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SENATE BILL 6630

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State of Washington

61st Legislature

2010 Regular Session

By Senators Oemig and McAuliffe

Read first time 01/19/10. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to updating references to the Washington assessment  
2 of student learning to be statewide assessments; and amending RCW  
3 28A.175.035, 28A.305.130, 28A.305.141, 28A.320.190, 28A.600.405,  
4 28A.655.061, 28A.655.0611, 28A.655.065, 28A.655.066, 28A.655.070,  
5 28A.655.090, 28A.655.140, 28A.655.185, 28A.655.200, 28B.50.534,  
6 28B.105.010, 28B.105.030, 28B.105.060, and 28B.105.080.

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

8 **Sec. 1.** RCW 28A.175.035 and 2007 c 408 s 3 are each amended to  
9 read as follows:

10 (1) The office of the superintendent of public instruction shall:

11 (a) Identify criteria for grants and evaluate proposals for funding  
12 in consultation with the workforce training and education coordinating  
13 board;

14 (b) Develop and monitor requirements for grant recipients to:

15 (i) Identify students who both fail the ((Washington)) statewide  
16 assessments ((of student learning)) and drop out of school;

17 (ii) Identify their own strengths and gaps in services provided to  
18 youth;

19 (iii) Set their own local goals for program outcomes;

1 (iv) Use research-based and emerging best practices that lead to  
2 positive outcomes in implementing the building bridges program; and  
3 (v) Coordinate an outreach campaign to bring public and private  
4 organizations together and to provide information about the building  
5 bridges program to the local community;  
6 (c) In setting the requirements under (b) of this subsection,  
7 encourage creativity and provide for flexibility in implementing the  
8 local building bridges program;  
9 (d) Identify and disseminate successful practices;  
10 (e) Develop requirements for grant recipients to collect and report  
11 data, including, but not limited to:  
12 (i) The number of and demographics of students served including,  
13 but not limited to, information regarding a student's race and  
14 ethnicity, a student's household income, a student's housing status,  
15 whether a student is a foster youth or youth involved in the juvenile  
16 justice system, whether a student is disabled, and the primary language  
17 spoken at a student's home;  
18 (ii) ~~((Washington))~~ Statewide assessments ~~((of student learning))~~  
19 scores;  
20 (iii) Dropout rates;  
21 (iv) On-time graduation rates;  
22 (v) Extended graduation rates;  
23 (vi) Credentials obtained;  
24 (vii) Absenteeism rates;  
25 (viii) Truancy rates; and  
26 (ix) Credit retrieval;  
27 (f) Contract with a third party to evaluate the infrastructure and  
28 implementation of the partnership including the leveraging of outside  
29 resources that relate to the goal of the partnership. The third-party  
30 contractor shall also evaluate the performance and effectiveness of the  
31 partnerships relative to the type of entity, as identified in RCW  
32 28A.175.045, serving as the lead agency for the partnership; and  
33 (g) Report to the legislature by December 1, 2008.  
34 (2) In performing its duties under this section, the office of the  
35 superintendent of public instruction is encouraged to consult with the  
36 work group identified in RCW 28A.175.075.

1           **Sec. 2.** RCW 28A.305.130 and 2009 c 548 s 502 are each amended to  
2 read as follows:

3           The purpose of the state board of education is to provide advocacy  
4 and strategic oversight of public education; implement a standards-  
5 based accountability framework that creates a unified system of  
6 increasing levels of support for schools in order to improve student  
7 academic achievement; provide leadership in the creation of a system  
8 that personalizes education for each student and respects diverse  
9 cultures, abilities, and learning styles; and promote achievement of  
10 the goals of RCW 28A.150.210. In addition to any other powers and  
11 duties as provided by law, the state board of education shall:

12           (1) Hold regularly scheduled meetings at such time and place within  
13 the state as the board shall determine and may hold such special  
14 meetings as may be deemed necessary for the transaction of public  
15 business;

16           (2) Form committees as necessary to effectively and efficiently  
17 conduct the work of the board;

18           (3) Seek advice from the public and interested parties regarding  
19 the work of the board;

20           (4) For purposes of statewide accountability:

21           (a) Adopt and revise performance improvement goals in reading,  
22 writing, science, and mathematics, by subject and grade level, once  
23 assessments in these subjects are required statewide; academic and  
24 technical skills, as appropriate, in secondary career and technical  
25 education programs; and student attendance, as the board deems  
26 appropriate to improve student learning. The goals shall be consistent  
27 with student privacy protection provisions of RCW 28A.655.090(7) and  
28 shall not conflict with requirements contained in Title I of the  
29 federal elementary and secondary education act of 1965, or the  
30 requirements of the Carl D. Perkins vocational education act of 1998,  
31 each as amended. The goals may be established for all students,  
32 economically disadvantaged students, limited English proficient  
33 students, students with disabilities, and students from  
34 disproportionately academically underachieving racial and ethnic  
35 backgrounds. The board may establish school and school district goals  
36 addressing high school graduation rates and dropout reduction goals for  
37 students in grades seven through twelve. The board shall adopt the  
38 goals by rule. However, before each goal is implemented, the board

1 shall present the goal to the education committees of the house of  
2 representatives and the senate for the committees' review and comment  
3 in a time frame that will permit the legislature to take statutory  
4 action on the goal if such action is deemed warranted by the  
5 legislature;

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

27 (c) Annually review the assessment reporting system to ensure  
28 fairness, accuracy, timeliness, and equity of opportunity, especially  
29 with regard to schools with special circumstances and unique  
30 populations of students, and a recommendation to the superintendent of  
31 public instruction of any improvements needed to the system; and

32 (d) Include in the biennial report required under RCW 28A.305.035,  
33 information on the progress that has been made in achieving goals  
34 adopted by the board;

35 (5) Accredite, subject to such accreditation standards and  
36 procedures as may be established by the state board of education, all  
37 private schools that apply for accreditation, and approve, subject to  
38 the provisions of RCW 28A.195.010, private schools carrying out a

1 program for any or all of the grades kindergarten through twelve:  
2 PROVIDED, That no private school may be approved that operates a  
3 kindergarten program only: PROVIDED FURTHER, That no private schools  
4 shall be placed upon the list of accredited schools so long as secret  
5 societies are knowingly allowed to exist among its students by school  
6 officials;

7 (6) Articulate with the institutions of higher education, workforce  
8 representatives, and early learning policymakers and providers to  
9 coordinate and unify the work of the public school system;

10 (7) Hire an executive director and an administrative assistant to  
11 reside in the office of the superintendent of public instruction for  
12 administrative purposes. Any other personnel of the board shall be  
13 appointed as provided by RCW 28A.300.020. The board may delegate to  
14 the executive director by resolution such duties as deemed necessary to  
15 efficiently carry on the business of the board including, but not  
16 limited to, the authority to employ necessary personnel and the  
17 authority to enter into, amend, and terminate contracts on behalf of  
18 the board. The executive director, administrative assistant, and all  
19 but one of the other personnel of the board are exempt from civil  
20 service, together with other staff as now or hereafter designated as  
21 exempt in accordance with chapter 41.06 RCW; and

22 (8) Adopt a seal that shall be kept in the office of the  
23 superintendent of public instruction.

