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**ENGROSSED SUBSTITUTE SENATE BILL 5587**

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**State of Washington**

**63rd Legislature**

**2013 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators Litzow, Dammeier, Rivers, Fain, and Tom)

READ FIRST TIME 02/19/13.

1        AN ACT Relating to student assessments; amending RCW 28A.655.061,  
2 28A.655.066, 28A.655.070, 28A.655.071, 28B.105.010, 28B.105.030, and  
3 28B.105.060; adding a new section to chapter 28A.320 RCW; and creating  
4 a new section.

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

6        NEW SECTION.    **Sec. 1.** The legislature finds that the  
7 superintendent of public instruction was authorized to align the state  
8 essential academic learning requirements for mathematics, reading,  
9 writing, and communication with the common set of standards for  
10 students in grades kindergarten through twelve, known as the common  
11 core state standards, which were developed by a multistate consortium  
12 in which Washington took part. The legislature further finds that  
13 Washington has joined one of two multistate consortia using a federal  
14 grant to develop new language arts and math assessments in grades three  
15 through eight and grade eleven that are, among other factors, aligned  
16 with the common core state standards and test college and career  
17 readiness at the high school level. The legislature further finds that  
18 the assessments are required to be ready for use by the 2014-15 school  
19 year. The legislature intends to make changes to the assessment system

1 in order to use the consortia-developed assessments for both high  
2 school graduation and to meet the federal accountability requirements.  
3 As the state transitions from the current assessments to the consortia-  
4 developed assessments the legislature intends that both the current  
5 tenth grade assessments and the consortia-developed assessments may be  
6 used for high school graduation purposes by the graduating classes of  
7 2016 and 2017. Beginning with the graduating class of 2018, students  
8 must meet the state standards on the consortia-developed assessments to  
9 earn the certificate of academic achievement and graduate from high  
10 school.

11 **Sec. 2.** RCW 28A.655.061 and 2011 1st sp.s. c 22 s 2 are each  
12 amended to read as follows:

13 (1) The high school assessment system shall include but need not be  
14 limited to the statewide student assessment, opportunities for a  
15 student to retake the content areas of the assessment in which the  
16 student was not successful, and, if approved by the legislature  
17 pursuant to subsection (10) of this section, one or more objective  
18 alternative assessments for a student to demonstrate achievement of  
19 state academic standards. The objective alternative assessments for  
20 each content area shall be comparable in rigor to the skills and  
21 knowledge that the student must demonstrate on the statewide student  
22 assessment for each content area.

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

31 (3) Beginning with the graduating class of 2008 through the  
32 graduating class of 2015, with the exception of students satisfying the  
33 provisions of RCW 28A.155.045, a student who meets the state standards  
34 on the reading, writing, and mathematics (~~((content areas of the))~~) high  
35 school statewide student assessment shall earn a certificate of  
36 academic achievement. Beginning with the graduating class of 2018, a  
37 student who meets the state standards on the English language arts and

1 revised mathematics high school statewide assessments shall earn a  
2 certificate of academic achievement. The graduating classes of 2016  
3 and 2017 must meet the requirements in accordance with RCW 28A.655.066.

4 If a student does not successfully meet the state standards in one or  
5 more content areas required for the certificate of academic  
6 achievement, then the student may retake the assessment in the content  
7 area (~~up to four times~~) at least twice a year at no cost to the  
8 student. If the student successfully meets the state standards on a  
9 retake of the assessment then the student shall earn a certificate of  
10 academic achievement. Once objective alternative assessments are  
11 authorized pursuant to subsection (10) of this section, a student may  
12 use the objective alternative assessments to demonstrate that the  
13 student successfully meets the state standards for that content area if  
14 the student has taken the statewide student assessment at least once.  
15 If the student successfully meets the state standards on the objective  
16 alternative assessments then the student shall earn a certificate of  
17 academic achievement.

18 (4) Beginning with the graduating class of 2015, a student must  
19 meet the state standards in science in addition to the other content  
20 areas required under subsection (3) of this section on the statewide  
21 student assessment or the objective alternative assessments in order to  
22 earn a certificate of academic achievement.

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

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

30 (7) School districts must make available to students the following  
31 options:

32 (a) To retake the statewide student assessment (~~up to four times~~)  
33 at least twice a year in the content areas in which the student did not  
34 meet the state standards if the student is enrolled in a public school;  
35 or

36 (b) To retake the statewide student assessment (~~up to four times~~)  
37 at least twice a year in the content areas in which the student did not  
38 meet the state standards if the student is enrolled in a high school

1 completion program at a community or technical college. The  
2 superintendent of public instruction and the state board for community  
3 and technical colleges shall jointly identify means by which students  
4 in these programs can be assessed.

