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**ENGROSSED SUBSTITUTE SENATE BILL 5414**

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**State of Washington**

**61st Legislature**

**2009 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators McAuliffe, King, Oemig, and McDermott)

READ FIRST TIME 02/13/09.

1       AN ACT Relating to statewide assessments and curricula; amending  
2 RCW 28A.655.061 and 28A.655.066; reenacting and amending RCW  
3 28A.305.215; adding a new section to chapter 28A.300 RCW; creating new  
4 sections; and declaring an emergency.

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

6       NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300  
7 RCW to read as follows:

8       (1) The legislature finds that a statewide student assessment  
9 system should improve and inform classroom instruction, support  
10 accountability, and provide useful information to all levels of the  
11 educational system, including students, parents, teachers, schools,  
12 school districts, and the state. The legislature intends to redesign  
13 the current statewide system, in accordance with the recommendations of  
14 the Washington assessment of student learning legislative work group,  
15 to:

16       (a) Include multiple assessment formats, including both formative  
17 and summative, as necessary to provide information to help improve  
18 instruction and inform accountability;

1 (b) Enable collection of data that allows both statewide and  
2 nationwide comparisons of student learning and achievement; and

3 (c) Be balanced so that the information used to make significant  
4 decisions that affect school accountability or student educational  
5 progress includes many data points and does not rely on solely the  
6 results of a single assessment.

7 (2) The legislature further finds that one component of the  
8 assessment system should be instructionally supportive formative  
9 assessments. The key design elements or characteristics of an  
10 instructionally supportive assessment must:

11 (a) Be aligned to state standards in areas that are being assessed;

12 (b) Measure student growth and competency at multiple points  
13 throughout the year in a manner that allows instructors to monitor  
14 student progress and have the necessary trend data with which to  
15 improve instruction;

16 (c) Provide rapid feedback;

17 (d) Link student growth with instructional elements in order to  
18 gauge the effectiveness of educators and curricula;

19 (e) Provide tests that are appropriate to the skill level of the  
20 student;

21 (f) Support instruction for students of all abilities, including  
22 highly capable students and students with learning disabilities;

23 (g) Be culturally, linguistically, and cognitively relevant,  
24 appropriate, and understandable to each student taking the assessment;

25 (h) Inform parents and draw parents into greater participation of  
26 the student's study plan;

27 (i) Provide a way to analyze the assessment results relative to  
28 characteristics of the student such as, but not limited to, English  
29 language learners, gender, ethnicity, poverty, age, and disabilities;

30 (j) Strive to be computer-based and adaptive; and

31 (k) Engage students in their learning.

32 (3) The legislature further finds that a second component of the  
33 assessment system should be a state-administered summative achievement  
34 assessment that can be used as a check on the educational system in  
35 order to guide state expectations for the instruction of children and  
36 satisfy legislative demands for accountability. The key design  
37 elements or characteristics of the state administered achievement  
38 assessment must:

- 1 (a) Be aligned to state standards in areas that are being assessed;
- 2 (b) Maintain and increase academic rigor;
- 3 (c) Measure student learning growth over years; and
- 4 (d) Strengthen curriculum.

5 (4) The legislature further finds that a third component of the  
6 assessment system should include classroom-based assessments, which may  
7 be formative, summative, or both. Depending on their use, classroom-  
8 based assessments should have the same design elements and  
9 characteristics described in this section for formative and summative  
10 assessments.

11 (5) The legislature further finds that to sustain a strong and  
12 viable assessment system, preservice and ongoing training should be  
13 provided for teachers and administrators on the effective use of  
14 different types of assessments.

15 (6) The legislature further finds that as the statewide data system  
16 is developed, data should be collected for all state-required statewide  
17 assessments to be used for accountability and to monitor overall  
18 student achievement.

19 (7) The superintendent of public instruction, in consultation with  
20 the state board of education, shall begin design and development of an  
21 overall assessment system that meets the principles and characteristics  
22 described in this section. In designing formative and summative  
23 assessments, the superintendent shall solicit bids for the use of  
24 computerized adaptive testing methodologies.

25 (8) Beginning December 1, 2009, and annually thereafter, the  
26 superintendent and state board shall jointly report to the legislature  
27 regarding the assessment system, including a cost analysis of any  
28 changes and costs to expand availability and use of instructionally  
29 supportive formative assessments.

