for example by expelling, suspending, transferring, or
14 refusing to enroll students at risk of dropping out of school or at
15 risk of low achievement.

16 (2) High schools and school districts may use PASS program award
17 funds to support any of the following dropout prevention and
18 reengagement activities, offered directly by the school or school
19 district or under contract with education agencies or community-based
20 organizations, including but not limited to educational service
21 districts, workforce development councils, and boys and girls clubs:

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 4 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. 4.** A new section is added to chapter 28A.175
22 RCW to read as follows:

23 For the purposes of section 3 of this act, a "graduation coach"
24 means a staff person assigned to identify and provide intervention
25 services to students who have dropped out or are at risk of dropping
26 out of school or of not graduating on time through the following
27 activities:

28 (1) Monitoring and advising on individual student progress toward
29 graduation;

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

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

32 (4) Encouraging parent and community involvement;

33 (5) Connecting parents and students with appropriate school and
34 community resources;

35 (6) Securing supplemental academic services for students;

36 (7) Implementing schoolwide dropout prevention programs and
37 interventions; and

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

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

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

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

16 The office of the superintendent of public instruction must
17 regularly inform high schools and school districts about the
18 opportunities under this section and sections 2 through 5 of this act
19 and the activities that have been demonstrated to increase the
20 likelihood of a school receiving a dropout prevention recognition
21 award. Within available funds, the office shall develop systemic,
22 ongoing strategies for identifying and disseminating successful dropout
23 prevention and reengagement programs and strategies and for
24 incorporating dropout prevention and reengagement into high school and
25 school district strategic planning and improvement. The office may
26 offer support and assistance to schools and districts through regional
27 networks. The office shall make every effort to keep dropout
28 prevention and reduction of the dropout rate a top priority for school
29 directors, administrators, and teachers.

30 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.300
31 RCW to read as follows:

32 (1)(a) The superintendent of public instruction shall adopt rules
33 establishing a standard definition of student absence from school. In
34 adopting the definition, the superintendent shall review current
35 practices in Washington school districts, definitions used in other

1 states, and any national standards or definitions used by the national
2 center for education statistics or other national groups. The
3 superintendent shall also consult with the building bridges work group
4 established under RCW 28A.175.075.

5 (b) Using the definition of student absence adopted under this
6 section, the superintendent shall establish an indicator for measuring
7 student attendance in high schools for purposes of the PASS program
8 under section 2 of this act.

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

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

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