

SSB 5587 - S AMD 51

By Senators McAuliffe, Dammeier

ADOPTED AS AMENDED 03/06/2013

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 developed by a multistate consortium
9 in which Washington took part. The legislature further finds that
10 Washington has joined one of two multistate consortia using a federal
11 grant to develop new language arts and math assessments in grades three
12 through eight and grade eleven that are, among other factors, aligned
13 with the common core state standards and test college and career
14 readiness at the high school level. The legislature further finds that
15 the assessments are required to be ready for use by the 2014-15 school
16 year. The legislature intends to make changes to the assessment system
17 in order to use the consortia-developed assessments for both high
18 school graduation and to meet the federal accountability requirements.
19 As the state transitions from the current assessments to the consortia-
20 developed assessments the legislature intends that both the current
21 tenth grade assessments and the consortia-developed assessments may be
22 used for high school graduation purposes by the graduating classes of
23 2016 and 2017. Beginning with the graduating class of 2018, students
24 must meet the state standards on the consortia-developed assessments to
25 earn the certificate of academic achievement and graduate from high
26 school.

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

29 (1) The high school assessment system shall include but need not be

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

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

18 (3) Beginning with the graduating class of 2008 through the
19 graduating class of 2015, with the exception of students satisfying the
20 provisions of RCW 28A.155.045, a student who meets the state standards
21 on the reading, writing, and mathematics (~~(content areas of the~~) high
22 school statewide student assessment shall earn a certificate of
23 academic achievement. Beginning with the graduating class of 2018, a
24 student who meets the state standards on the English language arts and
25 revised mathematics high school statewide assessments shall earn a
26 certificate of academic achievement. The graduating classes of 2016
27 and 2017 must meet the requirements in accordance with RCW 28A.655.066.

28 If a student does not successfully meet the state standards in one or
29 more content areas required for the certificate of academic
30 achievement, then the student may retake the assessment in the content
31 area (~~(up to four times)~~) at least twice a year at no cost to the
32 student. If the student successfully meets the state standards on a
33 retake of the assessment then the student shall earn a certificate of
34 academic achievement. Once objective alternative assessments are
35 authorized pursuant to subsection (10) of this section, a student may
36 use the objective alternative assessments to demonstrate that the
37 student successfully meets the state standards for that content area if
38 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 or the objective alternative assessments in order to
8 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~~) English language
35 arts portion of the statewide student assessment. A score of three on
36 the AP examinations in English literature and composition,
37 macroeconomics, microeconomics, psychology, United States history,
38 world history, United States government and politics, or comparative

1 government and politics may be used as an alternative assessment for
2 the ((reading)) English language arts portion of the statewide student
3 assessment. A score of three on the AP examination in biology,
4 physics, chemistry, or environmental science may be used as an
5 alternative assessment for the science portion of the statewide student
6 assessment.

7 (11) By December 15, 2004, the house of representatives and senate
8 education committees shall obtain information and conclusions from
9 recognized, independent, national assessment experts regarding the
10 validity and reliability of the high school Washington assessment of
11 student learning for making individual student high school graduation
12 determinations.

13 (12) To help assure continued progress in academic achievement as
14 a foundation for high school graduation and to assure that students are
15 on track for high school graduation, each school district shall prepare
16 plans for and notify students and their parents or legal guardians as
17 provided in this subsection. Student learning plans are required for
18 eighth grade students who were not successful on any or all of the
19 content areas of the state assessment during the previous school year
20 or who may not be on track to graduate due to credit deficiencies or
21 absences. The parent or legal guardian shall be notified about the
22 information in the student learning plan, preferably through a parent
23 conference and at least annually. To the extent feasible, schools
24 serving English language learner students and their parents shall
25 translate the plan into the primary language of the family. The plan
26 shall include the following information as applicable:

- 27 (a) The student's results on the state assessment;
- 28 (b) If the student is in the transitional bilingual program, the
29 score on his or her Washington language proficiency test II;
- 30 (c) Any credit deficiencies;
- 31 (d) The student's attendance rates over the previous two years;
- 32 (e) The student's progress toward meeting state and local
33 graduation requirements;
- 34 (f) The courses, competencies, and other steps needed to be taken
35 by the student to meet state academic standards and stay on track for
36 graduation;
- 37 (g) Remediation strategies and alternative education options

1 available to students, including informing students of the option to
2 continue to receive instructional services after grade twelve or until
3 the age of twenty-one;

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

6 (i) School district programs, high school courses, and career and
7 technical education options available for students to meet graduation
8 requirements; and

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

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

14 (1)(a) In consultation with the state board of education, the
15 superintendent of public instruction shall develop statewide end-of-
16 course assessments for high school mathematics that measure student
17 achievement of the state mathematics standards. The superintendent
18 shall take steps to ensure that the language of the assessments is
19 responsive to a diverse student population. The assessments shall be
20 implemented statewide in the 2010-11 school year.

21 (b) The superintendent shall develop end-of-course assessments for
22 the first year of high school mathematics that include the standards
23 common to algebra I and integrated mathematics I and for the second
24 year of high school mathematics that include the standards common to
25 geometry and integrated mathematics II. The assessments under this
26 subsection (1)(b) shall be used to demonstrate that a student meets the
27 state standard on the mathematics content area of the high school
28 ((Washington)) statewide student assessment ((of student learning)) for
29 purposes of RCW 28A.655.061.