30 NEW SECTION. **Sec. 2.** The superintendent of public instruction  
31 shall:

32 (1) Revise the number of open-ended questions and extended  
33 responses in the statewide achievement assessment in grades three  
34 through eight and ten to reduce the cost and time of administering the  
35 assessment while retaining validity and reliability of the assessment  
36 and retaining assessment of critical thinking skills. By December 1,

1 2009, the superintendent shall report to the legislature regarding the  
2 changes, including a cost analysis of the changes; and

3 (2) Revisit the alternative assessments, the appeals process,  
4 including considering authorizing local school districts to determine  
5 the outcome of an appeal by a student to demonstrate that he or she has  
6 the level of understanding of a content area assessed on the Washington  
7 assessment of student learning necessary to meet the state standard but  
8 was unable to demonstrate that understanding on the assessment or an  
9 alternative assessment, and the Washington alternative assessment  
10 system portfolios for students with the most significant cognitive  
11 disabilities. By December 1, 2009, the superintendent shall make  
12 recommendations to the legislature for improvements.

13 **Sec. 3.** RCW 28A.655.061 and 2008 c 321 s 2 are each amended to  
14 read as follows:

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

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

33 (3)(a) Beginning with the graduating class of 2008, with the  
34 exception of students satisfying the provisions of RCW 28A.155.045, a  
35 student who meets the state standards on the reading, writing, and  
36 mathematics content areas of the high school Washington assessment of

1 student learning or an objective alternative assessment shall earn a  
2 certificate of academic achievement.

3 (b) After a determination is made by the state board of education  
4 that the high school Washington assessment of student learning in the  
5 content areas of mathematics and science is sufficiently reliable and  
6 valid, with the exception of students satisfying the provisions of RCW  
7 28A.155.045, students must also meet the state standards on the  
8 mathematics and science content areas of the Washington assessment of  
9 student learning or an objective alternative assessment in order to  
10 earn a certificate of academic achievement. The state board of  
11 education may make a separate determination for the mathematics and the  
12 science content areas of the assessment. The determination by the  
13 state board of education must be adopted by rule by September 1st of  
14 the freshman school year of the graduating class to which the  
15 graduation requirement under subsection (2) of this section applies.  
16 In making the determination, the state board of education shall obtain  
17 information and conclusions from recognized, independent, national  
18 assessment experts and other objective sources of expertise as the  
19 board deems necessary.

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

15       (5) The state board of education may not require the acquisition of  
16 the certificate of academic achievement for students in home-based  
17 instruction under chapter 28A.200 RCW, for students enrolled in private  
18 schools under chapter 28A.195 RCW, or for students satisfying the  
19 provisions of RCW 28A.155.045.

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

22       (7) School districts must make available to students the following  
23 options:

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

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

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

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

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

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

31 (ii) Until August 31, 2008, a student's score on the mathematics  
32 portion of the (~~(preliminary scholastic assessment test-())~~)PSAT((+))  
33 may be used as an objective alternative assessment under this section  
34 for demonstrating that a student has met or exceeded the state standard  
35 for the certificate of academic achievement. The state board of  
36 education shall identify the score students must achieve on the  
37 mathematics portion of the PSAT to meet or exceed the state standard in  
38 that content area on the Washington assessment of student learning.

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

16 ~~(11) ((By December 15, 2004, the house of representatives and~~  
17 ~~senate education committees shall obtain information and conclusions~~  
18 ~~from recognized, independent, national assessment experts regarding the~~  
19 ~~validity and reliability of the high school Washington assessment of~~  
20 ~~student learning for making individual student high school graduation~~  
21 ~~determinations.~~

22 ~~(12))~~ To help assure continued progress in academic achievement as  
23 a foundation for high school graduation and to assure that students are  
24 on track for high school graduation, each school district shall prepare  
25 plans for and notify students and their parents or legal guardians as  
26 provided in this subsection ~~((12))~~ (11).

