

HB 1450 - H AMD 573

By Representative Hunt

ADOPTED 06/27/2013

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature finds that the
4 superintendent of public instruction was authorized to align the state
5 essential academic learning requirements for mathematics, reading,
6 writing, and communication with the common set of standards for
7 students in grades kindergarten through twelve, known as the common
8 core state standards, which were initiated by the governors and chief
9 school officers of forty-five states, including Washington. The
10 legislature further finds that Washington has joined one of two
11 multistate consortia using a federal grant to develop new English
12 language arts and mathematics assessments in grades three through eight
13 and grade eleven that are, among other factors, aligned with the common
14 core state standards and intended to demonstrate a student's career and
15 college readiness. The legislature further finds that the assessments
16 are required to be ready for use by the 2014-15 school year.

17 The legislature intends to reduce the overall costs of the state
18 assessment system by implementing the eleventh grade English language
19 arts and mathematics assessments being developed by a multistate
20 consortium in which Washington is participating, maximize use of the
21 consortium assessments by developing a tenth grade high school English
22 language arts assessment and modifying the algebra I and geometry end-
23 of-course assessment to be used only during the transition to the
24 consortium-developed assessments, and reduce to three the number of
25 assessments that will be required for students to graduate beginning
26 with the class of 2019.

27 The legislature further intends that the eleventh grade consortium-
28 developed assessments have two different student performance standards:
29 One for the purposes of high school graduation that will be established

1 by the state board of education and one that is intended to demonstrate
2 a student's career and college readiness.

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

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

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

23 (3)(a) Beginning with the graduating class of 2008 through the
24 graduating class of 2015, with the exception of students satisfying the
25 provisions of RCW 28A.155.045, a student who meets the state standards
26 on the reading, writing, and mathematics (~~(content areas of the)~~) high
27 school statewide student assessment shall earn a certificate of
28 academic achievement. The mathematics assessment shall be the end-of-
29 course assessment for the first year of high school mathematics that
30 assesses the standards common to algebra I and integrated mathematics
31 I or the end-of-course assessment for the second year of high school
32 mathematics that assesses standards common to geometry and integrated
33 mathematics II.

34 (b) As the state transitions from reading and writing assessments
35 to an English language arts assessment and from end-of-course
36 assessments to a comprehensive assessment for high school mathematics,

1 a student in a graduating class of 2016 through 2018 shall earn a
2 certificate of academic achievement if the student meets the state
3 standard as follows:

4 (i) Students in the graduating class of 2016 may use the results
5 from:

6 (A) The reading and writing assessment or the English language arts
7 assessment developed with the multistate consortium; and

8 (B) The end-of-course assessment for the first year of high school
9 mathematics, the end-of-course assessment for the second year of high
10 school mathematics, or the comprehensive mathematics assessment
11 developed with the multistate consortium.

12 (ii) Students in the graduating classes of 2017 and 2018 may use
13 the results from:

14 (A) The tenth grade English language arts assessment developed by
15 the superintendent of public instruction using resources from the
16 multistate consortium or the English language arts assessment developed
17 with the multistate consortium; and

18 (B) The end-of-course assessment for the first year of high school
19 mathematics, the end-of-course assessment for the second year of high
20 school mathematics, or the comprehensive mathematics assessment
21 developed with the multistate consortium.

22 (c) Beginning with the graduating class of 2019, a student who
23 meets the state standards on the high school English language arts
24 assessment developed with the multistate consortium and the
25 comprehensive mathematics assessment developed with the multistate
26 consortium shall earn a certificate of academic achievement.

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

1 If the student successfully meets the state standards on the objective
2 alternative assessments then the student shall earn a certificate of
3 academic achievement.

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

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

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

16 (7) School districts must make available to students the following
17 options:

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

22 (b) To retake the statewide student assessment (~~(up to four times)~~)
23 at least twice a year in the content areas in which the student did not
24 meet the state standards if the student is enrolled in a high school
25 completion program at a community or technical college. The
26 superintendent of public instruction and the state board for community
27 and technical colleges shall jointly identify means by which students
28 in these programs can be assessed.