24 **Sec. 3.** RCW 28A.305.141 and 2009 c 543 s 2 are each amended to  
25 read as follows:

26 (1) In addition to waivers authorized under RCW 28A.305.140 and  
27 28A.655.180, the state board of education may grant waivers from the  
28 requirement for a one hundred eighty-day school year under RCW  
29 28A.150.220 and 28A.150.250 to school districts that propose to operate  
30 one or more schools on a flexible calendar for purposes of economy and  
31 efficiency as provided in this section. The requirement under RCW  
32 28A.150.220 that school districts offer an annual average instructional  
33 hour offering of at least one thousand hours shall not be waived.

34 (2) A school district seeking a waiver under this section must  
35 submit an application that includes:

36 (a) A proposed calendar for the school day and school year that  
37 demonstrates how the instructional hour requirement will be maintained;

1 (b) An explanation and estimate of the economies and efficiencies  
2 to be gained from compressing the instructional hours into fewer than  
3 one hundred eighty days;

4 (c) An explanation of how monetary savings from the proposal will  
5 be redirected to support student learning;

6 (d) A summary of comments received at one or more public hearings  
7 on the proposal and how concerns will be addressed;

8 (e) An explanation of the impact on students who rely upon free  
9 (~~and~~) or reduced-price school child nutrition services and the impact  
10 on the ability of the child nutrition program to operate an  
11 economically independent program;

12 (f) An explanation of the impact on the ability to recruit and  
13 retain employees in education support positions;

14 (g) An explanation of the impact on students whose parents work  
15 during the missed school day; and

16 (h) Other information that the state board of education may request  
17 to assure that the proposed flexible calendar will not adversely affect  
18 student learning.

19 (3) The state board of education shall adopt criteria to evaluate  
20 waiver requests. No more than five districts may be granted waivers.  
21 Waivers may be granted for up to three years. After each school year,  
22 the state board of education shall analyze empirical evidence to  
23 determine whether the reduction is affecting student learning. If the  
24 state board of education determines that student learning is adversely  
25 affected, the school district shall discontinue the flexible calendar  
26 as soon as possible but not later than the beginning of the next school  
27 year after the determination has been made. All waivers expire August  
28 31, 2014.

29 (a) Two of the five waivers granted under this subsection shall be  
30 granted to school districts with student populations of less than one  
31 hundred fifty students.

32 (b) Three of the five waivers granted under this subsection shall  
33 be granted to school districts with student populations of between one  
34 hundred fifty-one and five hundred students.

35 (4) The state board of education shall examine the waivers granted  
36 under this section and make a recommendation to the education  
37 committees of the legislature by December 15, 2013, regarding whether  
38 the waiver program should be continued, modified, or allowed to

1 terminate. This recommendation should focus on whether the program  
2 resulted in improved student learning as demonstrated by empirical  
3 evidence. Such evidence includes, but is not limited to: Improved  
4 scores on the ((Washington)) statewide assessments ((of student  
5 learning)), results of the dynamic indicators of basic early literacy  
6 skills, student grades, and attendance.

7 (5) This section expires August 31, 2014.

8 **Sec. 4.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to  
9 read as follows:

10 (1) The extended learning opportunities program is created for  
11 eligible eleventh and twelfth grade students who are not on track to  
12 meet local or state graduation requirements as well as eighth grade  
13 students who need additional assistance in order to have the  
14 opportunity for a successful entry into high school. The program shall  
15 provide early notification of graduation status and information on  
16 education opportunities including preapprenticeship programs that are  
17 available.

18 (2) Under the extended learning opportunities program and to the  
19 extent funds are available for that purpose, districts shall make  
20 available to students in grade twelve who have failed to meet one or  
21 more local or state graduation requirements the option of continuing  
22 enrollment in the school district in accordance with RCW 28A.225.160.  
23 Districts are authorized to use basic education program funding to  
24 provide instruction to eligible students under RCW 28A.150.220((+3))  
25 (5).

26 (3) Under the extended learning opportunities program,  
27 instructional services for eligible students can occur during the  
28 regular school day, evenings, on weekends, or at a time and location  
29 deemed appropriate by the school district, including the educational  
30 service district, in order to meet the needs of these students.  
31 Instructional services provided under this section do not include  
32 services offered at private schools. Instructional services can  
33 include, but are not limited to, the following:

- 34 (a) Individual or small group instruction;
- 35 (b) Instruction in English language arts and/or mathematics that  
36 eligible students need to pass all or part of the ((Washington))  
37 statewide assessment ((of student learning));

1 (c) Attendance in a public high school or public alternative school  
2 classes or at a skill center;

3 (d) Inclusion in remediation programs, including summer school;

4 (e) Language development instruction for English language learners;

5 (f) Online curriculum and instructional support, including programs  
6 for credit retrieval and (~~Washington~~) statewide assessment (~~of~~  
7 ~~student learning~~) preparatory classes; and

8 (g) Reading improvement specialists available at the educational  
9 service districts to serve eighth, eleventh, and twelfth grade  
10 educators through professional development in accordance with RCW  
11 28A.415.350. The reading improvement specialist may also provide  
12 direct services to eligible students and those students electing to  
13 continue a fifth year in a high school program who are still struggling  
14 with basic reading skills.

15 **Sec. 5.** RCW 28A.600.405 and 2007 c 355 s 4 are each amended to  
16 read as follows:

17 (1) For purposes of this section and RCW 28B.50.534, "eligible  
18 student" means a student who has completed all state and local high  
19 school graduation requirements except the certificate of academic  
20 achievement under RCW 28A.655.061 or the certificate of individual  
21 achievement under RCW 28A.155.045, who is less than age twenty-one as  
22 of September 1st of the academic year the student enrolls at a  
23 community and technical college under this section, and who meets the  
24 following criteria:

25 (a) Receives a level 2 (basic) score on the reading and writing  
26 content areas of the high school (~~Washington~~) statewide assessment  
27 (~~of student learning~~);

28 (b) Has not successfully met state standards on a retake of the  
29 assessment or an alternative assessment;

30 (c) Has participated in assessment remediation; and

31 (d) Receives a recommendation to enroll in courses or a program of  
32 study made available under RCW 28B.50.534 from his or her high school  
33 principal.

34 (2) An eligible student may enroll in courses or a program of study  
35 made available by a community or technical college participating in the  
36 pilot program created under RCW 28B.50.534 for the purpose of obtaining  
37 a high school diploma.



1 (3) For eligible students in courses or programs delivered directly  
2 by the community or technical college participating in the pilot  
3 program under RCW 28B.50.534 and only for enrollment in courses that  
4 lead to a high school diploma, the superintendent of public instruction  
5 shall transmit to the colleges participating in the pilot program an  
6 amount per each full-time equivalent college student at statewide  
7 uniform rates. The amount shall be the sum of (a), (b), (c), and (d)  
8 of this subsection, as applicable.

9 (a) The superintendent shall separately calculate and allocate  
10 moneys appropriated for basic education under RCW 28A.150.260 for  
11 purposes of making payments under this section. The calculations and  
12 allocations shall be based upon the estimated statewide annual average  
13 per full-time equivalent high school student allocations under RCW  
14 28A.150.260, excluding small high school enhancements, and applicable  
15 rules adopted under chapter 34.05 RCW.

16 (b) The superintendent shall allocate an amount equal to the per  
17 funded student state allocation for the learning assistance program  
18 under chapter 28A.165 RCW for each full-time equivalent college student  
19 or a pro rata amount for less than full-time enrollment.

