
HOUSE BILL 1599

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By Representatives Probst, Haler, Maxwell, Orwall, Haigh, Santos, Dammeier, Seaquist, Liiias, Reykdal, Kagi, Roberts, Kenney, and Ormsby

Read first time 01/26/11. Referred to Committee on Education.

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, but these proven models have never been brought to scale.

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

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

13 (1) The pay for actual student success (PASS) program is created
14 under this section and sections 3 through 5 of this act to provide a
15 financial award for high schools that demonstrate improvement in the
16 dropout prevention indicators established under this section. The
17 legislature finds that increased accumulation of credits and reductions
18 in incidents of student discipline lead to improved graduation rates.

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

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

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

36 (c) Annually calculate the proportion of students in each high
37 school who are suspended or expelled from school, as reported by the

1 high school. In-school suspensions shall not be included in the
2 calculation. Improvement on the indicator under this subsection (2)(c)
3 shall be measured by a reduction in the number of students suspended or
4 expelled from school; and

5 (d) Beginning with the 2012-13 school year, annually measure
6 student attendance in each high school as provided under section 6 of
7 this act.

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

12 (4) To the maximum extent possible, the office of the
13 superintendent of public instruction shall rely on data collected
14 through the comprehensive education data and research system to
15 calculate the dropout prevention indicators under this section and
16 shall minimize additional data collection from schools and school
17 districts unless necessary to meet the requirements of this section.

18 (5) The office of the superintendent of public instruction shall
19 develop a metric for measuring the performance of each high school on
20 the indicators under subsection (2) of this section that assigns points
21 for each indicator and results in a single numeric dropout prevention
22 score for each high school. The office shall weight the extended
23 graduation rate indicator within the metric so that a high school does
24 not qualify for an award under section 3 of this act without an
25 increase in its extended graduation rate. The metric used through the
26 2012-13 school year shall include the indicators in subsection (2)(a)
27 through (c) of this section and shall measure improvement against the
28 2010-11 school year as the baseline year. Beginning in the 2013-14
29 school year, the metric shall also include the indicator in subsection
30 (2)(d) of this section, with improvement in this indicator measured
31 against the 2012-13 school year as the baseline year. The office may
32 establish a minimum level of improvement in a high school's dropout
33 prevention score for the high school to qualify for a PASS program
34 award under section 3 of this act.

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

37 (1)(a) Subject to funds appropriated for this purpose, beginning in

1 the 2011-12 school year and each year thereafter, a high school that
2 demonstrates improvement in its dropout prevention score compared to
3 the baseline school year as calculated under section 2 of this act may
4 receive a PASS program award as provided under this section. The
5 legislature intends to recognize and reward continuous improvement by
6 using a baseline year for calculating eligibility for PASS program
7 awards so that a high school retains previously earned award funds from
8 one year to the next unless its performance declines.

9 (b) The office of the superintendent of public instruction must
10 determine the amount of PASS program awards based on appropriated funds
11 and eligible high schools. The intent of the legislature is to provide
12 an award to each eligible high school commensurate with the degree of
13 improvement in the high school's dropout prevention score and the size
14 of the high school. The office may establish a minimum award amount.

15 (c) Fifty percent of an award under this section must be allocated
16 to the eligible high school to be used for dropout prevention
17 activities in the school as specified in subsection (2) of this
18 section. The principal of the high school shall determine the use of
19 funds after consultation with parents and certificated and classified
20 staff of the school.

21 (d) Fifty percent of an award under this section must be allocated
22 to the school district in which the eligible high school is located to
23 be used for dropout prevention activities as specified in subsection
24 (2) of this section in the high school or in other schools in the
25 district.

26 (e) The office of the superintendent of public instruction may
27 withhold distribution of award funds under this section to an otherwise
28 eligible high school or school district if the superintendent of public
29 instruction issues a finding that the school or school district has
30 willfully manipulated the dropout prevention indicators under section
31 2 of this act, for example by expelling, suspending, transferring, or
32 refusing to enroll students at risk of dropping out of school or at
33 risk of low achievement.

34 (2) High schools and school districts may use PASS program award
35 funds to support any of the following dropout prevention and
36 reengagement activities, offered directly by the school or school
37 district or under contract with education agencies or community-based

1 organizations, including but not limited to educational service
2 districts, workforce development councils, and boys and girls clubs:

3 (a) Strategies to close the achievement gap for disadvantaged
4 students and minority students;

5 (b) Use of graduation coaches as defined in section 4 of this act;

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

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

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

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

16 (g) Outreach and counseling targeted to students identified as at
17 risk of dropping out of school, or who have dropped out of school, to
18 encourage them to consider learning alternatives such as
19 preapprenticeship programs, skill centers, running start, technical
20 high schools, and other options for completing a high school diploma;

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

23 (i) Mentoring programs for students;

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

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

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

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

34 (n) Early learning programs for prekindergarten students.

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

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

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

- 8 (1) Monitoring and advising on individual student progress toward
9 graduation;
- 10 (2) Providing student support services and case management;
- 11 (3) Motivating students to focus on a graduation plan;
- 12 (4) Encouraging parent and community involvement;
- 13 (5) Connecting parents and students with appropriate school and
14 community resources;
- 15 (6) Securing supplemental academic services for students;
- 16 (7) Implementing schoolwide dropout prevention programs and
17 interventions; and
- 18 (8) Analyzing data to identify at-risk students.

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

21 The office of the superintendent of public instruction must
22 regularly inform high schools and school districts about the
23 opportunities under this section and sections 2 through 4 of this act
24 and the activities that have been demonstrated to increase the
25 likelihood of a school receiving a dropout prevention recognition
26 award. Within available funds, the office shall develop systemic,
27 ongoing strategies for identifying and disseminating successful dropout
28 prevention and reengagement programs and strategies and for
29 incorporating dropout prevention and reengagement into high school and
30 school district strategic planning and improvement. The office may
31 offer support and assistance to schools and districts through regional
32 networks. The office shall make every effort to keep dropout
33 prevention and reduction of the dropout rate a top priority for school
34 directors, administrators, and teachers.

35 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.300
36 RCW to read as follows:

1 (1)(a) The superintendent of public instruction shall adopt rules
2 establishing a standard definition of student absence from school. In
3 adopting the definition, the superintendent shall review current
4 practices in Washington school districts, definitions used in other
5 states, and any national standards or definitions used by the national
6 center for education statistics or other national groups. The
7 superintendent shall also consult with the building bridges work group
8 established under RCW 28A.175.075.

9 (b) Using the definition of student absence adopted under this
10 section, the superintendent shall establish an indicator for measuring
11 student attendance in high schools for purposes of the PASS program
12 under section 2 of this act.

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

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

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