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

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

35 (10)(a) The office of the superintendent of public instruction
36 shall develop options for implementing objective alternative
37 assessments, which may include an appeals process for students' scores,
38 for students to demonstrate achievement of the state academic

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

11 (b)(i) A student's score on the mathematics, reading or English, or
12 writing portion of the SAT or the ACT may be used as an objective
13 alternative assessment under this section for demonstrating that a
14 student has met or exceeded the state standards for the certificate of
15 academic achievement. The state board of education shall identify the
16 scores students must achieve on the relevant portion of the SAT or ACT
17 to meet or exceed the state standard in the relevant content area on
18 the statewide student assessment. A student's score on the science
19 portion of the ACT or the science subject area tests of the SAT may be
20 used as an objective alternative assessment under this section as soon
21 as the state board of education determines that sufficient data is
22 available to identify reliable equivalent scores for the science
23 content area of the statewide student assessment. After the first
24 scores are established, the state board may increase but not decrease
25 the scores required for students to meet or exceed the state standards.

26 (ii) A student who scores at least a three on the grading scale of
27 one to five for selected AP examinations may use the score as an
28 objective alternative assessment under this section for demonstrating
29 that a student has met or exceeded state standards for the certificate
30 of academic achievement. A score of three on the AP examinations in
31 calculus or statistics may be used as an alternative assessment for the
32 mathematics portion of the statewide student assessment. A score of
33 three on the AP examinations in English language and composition may be
34 used as an alternative assessment for the writing portion of the
35 statewide student assessment; and for the English language arts portion
36 of the assessment developed with the multistate consortium, once
37 established in the 2014-15 school year. A score of three on the AP
38 examinations in English literature and composition, macroeconomics,

1 microeconomics, psychology, United States history, world history,
2 United States government and politics, or comparative government and
3 politics may be used as an alternative assessment for the reading
4 portion of the statewide student assessment; and for the English
5 language arts portion of the assessment developed with the multistate
6 consortium, once established in the 2014-15 school year. A score of
7 three on the AP examination in biology, physics, chemistry, or
8 environmental science may be used as an alternative assessment for the
9 science portion of the statewide student assessment.

10 (iii) A student who scores at least a four on selected externally
11 administered international baccalaureate (IB) examinations may use the
12 score as an objective alternative assessment under this section for
13 demonstrating that the student has met or exceeded state standards for
14 the certificate of academic achievement. A score of four on the higher
15 level IB examinations for any of the IB English language and literature
16 courses or for any of the IB individuals and societies courses may be
17 used as an alternative assessment for the reading, writing, or English
18 language arts portions of the statewide student assessment. A score of
19 four on the higher level IB examinations for any of the IB mathematics
20 courses may be used as an alternative assessment for the mathematics
21 portion of the statewide student assessment. A score of four on the
22 higher level IB examinations for IB biology, chemistry, or physics may
23 be used as an alternative assessment for the science portion of the
24 statewide student assessment.

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

31 ~~(12))~~) To help assure continued progress in academic achievement as
32 a foundation for high school graduation and to assure that students are
33 on track for high school graduation, each school district shall prepare
34 plans for and notify students and their parents or legal guardians as
35 provided in this subsection. Student learning plans are required for
36 eighth grade students who were not successful on any or all of the
37 content areas of the state assessment during the previous school year
38 or who may not be on track to graduate due to credit deficiencies or

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

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

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

10 (c) Any credit deficiencies;

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

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

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

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

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

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

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

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

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

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

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

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

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

30 ~~((4))~~ All of the objective alternative assessments available to
31 students under RCW 28A.655.061 and 28A.655.065 shall be available to
32 any student who has taken ~~((the sequence of))~~ an end-of-course
33 assessment~~((s))~~ once but does not meet the state mathematics standard
34 on ~~((the sequence of))~~ an end-of-course assessment~~((s))~~.

35 ~~((+5))~~ (3) The superintendent of public instruction shall report
36 at least annually or more often if necessary to keep the education
37 committees of the legislature informed on each step of the development
38 and implementation process under this section.

1 **Sec. 4.** RCW 28A.655.068 and 2011 1st sp.s. c 22 s 3 are each
2 amended to read as follows:

3 (1) Beginning in the 2011-12 school year, the statewide high school
4 assessment in science shall be an end-of-course assessment for biology
5 that measures the state standards for life sciences, in addition to
6 systems, inquiry, and application as they pertain to life sciences.