20 (c) The superintendent shall allocate an amount equal to the per  
21 full-time equivalent student allocation for the student achievement  
22 program under RCW 28A.505.210 for each full-time equivalent college  
23 student or a pro rata amount for less than full-time enrollment.

24 (d) For eligible students who meet eligibility criteria for the  
25 state transitional bilingual instruction program under chapter 28A.180  
26 RCW, the superintendent shall allocate an amount equal to the per  
27 student state allocation for the transitional bilingual instruction  
28 program or a pro rata amount for less than full-time enrollment.

29 (4) The superintendent may adopt rules establishing enrollment  
30 reporting, recordkeeping, and accounting requirements necessary to  
31 ensure accountability for the use of basic education, learning  
32 assistance, and transitional bilingual program funds under this section  
33 for the pilot program created under RCW 28B.50.534.

34 (5) All school districts in the geographic area of the two  
35 community and technical colleges selected pursuant to section 8,  
36 chapter 355, Laws of 2007 to participate in the pilot program shall  
37 provide information about the high school completion option under RCW

1 28B.50.534 to students in grades ten, eleven, and twelve and the  
2 parents or guardians of those students.

3 **Sec. 6.** RCW 28A.655.061 and 2009 c 524 s 5 are each amended to  
4 read as follows:

5 (1) The high school assessment system shall include but need not be  
6 limited to the ((Washington)) statewide assessment ((of—student  
7 learning)), opportunities for a student to retake the content areas of  
8 the assessment in which the student was not successful, and if approved  
9 by the legislature pursuant to subsection (10) of this section, one or  
10 more objective alternative assessments for a student to demonstrate  
11 achievement of state academic standards. The objective alternative  
12 assessments for each content area shall be comparable in rigor to the  
13 skills and knowledge that the student must demonstrate on the  
14 ((Washington)) statewide assessment ((of—student—learning)) for each  
15 content area.

16 (2) Subject to the conditions in this section, a certificate of  
17 academic achievement shall be obtained by most students at about the  
18 age of sixteen, and is evidence that the students have successfully met  
19 the state standard in the content areas included in the certificate.  
20 With the exception of students satisfying the provisions of RCW  
21 28A.155.045 or 28A.655.0611, acquisition of the certificate is required  
22 for graduation from a public high school but is not the only  
23 requirement for graduation.

24 (3) Beginning with the graduating class of 2008, with the exception  
25 of students satisfying the provisions of RCW 28A.155.045, a student who  
26 meets the state standards on the reading, writing, and mathematics  
27 content areas of the high school ((Washington)) statewide assessment  
28 ((of—student—learning)) shall earn a certificate of academic  
29 achievement. If a student does not successfully meet the state  
30 standards in one or more content areas required for the certificate of  
31 academic achievement, then the student may retake the assessment in the  
32 content area up to four times at no cost to the student. If the  
33 student successfully meets the state standards on a retake of the  
34 assessment then the student shall earn a certificate of academic  
35 achievement. Once objective alternative assessments are authorized  
36 pursuant to subsection (10) of this section, a student may use the  
37 objective alternative assessments to demonstrate that the student

1 successfully meets the state standards for that content area if the  
2 student has taken the ((Washington)) statewide assessment ((of student  
3 learning)) at least once. If the student successfully meets the state  
4 standards on the objective alternative assessments then the student  
5 shall earn a certificate of academic achievement.

6 (4) Beginning no later than with the graduating class of 2013, a  
7 student must meet the state standards in science in addition to the  
8 other content areas required under subsection (3) of this section on  
9 the ((Washington)) statewide assessment ((of student learning)) or the  
10 objective alternative assessments in order to earn a certificate of  
11 academic achievement. The state board of education may adopt a rule  
12 that implements the requirements of this subsection (4) beginning with  
13 a graduating class before the graduating class of 2013, if the state  
14 board of education adopts the rule by September 1st of the freshman  
15 school year of the graduating class to which the requirements of this  
16 subsection (4) apply. The state board of education's authority under  
17 this subsection (4) does not alter the requirement that any change in  
18 performance standards for the tenth grade assessment must comply with  
19 RCW 28A.305.130.

20 (5) The state board of education may not require the acquisition of  
21 the certificate of academic achievement for students in home-based  
22 instruction under chapter 28A.200 RCW, for students enrolled in private  
23 schools under chapter 28A.195 RCW, or for students satisfying the  
24 provisions of RCW 28A.155.045.

25 (6) A student may retain and use the highest result from each  
26 successfully completed content area of the high school assessment.

27 (7) School districts must make available to students the following  
28 options:

29 (a) To retake the ((Washington)) statewide assessment ((of student  
30 learning)) up to four times in the content areas in which the student  
31 did not meet the state standards if the student is enrolled in a public  
32 school; or

33 (b) To retake the ((Washington)) statewide assessment ((of student  
34 learning)) up to four times in the content areas in which the student  
35 did not meet the state standards if the student is enrolled in a high  
36 school completion program at a community or technical college. The  
37 superintendent of public instruction and the state board for community

1 and technical colleges shall jointly identify means by which students  
2 in these programs can be assessed.

3 (8) Students who achieve the standard in a content area of the high  
4 school assessment but who wish to improve their results shall pay for  
5 retaking the assessment, using a uniform cost determined by the  
6 superintendent of public instruction.

7 (9) Opportunities to retake the assessment at least twice a year  
8 shall be available to each school district.

9 (10)(a) The office of the superintendent of public instruction  
10 shall develop options for implementing objective alternative  
11 assessments, which may include an appeals process for students' scores,  
12 for students to demonstrate achievement of the state academic  
13 standards. The objective alternative assessments shall be comparable  
14 in rigor to the skills and knowledge that the student must demonstrate  
15 on the ((Washington)) statewide assessments ((of student learning)) and  
16 be objective in its determination of student achievement of the state  
17 standards. Before any objective alternative assessments in addition to  
18 those authorized in RCW 28A.655.065 or (b) of this subsection are used  
19 by a student to demonstrate that the student has met the state  
20 standards in a content area required to obtain a certificate, the  
21 legislature shall formally approve the use of any objective alternative  
22 assessments through the omnibus appropriations act or by statute or  
23 concurrent resolution.

24 (b)(i) A student's score on the mathematics, reading or English, or  
25 writing portion of the SAT or the ACT may be used as an objective  
26 alternative assessment under this section for demonstrating that a  
27 student has met or exceeded the state standards for the certificate of  
28 academic achievement. The state board of education shall identify the  
29 scores students must achieve on the relevant portion of the SAT or ACT  
30 to meet or exceed the state standard in the relevant content area on  
31 the ((Washington)) statewide assessment ((of student learning)). The  
32 state board of education shall identify the first scores by December 1,  
33 2007. After the first scores are established, the state board may  
34 increase but not decrease the scores required for students to meet or  
35 exceed the state standards.

36 (ii) Until August 31, 2008, a student's score on the mathematics  
37 portion of the PSAT may be used as an objective alternative assessment  
38 under this section for demonstrating that a student has met or exceeded

1 the state standard for the certificate of academic achievement. The  
2 state board of education shall identify the score students must achieve  
3 on the mathematics portion of the PSAT to meet or exceed the state  
4 standard in that content area on the ~~((Washington))~~ statewide  
5 assessment ~~((of student learning))~~.

