
SENATE BILL 6056

State of Washington

63rd Legislature

2014 Regular Session

By Senator Litzow; by request of Superintendent of Public Instruction

Read first time 01/15/14. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to changing the due dates of certain requirements
2 of the office of the superintendent of public instruction; and amending
3 RCW 28A.600.280 and 28A.657.020.

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

5 **Sec. 1.** RCW 28A.600.280 and 2012 c 229 s 505 are each amended to
6 read as follows:

7 (1) The office of the superintendent of public instruction, in
8 collaboration with the state board for community and technical
9 colleges, the Washington state apprenticeship and training council, the
10 workforce training and education coordinating board, the student
11 achievement council, the public baccalaureate institutions, and the
12 education data center, shall report by (~~September 1, 2010~~) December
13 15, 2014, and annually thereafter to the education and higher education
14 committees of the legislature regarding participation in dual credit
15 programs. The report shall include:

16 (a) Data about student participation rates and academic performance
17 including but not limited to running start, college in the high school,
18 tech prep, international baccalaureate, advanced placement, and running
19 start for the trades;

1 (b) Data on the total unduplicated head count of students enrolled
2 in at least one dual credit program course; and

3 (c) The percentage of students who enrolled in at least one dual
4 credit program as percent of all students enrolled in grades nine
5 through twelve.

6 (2) Data on student participation shall be disaggregated by race,
7 ethnicity, gender, and receipt of free or reduced-price lunch.

8 **Sec. 2.** RCW 28A.657.020 and 2013 c 159 s 3 are each amended to
9 read as follows:

10 (1) Beginning in 2010, and each year thereafter through December 1,
11 2012, the superintendent of public instruction shall annually identify
12 schools as one of the state's persistently lowest-achieving schools if
13 the school is a Title I school, or a school that is eligible for but
14 does not receive Title I funds, that is among the lowest-achieving five
15 percent of Title I or Title I eligible schools in the state.

16 (2) The criteria for determining whether a school is among the
17 persistently lowest-achieving five percent of Title I schools, or Title
18 I eligible schools, under subsection (1) of this section shall be
19 established by the superintendent of public instruction. The criteria
20 must meet all applicable requirements for the receipt of a federal
21 school improvement grant under the American recovery and reinvestment
22 act of 2009 and Title I of the elementary and secondary education act
23 of 1965, and take into account both:

24 (a) The academic achievement of the "all students" group in a
25 school in terms of proficiency on the state's assessment, and any
26 alternative assessments, in reading and mathematics combined; and

27 (b) The school's lack of progress on the mathematics and reading
28 assessments over a number of years in the "all students" group.

29 (3)(a) Beginning (~~December 1, 2013~~) February 1, 2014, and each
30 (~~December~~) February thereafter, the superintendent of public
31 instruction shall annually identify challenged schools in need of
32 improvement and a subset of such schools that are the persistently
33 lowest-achieving schools in the state.

34 (b) The criteria for determining whether a school is a challenged
35 school in need of improvement shall be adopted by the superintendent of
36 public instruction in rule. The criteria must meet all applicable
37 federal requirements under Title I of the elementary and secondary

1 education act of 1965 and other federal rules or guidance, including
2 applicable requirements for the receipt of federal school improvement
3 funds if available, but shall apply equally to Title I, Title I-
4 eligible, and non-Title I schools in the state. The criteria must take
5 into account the academic achievement of the "all students" group and
6 subgroups of students in a school in terms of proficiency on the state
7 assessments in reading or English language arts and mathematics and a
8 high school's graduation rate for all students and subgroups of
9 students. The superintendent may establish tiered categories of
10 challenged schools based on the relative performance of all students,
11 subgroups of students, and other factors.

12 (c) The superintendent of public instruction shall also adopt
13 criteria in rule for determining whether a challenged school in need of
14 improvement is also a persistently lowest-achieving school for purposes
15 of the required action district process under this chapter, which shall
16 include the school's lack of progress for all students and subgroups of
17 students over a number of years. The criteria for identifying
18 persistently lowest-achieving schools shall also take into account the
19 level of state or federal resources available to implement a required
20 action plan.

21 (d) If the Washington achievement index is approved by the United
22 States department of education for use in identifying schools for
23 federal purposes, the superintendent of public instruction shall use
24 the approved index to identify schools under (b) and (c) of this
25 subsection.

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