27 (a) Student learning plans are required for eighth through twelfth  
28 grade students who were not successful on any or all of the content  
29 areas of the Washington assessment for student learning during the  
30 previous school year or who may not be on track to graduate due to  
31 credit deficiencies or absences. The parent or legal guardian shall be  
32 notified about the information in the student learning plan, preferably  
33 through a parent conference and at least annually. To the extent  
34 feasible, schools serving English language learner students and their  
35 parents shall translate the plan into the primary language of the  
36 family. The plan shall include the following information as  
37 applicable:



- 1 (i) The student's results on the Washington assessment of student
- 2 learning;
- 3 (ii) If the student is in the transitional bilingual program, the
- 4 score on his or her Washington language proficiency test II;
- 5 (iii) Any credit deficiencies;
- 6 (iv) The student's attendance rates over the previous two years;
- 7 (v) The student's progress toward meeting state and local
- 8 graduation requirements;
- 9 (vi) The courses, competencies, and other steps needed to be taken
- 10 by the student to meet state academic standards and stay on track for
- 11 graduation;
- 12 (vii) Remediation strategies and alternative education options
- 13 available to students, including informing students of the option to
- 14 continue to receive instructional services after grade twelve or until
- 15 the age of twenty-one;
- 16 (viii) The alternative assessment options available to students
- 17 under this section and RCW 28A.655.065;
- 18 (ix) School district programs, high school courses, and career and
- 19 technical education options available for students to meet graduation
- 20 requirements; and
- 21 (x) Available programs offered through skill centers or community
- 22 and technical colleges.
- 23 (b) All fifth grade students who were not successful in one or more
- 24 of the content areas of the fourth grade Washington assessment of
- 25 student learning shall have a student learning plan.
- 26 (i) The parent or guardian of the student shall be notified,
- 27 preferably through a parent conference, of the student's results on the
- 28 Washington assessment of student learning, actions the school intends
- 29 to take to improve the student's skills in any content area in which
- 30 the student was unsuccessful, and provide strategies to help them
- 31 improve their student's skills.
- 32 (ii) Progress made on the student plan shall be reported to the
- 33 student's parents or guardian at least annually and adjustments to the
- 34 plan made as necessary.

35 **Sec. 4.** RCW 28A.655.066 and 2008 c 163 s 3 are each amended to  
36 read as follows:

- 37 (1) In consultation with the state board of education, the

1 superintendent of public instruction shall develop statewide end-of-  
2 course assessments for high school mathematics that measure student  
3 achievement of the state mathematics standards. The superintendent  
4 shall take steps to ensure that the language of the assessments is  
5 responsive to a diverse student population. The superintendent shall  
6 develop end-of-course assessments in algebra I, geometry, integrated  
7 mathematics I, and integrated mathematics II(~~(. The superintendent~~  
8 ~~shall make the algebra I and integrated mathematics I end-of-course~~  
9 ~~assessments available to school districts on an optional basis in the~~  
10 ~~2009-10 school year. The end-of-course assessments in algebra I,~~  
11 ~~geometry, integrated mathematics I, and integrated mathematics II)) and  
12 the assessments shall be implemented statewide in the 2010-11 school  
13 year.~~

14 (2) For the graduating (~~class of 2013~~) classes of 2013 and 2014  
15 and for purposes of the certificate of academic achievement under RCW  
16 28A.655.061, a student may use: (a) Results from the algebra I end-of-  
17 course assessment plus the geometry end-of-course assessment (~~(or)~~);  
18 (b) results from the integrated mathematics I end-of-course assessment  
19 plus the integrated mathematics II end-of-course assessment (~~(may be~~  
20 ~~used)~~); or (c) results of the comprehensive mathematics assessment to  
21 demonstrate that a student meets the state standard on the mathematics  
22 content area of the high school Washington assessment of student  
23 learning.

24 (3) Beginning with the graduating class of (~~2014~~) 2015 and for  
25 purposes of the certificate of academic achievement under RCW  
26 28A.655.061, the mathematics content area of the Washington assessment  
27 of student learning shall be assessed using either the algebra I end-  
28 of-course assessment plus the geometry end-of-course assessment or the  
29 integrated mathematics I end-of-course assessment plus the integrated  
30 mathematics II end-of-course assessment. All of the objective  
31 alternative assessments available to students under RCW 28A.655.061 and  
32 28A.655.065 shall be available to any student who has taken the  
33 sequence of end-of-course assessments once but does not meet the state  
34 mathematics standard on the sequence of end-of-course assessments.

35 (4) The superintendent of public instruction shall report at least  
36 annually or more often if necessary to keep the education committees of  
37 the legislature informed on each step of the development and  
38 implementation process under this section.