6 (iii) A student who scores at least a three on the grading scale of  
7 one to five for selected AP examinations may use the score as an  
8 objective alternative assessment under this section for demonstrating  
9 that a student has met or exceeded state standards for the certificate  
10 of academic achievement. A score of three on the AP examinations in  
11 calculus or statistics may be used as an alternative assessment for the  
12 mathematics portion of the ~~((Washington))~~ statewide assessment ~~((of~~  
13 ~~student learning))~~. A score of three on the AP examinations in English  
14 language and composition may be used as an alternative assessment for  
15 the writing portion of the ~~((Washington))~~ statewide assessment ~~((of~~  
16 ~~student learning))~~. A score of three on the AP examinations in English  
17 literature and composition, macroeconomics, microeconomics, psychology,  
18 United States history, world history, United States government and  
19 politics, or comparative government and politics may be used as an  
20 alternative assessment for the reading portion of the ~~((Washington))~~  
21 statewide assessment ~~((of student learning))~~.

22 (11) By December 15, 2004, the house of representatives and senate  
23 education committees shall obtain information and conclusions from  
24 recognized, independent, national assessment experts regarding the  
25 validity and reliability of the high school ~~((Washington))~~ statewide  
26 assessment ~~((of student learning))~~ for making individual student high  
27 school graduation determinations.

28 (12) To help assure continued progress in academic achievement as  
29 a foundation for high school graduation and to assure that students are  
30 on track for high school graduation, each school district shall prepare  
31 plans for and notify students and their parents or legal guardians as  
32 provided in this subsection (12).

33 (a) Student learning plans are required for eighth through twelfth  
34 grade students who were not successful on any or all of the content  
35 areas of the ~~((Washington))~~ statewide assessments ~~((for student~~  
36 ~~learning))~~ during the previous school year or who may not be on track  
37 to graduate due to credit deficiencies or absences. The parent or  
38 legal guardian shall be notified about the information in the student

1 learning plan, preferably through a parent conference and at least  
2 annually. To the extent feasible, schools serving English language  
3 learner students and their parents shall translate the plan into the  
4 primary language of the family. The plan shall include the following  
5 information as applicable:

6 (i) The student's results on the ~~((Washington))~~ statewide  
7 assessments ~~((of student learning))~~;

8 (ii) If the student is in the transitional bilingual program, the  
9 score on his or her Washington language proficiency test II;

10 (iii) Any credit deficiencies;

11 (iv) The student's attendance rates over the previous two years;

12 (v) The student's progress toward meeting state and local  
13 graduation requirements;

14 (vi) The courses, competencies, and other steps needed to be taken  
15 by the student to meet state academic standards and stay on track for  
16 graduation;

17 (vii) Remediation strategies and alternative education options  
18 available to students, including informing students of the option to  
19 continue to receive instructional services after grade twelve or until  
20 the age of twenty-one;

21 (viii) The alternative assessment options available to students  
22 under this section and RCW 28A.655.065;

23 (ix) School district programs, high school courses, and career and  
24 technical education options available for students to meet graduation  
25 requirements; and

26 (x) Available programs offered through skill centers or community  
27 and technical colleges, including the college high school diploma  
28 options under RCW 28B.50.535.

29 (b) All fifth grade students who were not successful in one or more  
30 of the content areas of the fourth grade ~~((Washington))~~ statewide  
31 assessment ~~((of student learning))~~ shall have a student learning plan.

32 (i) The parent or guardian of the student shall be notified,  
33 preferably through a parent conference, of the student's results on the  
34 ~~((Washington))~~ statewide assessment ~~((of student learning))~~, actions  
35 the school intends to take to improve the student's skills in any  
36 content area in which the student was unsuccessful, and provide  
37 strategies to help them improve their student's skills.

1 (ii) Progress made on the student plan shall be reported to the  
2 student's parents or guardian at least annually and adjustments to the  
3 plan made as necessary.

4 **Sec. 7.** RCW 28A.655.0611 and 2009 c 17 s 1 are each amended to  
5 read as follows:

6 (1) Beginning with the graduating class of 2008 and through no  
7 later than the graduating class of 2012, students may graduate from  
8 high school without earning a certificate of academic achievement or a  
9 certificate of individual achievement if they:

10 (a) Have not successfully met the mathematics standard on the high  
11 school (~~(Washington)~~) statewide assessment (~~(of student learning)~~), an  
12 approved objective alternative assessment, or an alternate assessment  
13 developed for eligible special education students;

14 (b) Have successfully met the state standard in the other content  
15 areas required for a certificate under RCW 28A.655.061 or 28A.155.045;

16 (c) Have met all other state and school district graduation  
17 requirements; and

18 (d)(i) For the graduating class of 2008, successfully earn one high  
19 school mathematics credit or career and technical course equivalent,  
20 including courses offered at skill centers, after the student's  
21 eleventh grade year intended to increase the student's mathematics  
22 proficiency toward meeting or exceeding the mathematics standards  
23 assessed on the high school (~~(Washington)~~) statewide assessment (~~(of~~  
24 ~~student learning)~~); and

25 (ii) For the remaining graduating classes under this section,  
26 successfully earn two mathematics credits or career and technical  
27 course equivalent, including courses offered at skill centers, after  
28 the student's tenth grade year intended to increase the student's  
29 mathematics proficiency toward meeting or exceeding the mathematics  
30 standards assessed on the high school (~~(Washington)~~) statewide  
31 assessment (~~(of student learning)~~).

32 (2) The state board of education may adopt a rule that ends the  
33 application of this section with a graduating class before the  
34 graduating class of 2012, if the state board of education adopts the  
35 rule by September 1st of the freshman school year of the graduating  
36 class to which the provisions of this section no longer apply. The

1 state board of education's authority under this section does not alter  
2 the requirement that any change in performance standards for the tenth  
3 grade assessment must comply with RCW 28A.305.130.

4 (3) This section expires August 31, 2013.

5 **Sec. 8.** RCW 28A.655.065 and 2009 c 556 s 19 are each amended to  
6 read as follows:

7 (1) The legislature has made a commitment to rigorous academic  
8 standards for receipt of a high school diploma. The primary way that  
9 students will demonstrate that they meet the standards in reading,  
10 writing, mathematics, and science is through the ((Washington))  
11 statewide assessments ((of student learning)). Only objective  
12 assessments that are comparable in rigor to the state assessment are  
13 authorized as an alternative assessment. Before seeking an alternative  
14 assessment, the legislature expects students to make a genuine effort  
15 to meet state standards, through regular and consistent attendance at  
16 school and participation in extended learning and other assistance  
17 programs.

18 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,  
19 the superintendent of public instruction shall implement objective  
20 alternative assessment methods as provided in this section for students  
21 to demonstrate achievement of the state standards in content areas in  
22 which the student has not yet met the standard on the high school  
23 ((Washington)) statewide assessment ((of student learning)). A student  
24 may access an alternative if the student meets applicable eligibility  
25 criteria in RCW 28A.655.061 and this section and other eligibility  
26 criteria established by the superintendent of public instruction,  
27 including but not limited to attendance criteria and participation in  
28 the remediation or supplemental instruction contained in the student  
29 learning plan developed under RCW 28A.655.061. A school district may  
30 waive attendance and/or remediation criteria for special, unavoidable  
31 circumstances.