7 (2)(a) The superintendent of public instruction may develop or
8 adopt science end-of-course assessments (~~(in)~~) or a comprehensive
9 science assessment that includes subjects in addition to biology for
10 purposes of RCW 28A.655.061, when so directed by the legislature. The
11 legislature intends to transition from a biology end-of-course
12 assessment to a more comprehensive science assessment in a manner
13 consistent with the way in which the state transitioned to an English
14 language arts assessment and a comprehensive mathematics assessment.
15 The legislature further intends that the transition will include at
16 least two years of using the student assessment results from either the
17 biology end-of-course assessment or the more comprehensive assessment
18 in order to provide students with reasonable opportunities to
19 demonstrate high school competencies while being mindful of the
20 increasing rigor of the new assessment.

21 (b) The superintendent of public instruction shall develop or adopt
22 a science assessment in accordance with RCW 28A.655.070(10) that is not
23 biased toward persons with different learning styles, racial or ethnic
24 backgrounds, or on the basis of gender.

25 (c) Before the next subsequent school year after the legislature
26 directs the superintendent to develop or adopt a new science
27 assessment, the superintendent of public instruction shall review the
28 objective alternative assessments for the science assessment and make
29 recommendations to the legislature regarding additional objective
30 alternatives, if any.

31 (3) The superintendent of public instruction may participate with
32 consortia of multiple states as common student learning standards and
33 assessments in science are developed. The superintendent of public
34 instruction, in consultation with the state board of education, may
35 modify the essential academic learning requirements and statewide
36 student assessments in science, including the high school assessment,
37 according to the multistate common student learning standards and

1 assessments as long as the education committees of the legislature have
2 opportunities for review before the modifications are adopted, as
3 provided under RCW 28A.655.070.

4 (4) The statewide high school assessment under this section shall
5 be used to demonstrate that a student meets the state standards in the
6 science content area of the statewide student assessment for purposes
7 of RCW 28A.655.061.

8 **Sec. 5.** RCW 28A.655.070 and 2008 c 163 s 2 are each amended to
9 read as follows:

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

17 (2) The superintendent of public instruction shall:

18 (a) Periodically revise the essential academic learning
19 requirements, as needed, based on the student learning goals in RCW
20 28A.150.210. Goals one and two shall be considered primary. To the
21 maximum extent possible, the superintendent shall integrate goal four
22 and the knowledge and skill areas in the other goals in the essential
23 academic learning requirements; and

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

1 expectations provided to an assessment vendor for use in constructing
2 the ~~((Washington))~~ statewide student assessment ~~((of student~~
3 ~~learning))~~.

4 (3)(a) In consultation with the state board of education, the
5 superintendent of public instruction shall maintain and continue to
6 develop and revise a statewide academic assessment system in the
7 content areas of reading, writing, mathematics, and science for use in
8 the elementary, middle, and high school years designed to determine if
9 each student has mastered the essential academic learning requirements
10 identified in subsection (1) of this section. School districts shall
11 administer the assessments under guidelines adopted by the
12 superintendent of public instruction. The academic assessment system
13 may include a variety of assessment methods, including criterion-
14 referenced and performance-based measures.

15 (b) Effective with the 2009 administration of the Washington
16 assessment of student learning and continuing with the statewide
17 student assessment, the superintendent shall redesign the assessment in
18 the content areas of reading, mathematics, and science in all grades
19 except high school by shortening test administration and reducing the
20 number of short answer and extended response questions.

21 (c) By the 2014-15 school year, the superintendent of public
22 instruction, in consultation with the state board of education, shall
23 modify the statewide student assessment system to transition to
24 assessments developed with a multistate consortium, as provided in this
25 subsection:

26 (i) The assessments developed with a multistate consortium to
27 assess student proficiency in English language arts and mathematics
28 shall be administered beginning in the 2014-15 school year. The
29 reading and writing assessments shall not be administered by the
30 superintendent of public instruction or schools after the 2013-14
31 school year.

32 (ii) The high school assessments in English language arts and
33 mathematics in (c)(i) of this subsection shall be used for the purposes
34 of earning a certificate of academic achievement for high school
35 graduation under the timeline established in RCW 28A.655.061 and for
36 assessing student career and college readiness.