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

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

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

25 (b)(i) A student's score on the mathematics, reading or English, or  
26 writing portion of the SAT or the ACT may be used as an objective  
27 alternative assessment under this section for demonstrating that a  
28 student has met or exceeded the state standards for the certificate of  
29 academic achievement. The state board of education shall identify the  
30 scores students must achieve on the relevant portion of the SAT or ACT  
31 to meet or exceed the state standard in the relevant content area on  
32 the statewide student assessment. A student's score on the science  
33 portion of the ACT or the science subject area tests of the SAT may be  
34 used as an objective alternative assessment under this section as soon  
35 as the state board of education determines that sufficient data is  
36 available to identify reliable equivalent scores for the science  
37 content area of the statewide student assessment. After the first

1 scores are established, the state board may increase but not decrease  
2 the scores required for students to meet or exceed the state standards.

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

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 assessment of  
26 student learning for making individual student high school graduation  
27 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. Student learning plans are required for  
33 eighth grade students who were not successful on any or all of the  
34 content areas of the state assessment during the previous school year  
35 or who may not be on track to graduate due to credit deficiencies or  
36 absences. The parent or legal guardian shall be notified about the  
37 information in the student learning plan, preferably through a parent  
38 conference and at least annually. To the extent feasible, schools

1 serving English language learner students and their parents shall  
2 translate the plan into the primary language of the family. The plan  
3 shall include the following information as applicable:

4 (a) The student's results on the state assessment;

5 (b) If the student is in the transitional bilingual program, the  
6 score on his or her Washington language proficiency test II;

7 (c) Any credit deficiencies;

8 (d) The student's attendance rates over the previous two years;

9 (e) The student's progress toward meeting state and local  
10 graduation requirements;

11 (f) The courses, competencies, and other steps needed to be taken  
12 by the student to meet state academic standards and stay on track for  
13 graduation;

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

18 (h) The alternative assessment options available to students under  
19 this section and RCW 28A.655.065;

20 (i) School district programs, high school courses, and career and  
21 technical education options available for students to meet graduation  
22 requirements; and

23 (j) Available programs offered through skill centers or community  
24 and technical colleges, including the college high school diploma  
25 options under RCW 28B.50.535.

26 **Sec. 3.** RCW 28A.655.066 and 2011 c 25 s 2 are each amended to read  
27 as follows:

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

35 (b) The superintendent shall develop end-of-course assessments for  
36 the first year of high school mathematics that include the standards  
37 common to algebra I and integrated mathematics I and for the second

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

7 (c) The superintendent of public instruction shall also develop  
8 subtests for the end-of-course assessments that measure standards for  
9 the first two years of high school mathematics that are unique to  
10 algebra I, integrated mathematics I, geometry, and integrated  
11 mathematics II. The results of the subtests shall be reported at the  
12 student, teacher, school, and district level. These end-of-course  
13 assessments shall not be administered and shall not be used for state  
14 or federal accountability after the 2014-15 school year.

15 (2) For the graduating classes of 2013 and 2014 and for purposes of  
16 the certificate of academic achievement under RCW 28A.655.061, a  
17 student may use: (a) Results from the end-of-course assessment for the  
18 first year of high school mathematics or the results from the end-of-  
19 course assessment for the second year of high school mathematics; or  
20 (b) results from a high school mathematics retake assessment.

21 (3) (~~Beginning with~~) The graduating class of 2015 (~~and~~),  
22 purposes of the certificate of academic achievement under RCW  
23 28A.655.061, (~~the — mathematics — content — area — of — the — Washington~~  
24 ~~assessment of student learning~~) shall be assessed using the end-of-  
25 course assessment for the first year of high school mathematics plus  
26 the end-of-course assessment for the second year of high school  
27 mathematics, (~~or~~) results from a high school mathematics retake  
28 assessment for the end-of-course assessments in which the student did  
29 not meet the standard, or an approved alternative assessment.

30 (4) As the state transitions from the reading and writing  
31 assessments to the comprehensive English language arts assessment and  
32 from the end-of-course mathematics assessments to a comprehensive  
33 mathematics assessment, the graduating classes of 2016 and 2017, for  
34 purposes of the certificate of academic achievement under RCW  
35 28A.655.061 may be assessed using:

36 (a) The end-of-course assessment for the first year of high school  
37 mathematics plus the end-of-course assessment for the second year of

1 high school mathematics, the new comprehensive mathematics assessment,  
2 the appropriate retake assessment, or an approved alternative  
3 assessment; and

4 (b) The reading and writing assessment or the comprehensive English  
5 language arts assessment, a retake, or an approved alternative.