32 (3) For the purposes of this section, "applicant" means a student  
33 seeking to use one of the alternative assessment methods in this  
34 section.

35 (4) One alternative assessment method shall be a combination of the  
36 applicant's grades in applicable courses and the applicant's highest  
37 score on the high school ((Washington)) statewide assessment ((of



1 ~~student learning~~)), as provided in this subsection. A student is  
2 eligible to apply for the alternative assessment method under this  
3 subsection (4) if the student has a cumulative grade point average of  
4 at least 3.2 on a four point grading scale. The superintendent of  
5 public instruction shall determine which high school courses are  
6 applicable to the alternative assessment method and shall issue  
7 guidelines to school districts.

8 (a) Using guidelines prepared by the superintendent of public  
9 instruction, a school district shall identify the group of students in  
10 the same school as the applicant who took the same high school courses  
11 as the applicant in the applicable content area. From the group of  
12 students identified in this manner, the district shall select the  
13 comparison cohort that shall be those students who met or slightly  
14 exceeded the state standard on the ((Washington)) statewide assessment  
15 ((of student learning)).

16 (b) The district shall compare the applicant's grades in high  
17 school courses in the applicable content area to the grades of students  
18 in the comparison cohort for the same high school courses. If the  
19 applicant's grades are equal to or above the mean grades of the  
20 comparison cohort, the applicant shall be deemed to have met the state  
21 standard on the alternative assessment.

22 (c) An applicant may not use the alternative assessment under this  
23 subsection (4) if there are fewer than six students in the comparison  
24 cohort.

25 (5) The superintendent of public instruction shall develop an  
26 alternative assessment method that shall be an evaluation of a  
27 collection of work samples prepared and submitted by the applicant.  
28 Effective September 1, 2009, collection of work samples may be  
29 submitted only in content areas where meeting the state standard on the  
30 high school statewide assessment is required for purposes of  
31 graduation.

32 (a) The superintendent of public instruction shall develop  
33 guidelines for the types and number of work samples in each content  
34 area that may be submitted as a collection of evidence that the  
35 applicant has met the state standard in that content area. Work  
36 samples may be collected from academic, career and technical, or  
37 remedial courses and may include performance tasks as well as written

1 products. The superintendent shall submit the guidelines for approval  
2 by the state board of education.

3 (b) The superintendent shall develop protocols for submission of  
4 the collection of work samples that include affidavits from the  
5 applicant's teachers and school district that the samples are the work  
6 of the applicant and a requirement that a portion of the samples be  
7 prepared under the direct supervision of a classroom teacher. The  
8 superintendent shall submit the protocols for approval by the state  
9 board of education.

10 (c) The superintendent shall develop uniform scoring criteria for  
11 evaluating the collection of work samples and submit the scoring  
12 criteria for approval by the state board of education. Collections  
13 shall be scored at the state level or regionally by a panel of  
14 educators selected and trained by the superintendent to ensure  
15 objectivity, reliability, and rigor in the evaluation. An educator may  
16 not score work samples submitted by applicants from the educator's  
17 school district. If the panel awards an applicant's collection of work  
18 samples the minimum required score, the applicant shall be deemed to  
19 have met the state standard on the alternative assessment.

20 (d) Using an open and public process that includes consultation  
21 with district superintendents, school principals, and other educators,  
22 the state board of education shall consider the guidelines, protocols,  
23 scoring criteria, and other information regarding the collection of  
24 work samples submitted by the superintendent of public instruction.  
25 The collection of work samples may be implemented as an alternative  
26 assessment after the state board of education has approved the  
27 guidelines, protocols, and scoring criteria and determined that the  
28 collection of work samples: (i) Will meet professionally accepted  
29 standards for a valid and reliable measure of the grade level  
30 expectations and the essential academic learning requirements; and (ii)  
31 is comparable to or exceeds the rigor of the skills and knowledge that  
32 a student must demonstrate on the ((Washington)) statewide assessment  
33 ((of student learning)) in the applicable content area. The state  
34 board shall make an approval decision and determination no later than  
35 December 1, 2006, and thereafter may increase the required rigor of the  
36 collection of work samples.

37 (e) By September of 2006, the superintendent of public instruction  
38 shall develop informational materials for parents, teachers, and

1 students regarding the collection of work samples and the status of its  
2 development as an alternative assessment method. The materials shall  
3 provide specific guidance regarding the type and number of work samples  
4 likely to be required, include examples of work that meets the state  
5 learning standards, and describe the scoring criteria and process for  
6 the collection. The materials shall also encourage students in the  
7 graduating class of 2008 to begin creating a collection if they believe  
8 they may seek to use the collection once it is implemented as an  
9 alternative assessment.

10 (6)(a) For students enrolled in a career and technical education  
11 program approved under RCW 28A.700.030, the superintendent of public  
12 instruction shall develop additional guidelines for collections of work  
13 samples that are tailored to different career and technical programs.  
14 The additional guidelines shall:

15 (i) Provide multiple examples of work samples that are related to  
16 the particular career and technical program;

17 (ii) Permit work samples based on completed activities or projects  
18 where demonstration of academic knowledge is inferred; and

19 (iii) Provide multiple examples of work samples drawn from career  
20 and technical courses.

21 (b) The purpose of the additional guidelines is to provide a clear  
22 pathway toward a certificate of academic achievement for career and  
23 technical students by showing them applied and relevant opportunities  
24 to demonstrate their knowledge and skills, and to provide guidance to  
25 teachers in integrating academic and career and technical instruction  
26 and assessment and assisting career and technical students in compiling  
27 a collection. The superintendent of public instruction shall develop  
28 and disseminate additional guidelines for no fewer than ten career and  
29 technical education programs representing a variety of program  
30 offerings by no later than September 1, 2008. Guidelines for ten  
31 additional programs shall be developed and disseminated no later than  
32 June 1, 2009.

33 (c) The superintendent shall consult with community and technical  
34 colleges, employers, the workforce training and education coordinating  
35 board, apprenticeship programs, and other regional and national experts  
36 in career and technical education to create appropriate guidelines and  
37 examples of work samples and other evidence of a career and technical  
38 student's knowledge and skills on the state academic standards.

1 (7) The superintendent of public instruction shall study the  
2 feasibility of using existing mathematics assessments in languages  
3 other than English as an additional alternative assessment option. The  
4 study shall include an estimation of the cost of translating the tenth  
5 grade mathematics assessment into other languages and scoring the  
6 assessments should they be implemented.

7 (8) The superintendent of public instruction shall implement:

8 (a) By June 1, 2006, a process for students to appeal the score  
9 they received on the high school assessments; and

10 (b) By January 1, 2007, guidelines and appeal processes for waiving  
11 specific requirements in RCW 28A.655.061 pertaining to the certificate  
12 of academic achievement and to the certificate of individual  
13 achievement for students who: (i) Transfer to a Washington public  
14 school in their junior or senior year with the intent of obtaining a  
15 public high school diploma, or (ii) have special, unavoidable  
16 circumstances.

17 (9) The state board of education shall examine opportunities for  
18 additional alternative assessments, including the possible use of one  
19 or more standardized norm-referenced student achievement tests and the  
20 possible use of the reading, writing, or mathematics portions of the  
21 ACT ASSET and ACT COMPASS test instruments as objective alternative  
22 assessments for demonstrating that a student has met the state  
23 standards for the certificate of academic achievement. The state board  
24 shall submit its findings and recommendations to the education  
25 committees of the legislature by January 10, 2008.