37 (iii) During the transition period specified in RCW 28A.655.061,
38 the superintendent of public instruction shall use test items and other

1 resources from the consortium assessment to develop and administer a
2 tenth grade high school English language arts assessment, an end-of-
3 course mathematics assessment to assess the standards common to algebra
4 I and integrated mathematics I, and an end-of-course mathematics
5 assessment to assess the standards common to geometry and integrated
6 mathematics II.

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

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

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

23 (7) To assist parents and teachers in their efforts to provide
24 educational support to individual students, the superintendent of
25 public instruction shall provide as much individual student performance
26 information as possible within the constraints of the assessment
27 system's item bank. The superintendent shall also provide to school
28 districts:

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

31 (b) A collection of diagnostic tools that educators may use to
32 evaluate the academic status of individual students. The tools shall
33 be designed to be inexpensive, easily administered, and quickly and
34 easily scored, with results provided in a format that may be easily
35 shared with parents and students.

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

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

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

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

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

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

17 NEW SECTION. **Sec. 6.** By December 1, 2013, the superintendent of
18 public instruction shall report to the education committees of the
19 house of representatives and the senate on the process that was used by
20 the superintendent, the multistate consortium in which Washington is
21 participating, and by other states, to prevent bias in the state
22 assessments and assure fairness to students who take the assessments.

23 **Sec. 7.** RCW 28A.305.130 and 2011 1st sp.s. c 6 s 1 are each
24 amended to read as follows:

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

34 (1) Hold regularly scheduled meetings at such time and place within
35 the state as the board shall determine and may hold such special

1 meetings as may be deemed necessary for the transaction of public
2 business;

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

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

7 (4) For purposes of statewide accountability:

8 (a) Adopt and revise performance improvement goals in reading,
9 writing, science, and mathematics, by subject and grade level, once
10 assessments in these subjects are required statewide; academic and
11 technical skills, as appropriate, in secondary career and technical
12 education programs; and student attendance, as the board deems
13 appropriate to improve student learning. The goals shall be consistent
14 with student privacy protection provisions of RCW 28A.655.090(7) and
15 shall not conflict with requirements contained in Title I of the
16 federal elementary and secondary education act of 1965, or the
17 requirements of the Carl D. Perkins vocational education act of 1998,
18 each as amended. The goals may be established for all students,
19 economically disadvantaged students, limited English proficient
20 students, students with disabilities, and students from
21 disproportionately academically underachieving racial and ethnic
22 backgrounds. The board may establish school and school district goals
23 addressing high school graduation rates and dropout reduction goals for
24 students in grades seven through twelve. The board shall adopt the
25 goals by rule. However, before each goal is implemented, the board
26 shall present the goal to the education committees of the house of
27 representatives and the senate for the committees' review and comment
28 in a time frame that will permit the legislature to take statutory
29 action on the goal if such action is deemed warranted by the
30 legislature;

31 (b)(i) Identify the scores students must achieve in order to meet
32 the standard on the statewide student assessment and, for high school
33 students, to obtain a certificate of academic achievement. The board
34 shall also determine student scores that identify levels of student
35 performance below and beyond the standard. The board shall consider
36 the incorporation of the standard error of measurement into the
37 decision regarding the award of the certificates. The board shall set
38 such performance standards and levels in consultation with the

1 superintendent of public instruction and after consideration of any
2 recommendations that may be developed by any advisory committees that
3 may be established for this purpose.

4 (ii) By the end of the 2014-15 school year, establish the scores
5 students must achieve to meet the standard and earn a certificate of
6 academic achievement on the tenth grade English language arts
7 assessment and the end-of-course mathematics assessments developed in
8 accordance with RCW 28A.655.070 to be used as the state transitions to
9 high school assessments developed with a multistate consortium.

10 (iii) By the end of the 2014-15 school year, establish the scores
11 students must achieve to meet the standard and earn a certificate of
12 academic achievement on the high school English language arts
13 assessment and the comprehensive mathematics assessment developed with
14 a multistate consortium in accordance with RCW 28A.655.070. To
15 determine the appropriate score, the state board shall review the
16 transition experience of Washington students to the consortium-
17 developed assessments, examine the student scores used in other states
18 that are administering the consortium-developed assessments, and review
19 the scores in other states that require passage of an eleventh grade
20 assessment as a high school graduation requirement. The scores
21 established by the state board of education for the purposes of earning
22 a certificate of academic achievement and graduation from high school
23 may be different from the scores used for the purpose of determining a
24 student's career and college readiness.