1        NEW SECTION.    **Sec. 5.** (1) The office of the superintendent of  
2 public instruction, in consultation with the state board of education  
3 and the professional educator standards board, shall develop an  
4 implementation plan and strategies to ensure that all students have the  
5 opportunity to learn the new science standards. The plan must include  
6 the following components:

7        (a) Strategies to help districts improve their alignment of  
8 curriculum and teacher instruction to the new standards;

9        (b) Development of instructional models to help teachers; and

10       (c) Identification of effective intervention programs and  
11 strategies for struggling students.

12       (2) The office of the superintendent of public instruction, in  
13 consultation with the state board of education, shall also determine  
14 whether to use a comprehensive assessment or end-of-course assessments,  
15 including the costs for developing and implementing these assessments,  
16 for the high school assessment for students to demonstrate that they  
17 have achieved proficiency on the state's science standards.

18       (3) The office of the superintendent of public instruction shall  
19 report to the governor and legislature by December 1, 2009, on the  
20 implementation plan and the recommended method of assessment for  
21 science.

22       **Sec. 6.** RCW 28A.305.215 and 2008 c 274 s 2 and 2008 c 172 s 2 are  
23 each reenacted and amended to read as follows:

24       (1) The activities in this section revise and strengthen the state  
25 learning standards that implement the goals of RCW 28A.150.210, known  
26 as the essential academic learning requirements, and improve alignment  
27 of school district curriculum to the standards.

28       (2) The state board of education shall be assisted in its work  
29 under subsections (3), (4), and (5) of this section by: (a) An expert  
30 national consultant in each of mathematics and science retained by the  
31 state board; and (b) the mathematics and science advisory panels  
32 created under RCW 28A.305.219, as appropriate, which shall provide  
33 review and formal comment on proposed recommendations to the  
34 superintendent of public instruction and the state board of education  
35 on new revised standards and curricula.

36       (3) By September 30, 2007, the state board of education shall

1 recommend to the superintendent of public instruction revised essential  
2 academic learning requirements and grade level expectations in  
3 mathematics. The recommendations shall be based on:

4 (a) Considerations of clarity, rigor, content, depth, coherence  
5 from grade to grade, specificity, accessibility, and measurability;

6 (b) Study of:

7 (i) Standards used in countries whose students demonstrate high  
8 performance on the trends in international mathematics and science  
9 study and the programme for international student assessment;

10 (ii) College readiness standards;

11 (iii) The national council of teachers of mathematics focal points  
12 and the national assessment of educational progress content frameworks;  
13 and

14 (iv) Standards used by three to five other states, including  
15 California, and the nation of Singapore; and

16 (c) Consideration of information presented during public comment  
17 periods.

18 (4)(a) By February 29, 2008, the superintendent of public  
19 instruction shall revise the essential academic learning requirements  
20 and the grade level expectations for mathematics and present the  
21 revised standards to the state board of education and the education  
22 committees of the senate and the house of representatives as required  
23 by RCW 28A.655.070(4).

24 (b) The state board of education shall direct an expert national  
25 consultant in mathematics to:

26 (i) Analyze the February 2008 version of the revised standards,  
27 including a comparison to exemplar standards previously reviewed under  
28 this section;

29 (ii) Recommend specific language and content changes needed to  
30 finalize the revised standards; and

31 (iii) Present findings and recommendations in a draft report to the  
32 state board of education.

33 (c) By May 15, 2008, the state board of education shall review the  
34 consultant's draft report, consult the mathematics advisory panel, hold  
35 a public hearing to receive comment, and direct any subsequent  
36 modifications to the consultant's report. After the modifications are  
37 made, the state board of education shall forward the final report and

1 recommendations to the superintendent of public instruction for  
2 implementation.

3 (d) By July 1, 2008, the superintendent of public instruction shall  
4 revise the mathematics standards to conform precisely to and  
5 incorporate each of the recommendations of the state board of education  
6 under (~~(subsection (4))~~)(c) of this (~~(section)~~) subsection and submit  
7 the revisions to the state board of education.

8 (e) By July 31, 2008, the state board of education shall either  
9 approve adoption by the superintendent of public instruction of the  
10 final revised standards as the essential academic learning requirements  
11 and grade level expectations for mathematics, or develop a plan for  
12 ensuring that the recommendations under (~~(subsection (4))~~)(c) of this  
13 (~~(section)~~) subsection are implemented so that final revised  
14 mathematics standards can be adopted by September 25, 2008.