26 (10) The superintendent of public instruction shall adopt rules to  
27 implement this section.

28 **Sec. 9.** RCW 28A.655.066 and 2009 c 310 s 3 are each amended to  
29 read as follows:

30 (1)(a) In consultation with the state board of education, the  
31 superintendent of public instruction shall develop statewide end-of-  
32 course assessments for high school mathematics that measure student  
33 achievement of the state mathematics standards. The superintendent  
34 shall take steps to ensure that the language of the assessments is  
35 responsive to a diverse student population. The assessments shall be  
36 implemented statewide in the 2010-11 school year.

1 (b) The superintendent shall develop end-of-course assessments for  
2 the first year of high school mathematics that include the standards  
3 common to algebra I and integrated mathematics I and for the second  
4 year of high school mathematics that include the standards common to  
5 geometry and integrated mathematics II. The assessments under this  
6 subsection (1)(b) shall be used to demonstrate that a student meets the  
7 state standard on the mathematics content area of the high school  
8 ~~((Washington))~~ statewide assessment ~~((of student learning))~~ for  
9 purposes of RCW 28A.655.061.

10 (c) The superintendent of public instruction shall also develop  
11 subtests for the end-of-course assessments that measure standards for  
12 the first two years of high school mathematics that are unique to  
13 algebra I, integrated mathematics I, geometry, and integrated  
14 mathematics II. The results of the subtests shall be reported at the  
15 student, teacher, school, and district level.

16 (2) For the graduating classes of 2013 and 2014 and for purposes of  
17 the certificate of academic achievement under RCW 28A.655.061, a  
18 student may use: (a) Results from the end-of-course assessment for the  
19 first year of high school mathematics plus the results from the end-of-  
20 course assessment for the second year of high school mathematics; or  
21 (b) results from the comprehensive mathematics assessment to  
22 demonstrate that a student meets the state standard on the mathematics  
23 content area of the high school ~~((Washington))~~ statewide assessment  
24 ~~((of student learning))~~.

25 (3) Beginning with the graduating class of 2015 and for purposes of  
26 the certificate of academic achievement under RCW 28A.655.061, the  
27 mathematics content area of the ~~((Washington))~~ statewide assessment  
28 ~~((of student learning))~~ shall be assessed using the end-of-course  
29 assessment for the first year of high school mathematics plus the end-  
30 of-course assessment for the second year of high school mathematics.  
31 All of the objective alternative assessments available to students  
32 under RCW 28A.655.061 and 28A.655.065 shall be available to any student  
33 who has taken the sequence of end-of-course assessments once but does  
34 not meet the state mathematics standard on the sequence of end-of-  
35 course assessments.

36 (4) The superintendent of public instruction shall report at least  
37 annually or more often if necessary to keep the education committees of

1 the legislature informed on each step of the development and  
2 implementation process under this section.

3 **Sec. 10.** RCW 28A.655.070 and 2008 c 163 s 2 are each amended to  
4 read as follows:

5 (1) The superintendent of public instruction shall develop  
6 essential academic learning requirements that identify the knowledge  
7 and skills all public school students need to know and be able to do  
8 based on the student learning goals in RCW 28A.150.210, develop student  
9 assessments, and implement the accountability recommendations and  
10 requests regarding assistance, rewards, and recognition of the state  
11 board of education.

12 (2) The superintendent of public instruction shall:

13 (a) Periodically revise the essential academic learning  
14 requirements, as needed, based on the student learning goals in RCW  
15 28A.150.210. Goals one and two shall be considered primary. To the  
16 maximum extent possible, the superintendent shall integrate goal four  
17 and the knowledge and skill areas in the other goals in the essential  
18 academic learning requirements; and

19 (b) Review and prioritize the essential academic learning  
20 requirements and identify, with clear and concise descriptions, the  
21 grade level content expectations to be assessed on the ((Washington))  
22 statewide assessments ((of student learning)) and used for state or  
23 federal accountability purposes. The review, prioritization, and  
24 identification shall result in more focus and targeting with an  
25 emphasis on depth over breadth in the number of grade level content  
26 expectations assessed at each grade level. Grade level content  
27 expectations shall be articulated over the grades as a sequence of  
28 expectations and performances that are logical, build with increasing  
29 depth after foundational knowledge and skills are acquired, and  
30 reflect, where appropriate, the sequential nature of the discipline.  
31 The office of the superintendent of public instruction, within seven  
32 working days, shall post on its web site any grade level content  
33 expectations provided to an assessment vendor for use in constructing  
34 the ((Washington)) statewide assessments ((of student learning)).

35 (3)(a) In consultation with the state board of education, the  
36 superintendent of public instruction shall maintain and continue to  
37 develop and revise a statewide academic assessment system in the

1 content areas of reading, writing, mathematics, and science for use in  
2 the elementary, middle, and high school years designed to determine if  
3 each student has mastered the essential academic learning requirements  
4 identified in subsection (1) of this section. School districts shall  
5 administer the assessments under guidelines adopted by the  
6 superintendent of public instruction. The academic assessment system  
7 may include a variety of assessment methods, including criterion-  
8 referenced and performance-based measures.

9 (b) Effective with the 2009 administration of the ((Washington))  
10 statewide assessments ((of student learning)), the superintendent shall  
11 redesign the assessment in the content areas of reading, mathematics,  
12 and science in all grades except high school by shortening test  
13 administration and reducing the number of short answer and extended  
14 response questions.

15 (4) If the superintendent proposes any modification to the  
16 essential academic learning requirements or the statewide assessments,  
17 then the superintendent shall, upon request, provide opportunities for  
18 the education committees of the house of representatives and the senate  
19 to review the assessments and proposed modifications to the essential  
20 academic learning requirements before the modifications are adopted.

21 (5) The assessment system shall be designed so that the results  
22 under the assessment system are used by educators as tools to evaluate  
23 instructional practices, and to initiate appropriate educational  
24 support for students who have not mastered the essential academic  
25 learning requirements at the appropriate periods in the student's  
26 educational development.

27 (6) By September 2007, the results for reading and mathematics  
28 shall be reported in a format that will allow parents and teachers to  
29 determine the academic gain a student has acquired in those content  
30 areas from one school year to the next.

31 (7) To assist parents and teachers in their efforts to provide  
32 educational support to individual students, the superintendent of  
33 public instruction shall provide as much individual student performance  
34 information as possible within the constraints of the assessment  
35 system's item bank. The superintendent shall also provide to school  
36 districts:

37 (a) Information on classroom-based and other assessments that may  
38 provide additional achievement information for individual students; and

1 (b) A collection of diagnostic tools that educators may use to  
2 evaluate the academic status of individual students. The tools shall  
3 be designed to be inexpensive, easily administered, and quickly and  
4 easily scored, with results provided in a format that may be easily  
5 shared with parents and students.

6 (8) To the maximum extent possible, the superintendent shall  
7 integrate knowledge and skill areas in development of the assessments.

8 (9) Assessments for goals three and four of RCW 28A.150.210 shall  
9 be integrated in the essential academic learning requirements and  
10 assessments for goals one and two.

11 (10) The superintendent shall develop assessments that are directly  
12 related to the essential academic learning requirements, and are not  
13 biased toward persons with different learning styles, racial or ethnic  
14 backgrounds, or on the basis of gender.

