
ENGROSSED SUBSTITUTE SENATE BILL 6135

State of Washington

65th Legislature

2018 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Wellman, Zeiger, and Hasegawa; by request of Superintendent of Public Instruction)

READ FIRST TIME 01/26/18.

1 AN ACT Relating to academic programs; and amending RCW
2 28A.320.195, 28A.320.196, and 28A.165.035.

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

4 **Sec. 1.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to
5 read as follows:

6 (1) Each school district board of directors is encouraged to
7 adopt an academic acceleration policy for high school students as
8 provided under this section.

9 (2) Under an academic acceleration policy:

10 (a) The district automatically enrolls any student who meets the
11 state standard on the high school statewide student assessment in the
12 next most rigorous level of advanced courses offered by the high
13 school. Students who successfully complete such an advanced course
14 are then enrolled in the next most rigorous level of advanced course,
15 with the objective that students will eventually be automatically
16 enrolled in courses that offer the opportunity to earn dual credit
17 for high school and college.

18 (b) The subject matter of the advanced courses in which the
19 student is automatically enrolled depends on the content area or
20 areas of the statewide student assessment where the student has met
21 the state standard. Students who meet the state standard on ((both

1 ~~end-of-course))~~ the tenth grade mathematics assessment((s)) are
2 considered to have met the state standard for high school mathematics
3 and may be eligible for advanced courses in mathematics, science, or
4 computer science. Students who meet the state standard in both
5 reading and writing are eligible for enrollment in advanced courses
6 in English, social studies, humanities, and other related subjects.

7 (c) The district must notify students and parents or guardians
8 regarding the academic acceleration policy and the advanced courses
9 available to students.

10 (d) The district must provide a parent or guardian with an
11 opportunity to opt out of the academic acceleration policy and enroll
12 a student in an alternative course.

13 **Sec. 2.** RCW 28A.320.196 and 2015 c 202 s 2 are each amended to
14 read as follows:

15 (1)(a) Subject to funds appropriated specifically for this
16 purpose, the academic acceleration incentive program is established
17 as provided in this section. The intent of the legislature is that
18 the funds awarded under the program be used to ~~((support))~~ increase
19 equitable access to dual credit opportunities, such as supporting
20 teacher training, curriculum, technology, examination fees, textbook
21 fees, and other costs associated with offering dual credit courses to
22 high school students, including transportation for running start
23 students to and from the institution of higher education as defined
24 in RCW 28A.600.300.

25 (2)(a) The office of the superintendent of public instruction
26 shall allocate half of the funds appropriated for the purposes of
27 this section on a competitive basis to provide one-time grants,
28 renewable for one additional year, for high schools to expand the
29 availability of dual credit courses. To be eligible for a grant, a
30 school district must have adopted an academic acceleration policy as
31 provided under RCW 28A.320.195, except in cases allowed under (b) of
32 this subsection. In making grant awards, the office of the
33 superintendent of public instruction must give priority to grants for
34 high schools ~~((with a high proportion of low-income students and high~~
35 ~~schools seeking to develop new capacity for dual credit courses~~
36 ~~rather than proposing marginal expansion of current capacity))):~~

37 (i) That have not previously received grant funds through the
38 academic acceleration incentive program;

39 (ii) With a high proportion of low-income students;

1 (iii) Identified as having high disproportionality in their dual
2 credit enrollment data; or

3 (iv) Seeking to develop new capacity for dual credit courses
4 rather than proposing marginal expansion of current capacity.

5 (b) High schools in a district that has not adopted an academic
6 acceleration policy as provided under RCW 28A.320.195 are eligible to
7 apply for grants under (a) of this subsection if in practice they
8 follow the academic acceleration guidelines established in RCW
9 28A.320.195(2) and meet all other criteria under this section.

10 (3) The office of the superintendent of public instruction shall
11 allocate half of the funds appropriated for the purposes of this
12 section to school districts as an incentive award for each student
13 who earned dual high school and college credit, as described under
14 subsection (4) of this section, for courses offered by the district's
15 high schools during the previous school year. School districts must
16 distribute the award to the high schools that generated the funds, to
17 be used in ways that increase equitable access to dual credit. The
18 award amount for low-income students eligible to participate in the
19 federal free and reduced-price meals program who earn dual credits
20 must be set at one hundred twenty-five percent of the base award for
21 other students. A student who earns more than one dual credit in the
22 same school year counts only once for the purposes of the incentive
23 award.

24 (4) For the purposes of this section, the following students are
25 considered to have earned dual high school and college credit in a
26 course offered by a high school:

27 (a) Students who achieve a score of three or higher on an AP
28 examination;

29 (b) Students who achieve a score of four or higher on an
30 examination of the international baccalaureate diploma (~~(programme)~~)
31 program;

32 (c) Students who successfully complete a Cambridge advanced
33 international certificate of education examination;

34 (d) Students who successfully complete a course through the
35 college in the high school program under RCW 28A.600.290 and are
36 awarded college credit by the partnering institution of higher
37 education; and

38 (e) Students who satisfy the dual enrollment and class
39 performance requirements to earn college credit through a (~~teeh~~
40 ~~prep~~) career and technical education dual credit course.