15 (5) By June 30, 2008, the state board of education shall recommend  
16 to the superintendent of public instruction revised essential academic  
17 learning requirements and grade level expectations in science. The  
18 recommendations shall be based on:

19 (a) Considerations of clarity, rigor, content, depth, coherence  
20 from grade to grade, specificity, accessibility, and measurability;

21 (b) Study of standards used by three to five other states and in  
22 countries whose students demonstrate high performance on the trends in  
23 international mathematics and science study and the programme for  
24 international student assessment; and

25 (c) Consideration of information presented during public comment  
26 periods.

27 (6) By December 1, 2008, the superintendent of public instruction  
28 shall revise the essential academic learning requirements and the grade  
29 level expectations for science and present the revised standards to the  
30 state board of education and the education committees of the senate and  
31 the house of representatives as required by RCW 28A.655.070(4). The  
32 superintendent shall adopt the revised essential academic learning  
33 requirements and grade level expectations unless otherwise directed by  
34 the legislature during the 2009 legislative session.

35 (7)(a) Within six months after the standards under subsection (4)  
36 of this section are adopted, the superintendent of public instruction  
37 shall present to the state board of education recommendations for no

1 more than three basic mathematics curricula each for elementary,  
2 middle, and high school grade spans.

3 (b) Within two months after the presentation of the recommended  
4 curricula, the state board of education shall provide official comment  
5 and recommendations to the superintendent of public instruction  
6 regarding the recommended mathematics curricula. The superintendent of  
7 public instruction shall make any changes based on the comment and  
8 recommendations from the state board of education and adopt the  
9 recommended curricula.

10 (c) By (~~May 15~~) June 30, 2009, the superintendent of public  
11 instruction shall present to the state board of education  
12 recommendations for no more than three basic science curricula each for  
13 elementary(~~(7)~~) and middle(~~(7-and-high)~~) school grade spans and not  
14 more than three recommendations for each of the major high school  
15 courses within the following science domains: Earth and space science,  
16 physical science, and life science.

17 (d) (~~By June 30, 2009~~) Within two months after the presentation  
18 of the recommended curricula, the state board of education shall  
19 provide official comment and recommendations to the superintendent of  
20 public instruction regarding the recommended science curricula. The  
21 superintendent of public instruction shall make any changes based on  
22 the comment and recommendations from the state board of education and  
23 adopt the recommended curricula.

24 (e) In selecting the recommended curricula under this subsection  
25 (7), the superintendent of public instruction shall provide information  
26 to the mathematics and science advisory panels created under RCW  
27 28A.305.219, as appropriate, and seek the advice of the appropriate  
28 panel regarding the curricula that shall be included in the  
29 recommendations.

30 (f) The recommended curricula under this subsection (7) shall align  
31 with the revised essential academic learning requirements and grade  
32 level expectations. In addition to the recommended basic curricula,  
33 appropriate diagnostic and supplemental materials shall be identified  
34 as necessary to support each curricula.

35 (g) Subject to funds appropriated for this purpose and availability  
36 of the curricula, at least one of the curricula in each grade span and  
37 in each of mathematics and science shall be available to schools and  
38 parents online at no cost to the school or parent.

1 (8) By December 1, 2007, the state board of education shall revise  
2 the high school graduation requirements under RCW 28A.230.090 to  
3 include a minimum of three credits of mathematics, one of which may be  
4 a career and technical course equivalent in mathematics, and prescribe  
5 the mathematics content in the three required credits.

6 (9) Nothing in this section requires a school district to use one  
7 of the recommended curricula under subsection (7) of this section.  
8 However, the statewide accountability plan adopted by the state board  
9 of education under RCW 28A.305.130 shall recommend conditions under  
10 which school districts should be required to use one of the recommended  
11 curricula. The plan shall also describe the conditions for exception  
12 to the curriculum requirement, such as the use of integrated academic  
13 and career and technical education curriculum. Required use of the  
14 recommended curricula as an intervention strategy must be authorized by  
15 the legislature as required by RCW 28A.305.130(4)(e) before  
16 implementation.

17 (10) The superintendent of public instruction shall conduct a  
18 comprehensive survey of the mathematics curricula being used by school  
19 districts at all grade levels and the textbook and curriculum  
20 purchasing cycle of the districts and report the results of the survey  
21 to the education committees of the legislature by November 15, 2008.

22 NEW SECTION. **Sec. 7.** Section 6 of this act is necessary for the  
23 immediate preservation of the public peace, health, or safety, or  
24 support of the state government and its existing public institutions,  
25 and takes effect immediately.

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