15 (11) The superintendent shall consider methods to address the  
16 unique needs of special education students when developing the  
17 assessments under this section.

18 (12) The superintendent shall consider methods to address the  
19 unique needs of highly capable students when developing the assessments  
20 under this section.

21 (13) The superintendent shall post on the superintendent's web site  
22 lists of resources and model assessments in social studies, the arts,  
23 and health and fitness.

24 **Sec. 11.** RCW 28A.655.090 and 2008 c 165 s 3 are each amended to  
25 read as follows:

26 (1) By September 10, 1998, and by September 10th each year  
27 thereafter, the superintendent of public instruction shall report to  
28 schools, school districts, and the legislature on the results of the  
29 ((Washington)) statewide assessments ((of student learning)) and state-  
30 mandated norm-referenced standardized tests.

31 (2) The reports shall include the assessment results by school and  
32 school district, and include changes over time. For the ((Washington))  
33 statewide assessments ((of student learning)), results shall be  
34 reported as follows:

35 (a) The percentage of students meeting the standards;

36 (b) The percentage of students performing at each level of the  
37 assessment;



1 (c) Disaggregation of results by at least the following subgroups  
2 of students: White, Black, Hispanic, American Indian/Alaskan Native,  
3 Asian, Pacific Islander/Hawaiian Native, low income, transitional  
4 bilingual, migrant, special education, and, beginning with the 2009-10  
5 school year, students covered by section 504 of the federal  
6 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and

7 (d) A learning improvement index that shows changes in student  
8 performance within the different levels of student learning reported on  
9 the ((Washington)) statewide assessments ((of student learning)).

10 (3) The reports shall contain data regarding the different  
11 characteristics of schools, such as poverty levels, percent of English  
12 as a second language students, dropout rates, attendance, percent of  
13 students in special education, and student mobility so that districts  
14 and schools can learn from the improvement efforts of other schools and  
15 districts with similar characteristics.

16 (4) The reports shall contain student scores on mandated tests by  
17 comparable Washington schools of similar characteristics.

18 (5) The reports shall contain information on public school choice  
19 options available to students, including vocational education.

20 (6) The reports shall be posted on the superintendent of public  
21 instruction's internet web site.

22 (7) To protect the privacy of students, the results of schools and  
23 districts that test fewer than ten students in a grade level shall not  
24 be reported. In addition, in order to ensure that results are reported  
25 accurately, the superintendent of public instruction shall maintain the  
26 confidentiality of statewide data files until the superintendent  
27 determines that the data are complete and accurate.

28 (8) The superintendent of public instruction shall monitor the  
29 percentage and number of special education and limited English-  
30 proficient students exempted from taking the assessments by schools and  
31 school districts to ensure the exemptions are in compliance with  
32 exemption guidelines.

33 **Sec. 12.** RCW 28A.655.140 and 1999 c 388 s 403 are each amended to  
34 read as follows:

35 (1) In order to increase the availability and quality of technical  
36 assistance statewide, the superintendent of public instruction, subject  
37 to available funding, may employ school improvement coordinators and

1 school improvement specialists to provide assistance to schools and  
2 districts. The improvement specialists shall serve on a rotating basis  
3 and shall not be permanent employees.

4 (2) The types of assistance provided by the improvement  
5 coordinators and specialists may include, but need not be limited to:

6 (a) Assistance to schools to use student performance data and  
7 develop improvement plans based on those data;

8 (b) Consultation with schools and districts concerning their  
9 performance on the ((Washington)) statewide assessments ((of student  
10 learning)) and other assessments;

11 (c) Consultation concerning curricula that aligns with the  
12 essential academic learning requirements and the ((Washington))  
13 statewide assessments ((of student learning)) and that meets the needs  
14 of diverse learners;

15 (d) Assistance in the identification and implementation of  
16 research-based instructional practices;

17 (e) Staff training that emphasizes effective instructional  
18 strategies and classroom-based assessment;

19 (f) Assistance in developing and implementing family and community  
20 involvement programs; and

21 (g) Other assistance to schools and school districts intended to  
22 improve student learning.

23 **Sec. 13.** RCW 28A.655.185 and 2005 c 495 s 1 are each amended to  
24 read as follows:

25 (1) It is the intent of the legislature, through the creation of  
26 the apple award, to honor and reward students in Washington's public  
27 elementary schools who have shown significant improvement in their  
28 school's results on the ((Washington)) statewide assessments ((of  
29 student learning)).

30 (2) The apple award program is created to honor and reward public  
31 elementary schools that have the greatest combined average increase in  
32 the percentage of students meeting the fourth grade reading,  
33 mathematics, and writing standards on the ((Washington)) statewide  
34 assessment ((of student learning)) each school year. The program shall  
35 be administered by the state board of education.

36 (3) Within the amounts appropriated for this purpose, each school  
37 that receives an apple award shall be provided with a twenty-five

1 thousand dollar grant to be used for capital construction purposes that  
2 have been selected by students in the school and approved by the  
3 district's school directors. The funds may be used exclusively for  
4 capital construction projects on school property or on other public  
5 property in the community, city, or county in which the school is  
6 located.

7 **Sec. 14.** RCW 28A.655.200 and 2009 c 539 s 1 are each amended to  
8 read as follows:

9 (1) The legislature intends to permit school districts to offer  
10 norm-referenced assessments, make diagnostic tools available to school  
11 districts, and provide funding for diagnostic assessments to enhance  
12 student learning at all grade levels and provide early intervention  
13 before the high school (~~(Washington)~~) statewide assessment (~~(of student~~  
14 ~~learning)~~).

15 (2) In addition to the diagnostic assessments provided under this  
16 section, school districts may, at their own expense, administer norm-  
17 referenced assessments to students.

18 (3) Subject to the availability of amounts appropriated for this  
19 purpose, the office of the superintendent of public instruction shall  
20 post on its web site for voluntary use by school districts, a guide of  
21 diagnostic assessments. The assessments in the guide, to the extent  
22 possible, shall include the characteristics listed in subsection (4) of  
23 this section.

24 (4) Subject to the availability of amounts appropriated for this  
25 purpose, beginning September 1, 2007, the office of the superintendent  
26 of public instruction shall make diagnostic assessments in reading,  
27 writing, mathematics, and science in elementary, middle, and high  
28 school grades available to school districts. Subject to funds  
29 appropriated for this purpose, the office of the superintendent of  
30 public instruction shall also provide funding to school districts for  
31 administration of diagnostic assessments to help improve student  
32 learning, identify academic weaknesses, enhance student planning and  
33 guidance, and develop targeted instructional strategies to assist  
34 students before the high school (~~(Washington)~~) statewide assessment  
35 (~~(of student learning)~~). To the greatest extent possible, the  
36 assessments shall be:

37 (a) Aligned to the state's grade level expectations;

1 (b) Individualized to each student's performance level;

2 (c) Administered efficiently to provide results either immediately  
3 or within two weeks;

4 (d) Capable of measuring individual student growth over time and  
5 allowing student progress to be compared to other students across the  
6 country;

7 (e) Readily available to parents; and

8 (f) Cost-effective.

9 (5) The office of the superintendent of public instruction shall  
10 offer training at statewide and regional staff development activities  
11 in:

12 (a) The interpretation of diagnostic assessments; and

13 (b) Application of instructional strategies that will increase  
14 student learning based on diagnostic assessment data.