6 (5) All of the objective alternative assessments available to  
7 students under RCW 28A.655.061 and 28A.655.065 shall be available to  
8 any student who has taken the ~~((sequence of))~~ end-of-course  
9 assessment~~((s))~~ once but does not meet the state mathematics standard  
10 on the ~~((sequence of))~~ end-of-course assessment~~((s))~~.

11 ~~((+5))~~ (6) The superintendent of public instruction shall report  
12 at least annually or more often if necessary to keep the education  
13 committees of the legislature informed on each step of the development  
14 and implementation process under this section.

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

17 (1) The superintendent of public instruction shall develop  
18 essential academic learning requirements that identify the knowledge  
19 and skills all public school students need to know and be able to do  
20 based on the student learning goals in RCW 28A.150.210, develop student  
21 assessments, and implement the accountability recommendations and  
22 requests regarding assistance, rewards, and recognition of the state  
23 board of education.

24 (2) The superintendent of public instruction shall:

25 (a) Periodically revise the essential academic learning  
26 requirements, as needed, based on the student learning goals in RCW  
27 28A.150.210. Goals one and two shall be considered primary. To the  
28 maximum extent possible, the superintendent shall integrate goal four  
29 and the knowledge and skill areas in the other goals in the essential  
30 academic learning requirements; and

31 (b) Review and prioritize the essential academic learning  
32 requirements and identify, with clear and concise descriptions, the  
33 grade level content expectations to be assessed on the ~~((Washington))~~  
34 statewide student assessment ~~((of student learning))~~ and used for state  
35 or federal accountability purposes. The review, prioritization, and  
36 identification shall result in more focus and targeting with an  
37 emphasis on depth over breadth in the number of grade level content

1 expectations assessed at each grade level. Grade level content  
2 expectations shall be articulated over the grades as a sequence of  
3 expectations and performances that are logical, build with increasing  
4 depth after foundational knowledge and skills are acquired, and  
5 reflect, where appropriate, the sequential nature of the discipline.  
6 The office of the superintendent of public instruction, within seven  
7 working days, shall post on its web site any grade level content  
8 expectations provided to an assessment vendor for use in constructing  
9 the ~~((Washington))~~ statewide \_\_ student assessment ~~((of — student~~  
10 ~~learning))~~.

11 (3)(a) In consultation with the state board of education, the  
12 superintendent of public instruction shall maintain and continue to  
13 develop and revise a statewide academic assessment system in the  
14 content areas of reading, writing, mathematics, and science for use in  
15 the elementary, middle, and high school years designed to determine if  
16 each student has mastered the essential academic learning requirements  
17 identified in subsection (1) of this section. In accordance with RCW  
18 28A.655.071, by the 2014-15 school year, an English language arts  
19 assessment and the mathematics assessment shall be created. School  
20 districts shall administer the assessments under guidelines adopted by  
21 the superintendent of public instruction. The academic assessment  
22 system may include a variety of assessment methods, including  
23 criterion-referenced and performance-based measures.

24 (b) Effective with the 2009 administration of the Washington  
25 assessment of student learning and continuing with the statewide  
26 student assessment, the superintendent shall redesign the assessment in  
27 the content areas of reading, mathematics, and science in all grades  
28 except high school by shortening test administration and reducing the  
29 number of short answer and extended response questions.

30 (4) If the superintendent proposes any modification to the  
31 essential academic learning requirements or the statewide assessments,  
32 then the superintendent shall, upon request, provide opportunities for  
33 the education committees of the house of representatives and the senate  
34 to review the assessments and proposed modifications to the essential  
35 academic learning requirements before the modifications are adopted.

36 (5) The assessment system shall be designed so that the results  
37 under the assessment system are used by educators as tools to evaluate  
38 instructional practices, and to initiate appropriate educational

1 support for students who have not mastered the essential academic  
2 learning requirements at the appropriate periods in the student's  
3 educational development.

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

8 (7) To assist parents and teachers in their efforts to provide  
9 educational support to individual students, the superintendent of  
10 public instruction shall provide as much individual student performance  
11 information as possible within the constraints of the assessment  
12 system's item bank. The superintendent shall also provide to school  
13 districts:

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

16 (b) A collection of diagnostic tools that educators may use to  
17 evaluate the academic status of individual students. The tools shall  
18 be designed to be inexpensive, easily administered, and quickly and  
19 easily scored, with results provided in a format that may be easily  
20 shared with parents and students.

