
HOUSE BILL 2030

State of Washington 60th Legislature 2007 Regular Session

By Representatives Priest, Jarrett, Anderson, Haler and Newhouse

Read first time 02/05/2007. Referred to Committee on Education.

1 AN ACT Relating to high school mathematics and science standards,
2 curriculum, and assessments; amending RCW 28A.655.061 and 28A.655.070;
3 adding a new section to chapter 28A.655 RCW; adding a new section to
4 chapter 28A.305 RCW; and creating a new section.

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

6 NEW SECTION. **Sec. 1.** (1) The legislature finds that Washington
7 schools and students are making significant progress in improving
8 achievement in reading and writing. Schools are adapting instruction
9 and providing remediation for students who need additional assistance.
10 Reading and writing are being taught across the curriculum. There is
11 general consensus among educators about the level of reading and
12 writing skills all students need to demonstrate to be successful after
13 high school. Reading and writing are broad, cumulative skills that can
14 be appropriately assessed in a comprehensive fashion. Therefore, the
15 legislature does not intend to make changes to the Washington
16 assessment of student learning or high school graduation requirements
17 in reading and writing.

18 (2) The legislature further finds, however, that less progress is
19 being made in improving student achievement in mathematics and science.

1 Schools are struggling to identify appropriate curriculum and
2 remediation strategies. There is not a consensus among educators,
3 parents, and the community about the minimum level of mathematics and
4 science knowledge and skills that all students need to be successful
5 after high school, and the essential academic learning requirements and
6 Washington assessment of student learning do not provide guidance in
7 creating such a consensus. The core content of mathematics and science
8 may be more appropriately taught, and therefore assessed, according to
9 major disciplines rather than in a broad and comprehensive fashion.
10 Therefore, the legislature intends to make adjustments to the
11 mathematics and science standards and state assessments, particularly
12 for high school. These adjustments also necessitate changes to the
13 high school graduation requirements in mathematics and science.

14 (3) Finally, the legislature intends to define a minimum level of
15 knowledge and skills in mathematics and science that will be assessed
16 on a statewide basis for purposes of individual, state, and federal
17 accountability. However, students will need additional mathematics and
18 science beyond this minimum level to graduate from high school and to
19 be successful in college and in the workforce. The state through the
20 state board of education's recommendations on a meaningful high school
21 diploma, and local school districts through their graduation
22 requirements, should set high expectations for student achievement in
23 mathematics and science.

24 **Sec. 2.** RCW 28A.655.061 and 2006 c 115 s 4 are each amended to
25 read as follows:

26 (1) The high school assessment system shall include but need not be
27 limited to the Washington assessment of student learning, opportunities
28 for a student to retake the content areas of the assessment in which
29 the student was not successful, and if approved by the legislature
30 pursuant to subsection (10) of this section, one or more objective
31 alternative assessments for a student to demonstrate achievement of
32 state academic standards. The objective alternative assessments for
33 each content area shall be comparable in rigor to the skills and
34 knowledge that the student must demonstrate on the Washington
35 assessment of student learning for each content area.

36 (2) Subject to the conditions in this section, a certificate of
37 academic achievement shall be obtained by most students at about the

1 age of sixteen, and is evidence that the students have successfully met
2 the state standard in the content areas included in the certificate.
3 With the exception of students satisfying the provisions of RCW
4 28A.155.045, acquisition of the certificate is required for graduation
5 from a public high school but is not the only requirement for
6 graduation.

7 (3)(a) Beginning with the graduating class of 2008, with the
8 exception of students satisfying the provisions of RCW 28A.155.045, a
9 student who meets the state standards on the reading((~~τ~~)) and
10 writing(~~(, and mathematics)~~) content areas of the high school
11 Washington assessment of student learning shall earn a certificate of
12 academic achievement.