15 **Sec. 15.** RCW 28B.50.534 and 2007 c 355 s 3 are each amended to  
16 read as follows:

17 (1) A pilot program is created for two community or technical  
18 colleges to make available courses or a program of study, on the  
19 college campus, designed to enable students under the age of twenty-one  
20 who have completed all state and local high school graduation  
21 requirements except the certificate of academic achievement or  
22 certificate of individual achievement to complete their high school  
23 education and obtain a high school diploma.

24 (a) The colleges participating in the pilot program in this section  
25 may make courses or programs under this section available by entering  
26 into contracts with local school districts to deliver the courses or  
27 programs. Colleges participating in the pilot program that offer  
28 courses or programs under contract shall be reimbursed for each  
29 enrolled eligible student as provided in the contract, and the high  
30 school diploma shall be issued by the local school district;

31 (b) Colleges participating in the pilot program may deliver courses  
32 or programs under this section directly. Colleges that deliver courses  
33 or programs directly shall be reimbursed for each enrolled eligible  
34 student as provided in RCW 28A.600.405, and the high school diploma  
35 shall be issued by the college;

36 (c) Colleges participating in the pilot program may make courses or  
37 programs under this section available through a combination of

1 contracts with local school districts, collaboration with educational  
2 service districts, and direct service delivery. Colleges participating  
3 in the pilot program may also make courses or programs under this  
4 section available for students at locations in addition to the college  
5 campus; or

6 (d) Colleges participating in the pilot program may enter into  
7 regional partnerships to carry out the provisions of this subsection  
8 (1).

9 (2) Regardless of the service delivery method chosen, colleges  
10 participating in the pilot program shall ensure that all eligible  
11 students located in school districts within their college district as  
12 defined in RCW 28B.50.040 have an opportunity to enroll in a course or  
13 program under this section.

14 (3) Colleges participating in the pilot program shall not require  
15 students enrolled under this section to pay tuition or services and  
16 activities fees; however this waiver of tuition and services and  
17 activities fees shall be in effect only for those courses that lead to  
18 a high school diploma.

19 (4) Nothing in this section or RCW 28A.600.405 precludes a  
20 community or technical college from offering courses or a program of  
21 study for students other than eligible students as defined by RCW  
22 28A.600.405 to obtain a high school diploma, nor is this section or RCW  
23 28A.600.405 intended to restrict diploma completion programs offered by  
24 school districts or educational service districts. Community and  
25 technical colleges and school districts are encouraged to consult with  
26 educational service districts in the development and delivery of  
27 programs and courses required under this section.

28 (5) Community and technical colleges participating in the pilot  
29 program shall not be required to administer the ((Washington))  
30 statewide assessment ((of student learning)).

31 **Sec. 16.** RCW 28B.105.010 and 2007 c 214 s 1 are each amended to  
32 read as follows:

33 (1) The GET ready for math and science scholarship program is  
34 established. The purpose of the program is to provide scholarships to  
35 students who achieve level four on the mathematics or science portions  
36 of the tenth grade ((Washington)) statewide assessment ((of student  
37 learning)) or achieve a score in the math section of the SAT or the

1 math section of the ACT that is above the ninety-fifth percentile,  
2 major in a mathematics, science, or related field in college, and  
3 commit to working in mathematics, science, or a related field for at  
4 least three years in Washington following completion of their  
5 bachelor's degree. The program shall be administered by the nonprofit  
6 organization selected as the private partner in the public-private  
7 partnership.

8 (2) The total annual amount of each GET ready for math and science  
9 scholarship may vary, but shall not exceed the annual cost of resident  
10 undergraduate tuition fees and mandatory fees at the University of  
11 Washington. An eligible recipient may receive a GET ready for math and  
12 science scholarship for up to one hundred eighty quarter credits, or  
13 the semester equivalent, or for up to five years, whichever comes  
14 first.

15 (3) Scholarships shall be awarded only to the extent that state  
16 funds and private matching funds are available for that purpose in the  
17 GET ready for math and science (~~(scholarship)~~) scholarship account  
18 established in RCW 28B.105.110.

19 **Sec. 17.** RCW 28B.105.030 and 2007 c 214 s 3 are each amended to  
20 read as follows:

21 (1) An eligible student is a student who:

22 (a) Is eligible for resident tuition and fee rates as defined in  
23 RCW 28B.15.012;

24 (b) Achieved level four on the mathematics or science portion of  
25 the tenth grade (~~(Washington)~~) statewide assessment (~~(of student~~  
26 ~~learning)~~) or achieved a score in the math section of the SAT or the  
27 math section of the ACT that is above the ninety-fifth percentile;

28 (c) Has a family income at or below one hundred twenty-five percent  
29 of the state median family income at the time the student applies for  
30 a GET ready for math and science scholarship and for up to the two  
31 previous years;

32 (d) Has declared an intention to complete a qualified program or  
33 qualified major or has entered a qualified program or declared a  
34 qualified major at an institution of higher education;

35 (e) Has declared an intention to work in a mathematics, science, or  
36 related field in Washington for at least three years immediately  
37 following completion of a bachelor's degree or higher degree.

1 (2) An eligible recipient is an eligible student who:

2 (a) Has been awarded a scholarship in accordance with the selection  
3 criteria and process established by the board and the program  
4 administrator;

5 (b) Enrolls at an institution of higher education within one year  
6 of graduating from high school;

7 (c) Maintains satisfactory academic progress, as defined by the  
8 institution of higher education where the student is enrolled;

9 (d) Takes at least one college-level mathematics or science course  
10 each term since enrolling in an institution of higher education; and

11 (e) Enters a qualified program or qualified major no later than the  
12 end of the first term in which the student has junior level standing.

13 **Sec. 18.** RCW 28B.105.060 and 2007 c 214 s 6 are each amended to  
14 read as follows:

15 The office of the superintendent of public instruction shall:

16 (1) Notify elementary, middle, junior high, high school, and school  
17 district staff and administrators, and the children's administration of  
18 the department of social and health services about the GET ready for  
19 math and science scholarship program using methods in place for  
20 communicating with schools and school districts; and

21 (2) Provide data showing the race, ethnicity, income, and other  
22 available demographic information of students who achieve level four of  
23 the math and science ((Washington)) statewide assessment ((of student  
24 learning)) in the tenth grade((-)); compare those data with comparable  
25 information on the tenth grade student population as a whole((-)); and  
26 submit a report with the analysis to the committees responsible for  
27 education and higher education in the legislature on December 1st of  
28 even-numbered years.

29 **Sec. 19.** RCW 28B.105.080 and 2007 c 214 s 8 are each amended to  
30 read as follows:

31 School districts shall:

32 (1) Notify parents, teachers, counselors, and principals about the  
33 GET ready for math and science scholarship program through existing  
34 channels. Notification methods may include, but are not limited to,  
35 regular school district and building communications, online scholarship

1 bulletins and announcements, notices posted on school walls and  
2 bulletin boards, information available in each counselor's office, and  
3 school or district scholarship information sessions;

4 (2) Provide each student who achieves level four on the mathematics  
5 or science high school ((Washington)) statewide assessment ((~~of student~~  
6 ~~learning~~)) with information regarding the scholarship program and how  
7 to contact the program administrator.

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