1 (5) If a high school provides access to online courses for
2 students to earn dual high school and college credit at no cost to
3 the student, such a course is considered to be offered by the high
4 school.

5 (6) The office of the superintendent of public instruction shall
6 report to the education policy committees and the fiscal committees
7 of the legislature, by January 1st of each year, information about
8 the demographics of the students earning dual credits in the schools
9 receiving grants under this section for the prior school year.
10 Demographic data shall be disaggregated pursuant to RCW 28A.300.042.

11 **Sec. 3.** RCW 28A.165.035 and 2016 c 72 s 803 are each amended to
12 read as follows:

13 (1) Use of best practices that have been demonstrated through
14 research to be associated with increased student achievement
15 magnifies the opportunities for student success. To the extent they
16 are included as a best practice or strategy in one of the state menus
17 or an approved alternative under this section or RCW 28A.655.235, the
18 following are services and activities that may be supported by the
19 learning assistance program:

20 (a) Extended learning time opportunities occurring:

21 (i) Before or after the regular school day;

22 (ii) On Saturday; and

23 (iii) Beyond the regular school year;

24 (b) Services under RCW 28A.320.190;

25 (c) Professional development for certificated and classified
26 staff that focuses on:

27 (i) The needs of a diverse student population;

28 (ii) Specific literacy and mathematics content and instructional
29 strategies; and

30 (iii) The use of student work to guide effective instruction and
31 appropriate assistance;

32 (d) Consultant teachers to assist in implementing effective
33 instructional practices by teachers serving participating students;

34 (e) Tutoring support for participating students;

35 (f) Outreach activities and support for parents of participating
36 students, including employing parent and family engagement
37 coordinators; and

38 (g) Up to five percent of a district's learning assistance
39 program allocation may be used for development of partnerships with

1 community-based organizations, educational service districts, and
2 other local agencies to deliver academic and nonacademic supports to
3 participating students who are significantly at risk of not being
4 successful in school to reduce barriers to learning, increase student
5 engagement, and enhance students' readiness to learn. The school
6 board must approve in an open meeting any community-based
7 organization or local agency before learning assistance funds may be
8 expended.

9 (2) In addition to the state menu developed under RCW
10 28A.655.235, the office of the superintendent of public instruction
11 shall convene a panel of experts, including the Washington state
12 institute for public policy, to develop additional state menus of
13 best practices and strategies for use in the learning assistance
14 program to assist struggling students at all grade levels in English
15 language arts and mathematics and reduce disruptive behaviors in the
16 classroom. The office of the superintendent of public instruction
17 shall publish the state menus by July 1, 2015, and update the state
18 menus by each July 1st thereafter.

19 (3)(a) (~~Beginning in the 2016-17 school year,~~) Except as
20 provided in (b), (c), or (d) of this subsection, school districts
21 must use a practice or strategy that is on a state menu developed
22 under subsection (2) of this section or RCW 28A.655.235.

23 (b) Beginning in the 2016-17 school year, school districts may
24 use a practice or strategy that is not on a state menu developed
25 under subsection (2) of this section for two school years initially.
26 If the district is able to demonstrate improved outcomes for
27 participating students over the previous two school years at a level
28 commensurate with the best practices and strategies on the state
29 menu, the office of the superintendent of public instruction shall
30 approve use of the alternative practice or strategy by the district
31 for one additional school year. Subsequent annual approval by the
32 superintendent of public instruction to use the alternative practice
33 or strategy is dependent on the district continuing to demonstrate
34 increased improved outcomes for participating students.

35 (c) (~~Beginning in the 2016-17 school year,~~) During the 2018-19
36 and 2019-20 school years only, school districts may expend a portion
37 of the district's learning assistance program allocation to develop a
38 dropout early warning and intervention data system as defined in RCW
39 28A.175.074 and includes the data specified in section 203 of this
40 act. During the 2018-19 and 2019-20 school years, the office of the

1 superintendent of public instruction may retain up to one-half of one
2 percent of learning assistance program allocation funds generated by
3 middle school and high school students for the purpose of supporting
4 districts in meeting the requirements of section 203 of this act
5 including, but not limited to, data collection and reporting and
6 providing professional development and technical assistance. The
7 office of the superintendent of public instruction is encouraged to
8 work with the educational service districts to provide these
9 services.

10 (d) School districts may expend a portion of the district's
11 learning assistance program allocation on interventions for students
12 identified as at risk of not graduating using the dropout early
13 warning and intervention data system defined in RCW 28A.175.074 and
14 includes the data specified in section 203 of this act.

15 (4) School districts may enter cooperative agreements with state
16 agencies, local governments, or school districts for administrative
17 or operational costs needed to provide services in accordance with
18 the state menus developed under this section and RCW 28A.655.235.

19 ~~((4) School districts are encouraged to implement best practices~~
20 ~~and strategies from the state menus developed under this section and~~
21 ~~RCW 28A.655.235 before the use is required.))~~

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