13 (b) Beginning with the graduating class of 2011, in addition to the
14 content areas required under (a) of this subsection, a student must
15 meet the state standards on at least two of the end-of-course high
16 school Washington assessments of student learning in mathematics, one
17 of which shall be the algebra I assessment, to earn a certificate of
18 academic achievement.

19 (c) Beginning with the graduating class of 2012, in addition to the
20 content areas required under (a) and (b) of this subsection, a student
21 must meet the state standards on at least two of the end-of-course high
22 school Washington assessments of student learning in science, one of
23 which shall be the biology assessment, to earn a certificate of
24 academic achievement.

25 (4) If a student does not successfully meet the state standards in
26 one or more content areas required for the certificate of academic
27 achievement, then the student may retake the assessment in the content
28 area up to four times at no cost to the student. If the student
29 successfully meets the state standards on a retake of the assessment
30 then the student shall earn a certificate of academic achievement.
31 Once objective alternative assessments are authorized pursuant to
32 subsection (10) of this section, a student may use the objective
33 alternative assessments to demonstrate that the student successfully
34 meets the state standards for that content area if the student has
35 retaken the Washington assessment of student learning at least once.
36 If the student successfully meets the state standards on the objective
37 alternative assessments then the student shall earn a certificate of
38 academic achievement.

1 ~~((4) Beginning with the graduating class of 2010, a student must~~
2 ~~meet the state standards in science in addition to the other content~~
3 ~~areas required under subsection (3) of this section on the Washington~~
4 ~~assessment of student learning or the objective alternative assessments~~
5 ~~in order to earn a certificate of academic achievement.))~~

6 (5) The state board of education may not require the acquisition of
7 the certificate of academic achievement for students in home-based
8 instruction under chapter 28A.200 RCW, for students enrolled in private
9 schools under chapter 28A.195 RCW, or for students satisfying the
10 provisions of RCW 28A.155.045.

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

13 (7) ~~((Beginning in 2006,))~~ School districts must make available to
14 students the following options:

15 (a) To retake the Washington assessment of student learning up to
16 four times in the content areas in which the student did not meet the
17 state standards if the student is enrolled in a public school; or

18 (b) To retake the Washington assessment of student learning up to
19 four times in the content areas in which the student did not meet the
20 state standards if the student is enrolled in a high school completion
21 program at a community or technical college. The superintendent of
22 public instruction and the state board for community and technical
23 colleges shall jointly identify means by which students in these
24 programs can be assessed.

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

29 ~~((Subject to available funding, the superintendent shall pilot~~
30 ~~opportunities for retaking the high school assessment beginning in the~~
31 ~~2004-05 school year. Beginning no later than September 2006,))~~
32 Opportunities to retake the assessment at least twice a year shall be
33 available to each school district.

34 (10)(a) The office of the superintendent of public instruction
35 shall develop options for implementing objective alternative
36 assessments, which may include an appeals process, for students to
37 demonstrate achievement of the state academic standards. The objective
38 alternative assessments shall be comparable in rigor to the skills and

1 knowledge that the student must demonstrate on the Washington
2 assessment of student learning and be objective in its determination of
3 student achievement of the state standards. Before any objective
4 alternative assessments in addition to those authorized in RCW
5 28A.655.065 or (b) of this subsection are used by a student to
6 demonstrate that the student has met the state standards in a content
7 area required to obtain a certificate, the legislature shall formally
8 approve the use of any objective alternative assessments through the
9 omnibus appropriations act or by statute or concurrent resolution.

10 (b) A student's score on the mathematics portion of the preliminary
11 scholastic assessment test (PSAT), the scholastic assessment test
12 (SAT), or the American college test (ACT) may be used as an objective
13 alternative assessment under this section for demonstrating that a
14 student has met or exceeded the mathematics standards for the
15 certificate of academic achievement. The state board of education
16 shall identify the scores students must achieve on the mathematics
17 portion of the PSAT, SAT, or ACT to meet or exceed the state standard
18 for mathematics. The state board of education shall identify the first
19 scores by December 1, 2006, and thereafter may increase but not
20 decrease the scores required for students to meet or exceed the state
21 standard for mathematics.