25 (iv) The legislature shall be advised of the initial performance
26 standards for the high school statewide student assessment. Any
27 changes recommended by the board in the performance standards for the
28 high school assessment shall be presented to the education committees
29 of the house of representatives and the senate by November 30th of the
30 school year in which the changes will take place to permit the
31 legislature to take statutory action before the changes are implemented
32 if such action is deemed warranted by the legislature. The legislature
33 shall be advised of the initial performance standards and any changes
34 made to the elementary level performance standards and the middle
35 school level performance standards. The board must provide an
36 explanation of and rationale for all initial performance standards and
37 any changes, for all grade levels of the statewide student assessment.
38 If the board changes the performance standards for any grade level or

1 subject, the superintendent of public instruction must recalculate the
2 results from the previous ten years of administering that assessment
3 regarding students below, meeting, and beyond the state standard, to
4 the extent that this data is available, and post a comparison of the
5 original and recalculated results on the superintendent's web site;

6 (c) Annually review the assessment reporting system to ensure
7 fairness, accuracy, timeliness, and equity of opportunity, especially
8 with regard to schools with special circumstances and unique
9 populations of students, and a recommendation to the superintendent of
10 public instruction of any improvements needed to the system; and

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

14 (5) Accredite, subject to such accreditation standards and
15 procedures as may be established by the state board of education, all
16 private schools that apply for accreditation, and approve, subject to
17 the provisions of RCW 28A.195.010, private schools carrying out a
18 program for any or all of the grades kindergarten through twelve.
19 However, no private school may be approved that operates a kindergarten
20 program only and no private school shall be placed upon the list of
21 accredited schools so long as secret societies are knowingly allowed to
22 exist among its students by school officials;

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

26 (7) Hire an executive director and an administrative assistant to
27 reside in the office of the superintendent of public instruction for
28 administrative purposes. Any other personnel of the board shall be
29 appointed as provided by RCW 28A.300.020. The board may delegate to
30 the executive director by resolution such duties as deemed necessary to
31 efficiently carry on the business of the board including, but not
32 limited to, the authority to employ necessary personnel and the
33 authority to enter into, amend, and terminate contracts on behalf of
34 the board. The executive director, administrative assistant, and all
35 but one of the other personnel of the board are exempt from civil
36 service, together with other staff as now or hereafter designated as
37 exempt in accordance with chapter 41.06 RCW; and

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

3 NEW SECTION. **Sec. 8.** A new section is added to chapter 28A.320
4 RCW to read as follows:

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

13 (a) When each assessment will be administered;

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

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

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

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

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

28 **Sec. 9.** RCW 28A.655.185 and 2005 c 495 s 1 are each amended to
29 read as follows:

30 (1) It is the intent of the legislature, through the creation of
31 the apple award, to honor and reward students in Washington's public
32 elementary schools who have shown significant improvement in their
33 school's results on the ((Washington)) statewide student assessment
34 ((of student learning)).

35 (2) The apple award program is created to honor and reward public
36 elementary schools that have the greatest combined average increase in

1 the percentage of students meeting the fourth grade reading,
2 mathematics, and writing standards on the (~~Washington~~) statewide
3 student assessment (~~of student learning~~) each school year. Beginning
4 in the 2014-15 school year, the award shall be based on the percentage
5 of students meeting the fourth grade English language arts and
6 mathematics standards. The program shall be administered by the
7 (~~state board of education~~) superintendent of public instruction.

8 (3) Within the amounts appropriated for this purpose, each school
9 that receives an apple award shall be provided with a twenty-five
10 thousand dollar grant to be used for capital construction purposes that
11 have been selected by students in the school and approved by the
12 district's school directors. The funds may be used exclusively for
13 capital construction projects on school property or on other public
14 property in the community, city, or county in which the school is
15 located.