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

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

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

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

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

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

1           **Sec. 5.** RCW 28A.655.071 and 2010 c 235 s 601 are each amended to  
2 read as follows:

3           (1) By August 2, 2010, the superintendent of public instruction may  
4 revise the state essential academic learning requirements authorized  
5 under RCW 28A.655.070 for mathematics, reading, writing, and  
6 communication by provisionally adopting a common set of standards for  
7 students in grades kindergarten through twelve. The revised state  
8 essential academic learning requirements may be substantially identical  
9 with the standards developed by a multistate consortium in which  
10 Washington participated, must be consistent with the requirements of  
11 RCW 28A.655.070, and may include additional standards if the additional  
12 standards do not exceed fifteen percent of the standards for each  
13 content area. ~~((However, the superintendent of public instruction  
14 shall not take steps to implement the provisionally adopted standards  
15 until the education committees of the house of representatives and the  
16 senate have an opportunity to review the standards.~~

17           ~~(2) By January 1, 2011, the superintendent of public instruction  
18 shall submit to the education committees of the house of  
19 representatives and the senate:~~

20           ~~(a) A detailed comparison of the provisionally adopted standards  
21 and the state essential academic learning requirements as of June 10,  
22 2010, including the comparative level of rigor and specificity of the  
23 standards and the implications of any identified differences; and~~

24           ~~(b) An estimated timeline and costs to the state and to school  
25 districts to implement the provisionally adopted standards, including  
26 providing necessary training, realignment of curriculum, adjustment of  
27 state assessments, and other actions.~~

28           ~~(3) The superintendent may implement the revisions to the essential  
29 academic learning requirements under this section after the 2011  
30 legislative session unless otherwise directed by the legislature.))~~

31           (2) The superintendent of public instruction, in consultation with  
32 the state board of education, shall modify and implement statewide  
33 student assessments developed with a multistate consortium in English  
34 language arts and mathematics. The assessments must be implemented in  
35 the 2014-15 school year. Beginning with the graduating class of 2018,  
36 the English language arts and mathematics assessments or approved  
37 alternatives are required for graduation from a public high school in

1 accordance with RCW 28A.655.061. The English language arts and  
2 mathematics assessments must be comprehensive assessments and not end-  
3 of-course assessments.

4 NEW SECTION. Sec. 6. A new section is added to chapter 28A.320  
5 RCW to read as follows:

6 (1) At the beginning of each school year, school districts must  
7 notify parents and guardians of enrolled students from eighth through  
8 twelfth grade about each student assessment required by the state, the  
9 minimum state-level graduation requirements, and any additional school  
10 district graduation requirements. The information may be provided when  
11 the student is enrolled, contained in the student or parent handbook,  
12 or posted on the school district's web site. The notification must  
13 include the following:

14 (a) When each assessment will be administered;

15 (b) Which assessments will be required for graduation and what  
16 options students have to meet graduation requirements if they do not  
17 pass a given assessment;

18 (c) Whether the results of the assessment will be used for program  
19 placement or grade-level advancement;

20 (d) When the assessment results will be released to parents or  
21 guardians and whether there will be an opportunity for parents and  
22 teachers to discuss strategic adjustments; and

23 (e) Whether the assessment is required by the school district,  
24 state, federal government, or more than one of these entities.

25 (2) The office of the superintendent of public instruction shall  
26 provide information to the school districts to enable the districts to  
27 provide the information to the parents and guardians in accordance with  
28 subsection (1) of this section.

29 **Sec. 7.** RCW 28B.105.010 and 2007 c 214 s 1 are each amended to  
30 read as follows:

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

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

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

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

18 **Sec. 8.** RCW 28B.105.030 and 2007 c 214 s 3 are each amended to  
19 read as follows:

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

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

23 (b) Achieved level four on the mathematics or science portion of  
24 the (~~(tenth grade Washington)~~) high school statewide student assessment  
25 (~~(of student learning)~~) or achieved a score in the math section of the  
26 SAT or the math section of the ACT that is above the ninety-fifth  
27 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)) student achievement  
4 council and the program 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. 9.** 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  
23 ((of)) on the math and science ((Washington)) high school statewide  
24 student assessment ((of student learning in the tenth grade.)); compare  
25 those data with comparable information on the ((tenth grade)) student  
26 population as a whole((-)); and submit a report with the analysis to  
27 the committees responsible for education and higher education in the  
28 legislature on December 1st of even-numbered years.

--- END ---