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 students as provided in this subsection (12).

32 (a) Student learning plans are required for eighth through twelfth
33 grade students who were not successful on any or all of the content
34 areas of the Washington assessment for student learning during the
35 previous school year. The plan shall include the courses,
36 competencies, and other steps needed to be taken by the student to meet
37 state academic standards and stay on track for graduation. ((This
38 requirement shall be phased in as follows:

1 ~~(i) Beginning no later than the 2004-05 school year ninth grade~~
2 ~~students as described in this subsection (12)(a) shall have a plan.~~

3 ~~(ii) Beginning no later than the 2005-06 school year and every year~~
4 ~~thereafter eighth grade students as described in this subsection~~
5 ~~(12)(a) shall have a plan.~~

6 ~~(iii))~~ (i) The parent or guardian shall be notified, preferably
7 through a parent conference, of the student's results on the Washington
8 assessment of student learning, actions the school intends to take to
9 improve the student's skills in any content area in which the student
10 was unsuccessful, strategies to help them improve their student's
11 skills, and the content of the student's plan.

12 ~~((iv))~~ (ii) Progress made on the student plan shall be reported
13 to the student's parents or guardian at least annually and adjustments
14 to the plan made as necessary.

15 (b) ~~((Beginning with the 2005-06 school year and every year~~
16 ~~thereafter,))~~ All fifth grade students who were not successful in one
17 or more of the content areas of the fourth grade Washington assessment
18 of student learning shall have a student learning plan.

19 (i) The parent or guardian of ~~((a))~~ the student ~~((described in this~~
20 ~~subsection (12)(b))~~) shall be notified, preferably through a parent
21 conference, of the student's results on the Washington assessment of
22 student learning, actions the school intends to take to improve the
23 student's skills in any content area in which the student was
24 unsuccessful, and provide strategies to help them improve their
25 student's skills.

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

29 **Sec. 3.** RCW 28A.655.070 and 2005 c 497 s 106 are each amended to
30 read as follows:

31 (1) Except for the content areas of mathematics and science at the
32 high school level, the superintendent of public instruction shall
33 develop essential academic learning requirements that identify the
34 knowledge and skills all public school students need to know and be
35 able to do based on the student learning goals in RCW 28A.150.210,
36 develop student assessments, and implement the accountability
37 recommendations and requests regarding assistance, rewards, and

1 recognition of the state board of education. Standards and assessments
2 for the content areas of mathematics and science at the high school
3 level shall be selected by the state board of education as provided in
4 section 4 of this act.

5 (2) The superintendent of public instruction shall:

6 (a) Periodically revise the essential academic learning
7 requirements, as needed, based on the student learning goals in RCW
8 28A.150.210. By September 1, 2009, the superintendent shall make any
9 necessary revisions to the essential academic learning requirements and
10 grade level expectations in elementary and middle school mathematics to
11 ensure that mathematics standards, expectations, and assessments are
12 sequential and aligned with the high school mathematics standards
13 selected under section 4 of this act. By September 1, 2010, the
14 superintendent shall make any such necessary revisions to the essential
15 academic learning requirements and grade level expectations in
16 elementary and middle school science. Goals one and two shall be
17 considered primary. To the maximum extent possible, the superintendent
18 shall integrate goal four and the knowledge and skill areas in the
19 other goals in the essential academic learning requirements; and

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

36 (3) In consultation with the state board of education, the
37 superintendent of public instruction shall maintain and continue to
38 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 (~~shall~~) may include a variety of assessment methods, including
8 criterion-referenced and performance-based measures.

9 (4) If the superintendent proposes any modification to the
10 essential academic learning requirements or the statewide assessments,
11 then the superintendent shall, upon request, provide opportunities for
12 the education committees of the house of representatives and the senate
13 to review the assessments and proposed modifications to the essential
14 academic learning requirements before the modifications are adopted.