16 **Sec. 10.** RCW 28B.105.010 and 2007 c 214 s 1 are each amended to
17 read as follows:

18 (1) The GET ready for math and science scholarship program is
19 established. The purpose of the program is to provide scholarships to
20 students who achieve level four on the mathematics or science portions
21 of the (~~tenth grade Washington~~) high school statewide student
22 assessment (~~of student learning~~) or achieve a score in the math
23 section of the SAT or the math section of the ACT that is above the
24 ninety-fifth percentile, major in a mathematics, science, or related
25 field in college, and commit to working in mathematics, science, or a
26 related field for at least three years in Washington following
27 completion of their bachelor's degree. The program shall be
28 administered by the nonprofit organization selected as the private
29 partner in the public-private partnership.

30 (2) The total annual amount of each GET ready for math and science
31 scholarship may vary, but shall not exceed the annual cost of resident
32 undergraduate tuition fees and mandatory fees at the University of
33 Washington. An eligible recipient may receive a GET ready for math and
34 science scholarship for up to one hundred eighty quarter credits, or
35 the semester equivalent, or for up to five years, whichever comes
36 first.

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

5 **Sec. 11.** RCW 28B.105.030 and 2007 c 214 s 3 are each amended to
6 read as follows:

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

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

10 (b) Achieved level four on the mathematics or science portion of
11 the (~~tenth grade Washington~~) high school statewide student assessment
12 (~~of student learning~~) or achieved a score in the math section of the
13 SAT or the math section of the ACT that is above the ninety-fifth
14 percentile;

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

19 (d) Has declared an intention to complete a qualified program or
20 qualified major or has entered a qualified program or declared a
21 qualified major at an institution of higher education;

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

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

26 (a) Has been awarded a scholarship in accordance with the selection
27 criteria and process established by the (~~board~~) student achievement
28 council and the program administrator;

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

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

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

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

1 **Sec. 12.** RCW 28B.105.060 and 2007 c 214 s 6 are each amended to
2 read as follows:

3 The office of the superintendent of public instruction shall:

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

9 (2) Provide data showing the race, ethnicity, income, and other
10 available demographic information of students who achieve level four
11 ((of)) on the math and science ((Washington)) high school statewide
12 student assessment ((of student learning in the tenth grade)); compare
13 those data with comparable information on the ((tenth grade)) student
14 population as a whole((-)); and submit a report with the analysis to
15 the committees responsible for education and higher education in the
16 legislature on December 1st of even-numbered years.

17 NEW SECTION. **Sec. 13.** RCW 28A.655.066 (Statewide end-of-course
18 assessments for high school mathematics--Use for Washington assessment
19 of student learning), as now existing or hereafter amended, and 2013
20 2nd sp. s. c . . . s 3 (section 3 of this act), 2011 c 25 s 2, 2009 c
21 310 s 3, & 2008 c 163 s 3 are each repealed, effective September 1,
22 2019."

23 Correct the title.

EFFECT: Replaces all provisions of the underlying bill with the following:

Provides the legislative intent to reduce assessment costs and reduce the number of assessments needed for high school graduation to three.

Requires the OSPI to modify the assessment system to:

Implement assessments of English Language Arts (ELA) and mathematics developed with a multistate consortium, beginning in 2014-15.

Maximize use of the resources of the multistate consortium to develop a 10th grade ELA assessment and the Algebra I and Geometry end-

of-course assessments to use during the transition to the high school consortium assessments.

Reduce to three the number of assessments necessary for high school graduation starting with the class of 2019.

Specifies the assessments required for graduation during the period of transition until the class of 2019, including use of results from either Algebra I or Geometry end-of-course assessments (but not requiring both).

Authorizes use of specified IB exams as objective alternative assessments for the statewide assessment for purposes of graduation.

Directs the SPI to submit a report to the Education Committees by December 1, 2013, regarding the process used by SPI, the multistate consortium, and other states, to prevent bias and assure fairness in the assessments.

Directs the State Board of Education to determine the appropriate scores to meet the state standard and earn a certificate of academic achievement to graduate from high school. Specifies factors for the State Board to consider in setting the scores.

Provides intent to transition from a biology end-of-course assessment to a more comprehensive science assessment in a manner consistent with the way in which the state transitioned to an English language arts assessment and a comprehensive mathematics assessment.

Requires OSPI to develop or adopt a science assessment that is not biased and review objective alternative assessments for science.

Directs school districts to notify parents of enrolled students in eighth through twelfth grades about each student assessment required by the state, the minimum state-level graduation requirements, and any additional school district requirements.

Makes technical changes regarding student assessments for the apple award program and the GET math and science scholarship program.

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