15 (5)((~~a~~)) The assessment system shall be designed so that the
16 results under the assessment system are used by educators as tools to
17 evaluate instructional practices, and to initiate appropriate
18 educational support for students who have not mastered the essential
19 academic learning requirements at the appropriate periods in the
20 student's educational development.

21 (~~(b) Assessments measuring the essential academic learning~~
22 ~~requirements in the content area of science shall be available for~~
23 ~~mandatory use in middle schools and high schools by the 2003-04 school~~
24 ~~year and for mandatory use in elementary schools by the 2004-05 school~~
25 ~~year unless the legislature takes action to delay or prevent~~
26 ~~implementation of the assessment.))~~

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 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.655
25 RCW to read as follows:

26 (1) By December 1, 2007, the state board of education shall select
27 a set of high school mathematics standards to be the essential academic
28 learning requirements in high school mathematics. By December 1, 2008,
29 the state board of education shall select a set of high school science
30 standards to be the essential academic learning requirements in high
31 school science. The selected standards shall align with the content of
32 end-of-course assessments required under subsection (2) of this
33 section. The selected standards shall provide sufficient detail about
34 the knowledge and skills expected of students in each content area to
35 enable school districts to design and offer courses of instruction
36 containing the content to be assessed by the end-of-course assessments.

1 (2) The state board of education, in consultation with the
2 superintendent of public instruction, shall select a set of end-of-
3 course assessments for high school mathematics and high school science
4 that are aligned with the standards selected under subsection (1) of
5 this section. To facilitate ease of scoring and timely return of
6 results, the assessments shall rely on multiple choice questions.
7 School districts shall administer the assessments according to a
8 uniform assessment schedule and guidelines adopted by the
9 superintendent to ensure appropriate confidentiality of assessment
10 questions.

11 (a) The legislature's intent is that students receive instruction
12 through credited high school courses in the content areas to be
13 assessed and have their knowledge and skills assessed after they
14 complete the courses. However, school districts shall be responsible
15 for designing and implementing the courses, including determining at
16 which grade levels and in what format the courses shall be offered in
17 the district. School districts may provide instruction in the content
18 areas through integrated courses.

19 (b) The end-of-course assessments in high school mathematics shall
20 cover algebra I, geometry, and algebra II. The superintendent shall
21 make the mathematics assessments available and school districts shall
22 implement them as the high school Washington assessments of student
23 learning in mathematics beginning with the 2008-09 school year.

24 (c) The end-of-course assessments in high school science shall
25 cover biology, earth science, and chemistry. The superintendent shall
26 make the science assessments available and school districts shall
27 implement them as the high school Washington assessments of student
28 learning in science beginning with the 2009-10 school year.

29 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.305
30 RCW to read as follows:

31 (1) The state board of education shall:

32 (a) By September 1, 2009, identify no more than three recommended
33 mathematics curricula for elementary, middle, and high school that
34 align with the essential academic learning requirements in mathematics,
35 revised as directed by RCW 28A.655.070 and section 4 of this act; and

36 (b) By September 1, 2010, identify no more than three recommended

1 science curricula for elementary, middle, and high school that align
2 with the essential academic learning requirements in science, revised
3 as directed by RCW 28A.655.070 and section 4 of this act.

4 (2) To the extent possible, the state board of education shall
5 select curricula with research findings that demonstrate a positive
6 association with improved student achievement in mathematics and
7 science.

8 (3) For the purposes of this section, "curricula" includes
9 textbooks, online materials, diagnostic and classroom-based
10 assessments, professional development guides, or other associated
11 instructional materials.

12 (4) Subject to funds appropriated for this purpose, school
13 districts that adopt one or more of the recommended curricula after the
14 curricula have been identified by the state board of education shall
15 receive a financial incentive to offset the cost of purchasing the
16 curricula.

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