30 (c) The superintendent of public instruction shall also develop
31 subtests for the end-of-course assessments that measure standards for
32 the first two years of high school mathematics that are unique to
33 algebra I, integrated mathematics I, geometry, and integrated
34 mathematics II. The results of the subtests shall be reported at the
35 student, teacher, school, and district level. These end-of-course
36 assessments shall not be administered and shall not be used for state
37 or federal accountability after the 2014-15 school year.

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

7 ~~((Beginning with))~~ The graduating class of 2015 ~~((and))~~, for
8 purposes of the certificate of academic achievement under RCW
9 28A.655.061, ~~((the mathematics content area of the Washington
10 assessment of student learning))~~ shall be assessed using the end-of-
11 course assessment for the first year of high school mathematics plus
12 the end-of-course assessment for the second year of high school
13 mathematics, ~~((or))~~ results from a high school mathematics retake
14 assessment for the end-of-course assessments in which the student did
15 not meet the standard, or an approved alternative assessment.

16 (4) As the state transitions from the reading and writing
17 assessments to the comprehensive English language arts assessment and
18 from the end-of-course mathematics assessments to a comprehensive
19 mathematics assessment, the graduating classes of 2016 and 2017, for
20 purposes of the certificate of academic achievement under RCW
21 28A.655.061 may be assessed using:

22 (a) The end-of-course assessment for the first year of high school
23 mathematics plus the end-of-course assessment for the second year of
24 high school mathematics, the new comprehensive mathematics assessment,
25 the appropriate retake assessment, or an approved alternative
26 assessment; and

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

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

34 ~~((+5))~~ (6) The superintendent of public instruction shall report
35 at least annually or more often if necessary to keep the education
36 committees of the legislature informed on each step of the development
37 and implementation process under this section.

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

3 (1) The superintendent of public instruction shall develop
4 essential academic learning requirements that identify the knowledge
5 and skills all public school students need to know and be able to do
6 based on the student learning goals in RCW 28A.150.210, develop student
7 assessments, and implement the accountability recommendations and
8 requests regarding assistance, rewards, and recognition of the state
9 board of education.

10 (2) The superintendent of public instruction shall:

11 (a) Periodically revise the essential academic learning
12 requirements, as needed, based on the student learning goals in RCW
13 28A.150.210. Goals one and two shall be considered primary. To the
14 maximum extent possible, the superintendent shall integrate goal four
15 and the knowledge and skill areas in the other goals in the essential
16 academic learning requirements; and

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

34 (3)(a) In consultation with the state board of education, the
35 superintendent of public instruction shall maintain and continue to
36 develop and revise a statewide academic assessment system in the
37 content areas of reading, writing, mathematics, and science for use in
38 the elementary, middle, and high school years designed to determine if

1 each student has mastered the essential academic learning requirements
2 identified in subsection (1) of this section. In accordance with RCW
3 28A.655.071, by the 2014-15 school year, an English language arts
4 assessment and the mathematics assessment shall be created. School
5 districts shall administer the assessments under guidelines adopted by
6 the superintendent of public instruction. The academic assessment
7 system may include a variety of assessment methods, including
8 criterion-referenced and performance-based measures.

9 (b) Effective with the 2009 administration of the Washington
10 assessment of student learning and continuing with the statewide
11 student assessment, the superintendent shall redesign the assessment in
12 the content areas of reading, mathematics, and science in all grades
13 except high school by shortening test administration and reducing the
14 number of short answer and extended response questions.

15 (4) If the superintendent proposes any modification to the
16 essential academic learning requirements or the statewide assessments,
17 then the superintendent shall, upon request, provide opportunities for
18 the education committees of the house of representatives and the senate
19 to review the assessments and proposed modifications to the essential
20 academic learning requirements before the modifications are adopted.

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

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

26 (1) By August 2, 2010, the superintendent of public instruction may
27 revise the state essential academic learning requirements authorized
28 under RCW 28A.655.070 for mathematics, reading, writing, and
29 communication by provisionally adopting a common set of standards for
30 students in grades kindergarten through twelve. The revised state
31 essential academic learning requirements may be substantially identical
32 with the standards developed by a multistate consortium in which
33 Washington participated, must be consistent with the requirements of
34 RCW 28A.655.070, and may include additional standards if the additional
35 standards do not exceed fifteen percent of the standards for each
36 content area. (~~However, the superintendent of public instruction~~

1 ~~shall not take steps to implement the provisionally adopted standards~~
2 ~~until the education committees of the house of representatives and the~~
3 ~~senate have an opportunity to review the standards.~~

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

7 ~~(a) A detailed comparison of the provisionally adopted standards~~
8 ~~and the state essential academic learning requirements as of June 10,~~
9 ~~2010, including the comparative level of rigor and specificity of the~~
10 ~~standards and the implications of any identified differences; and~~

11 ~~(b) An estimated timeline and costs to the state and to school~~
12 ~~districts to implement the provisionally adopted standards, including~~
13 ~~providing necessary training, realignment of curriculum, adjustment of~~
14 ~~state assessments, and other actions.~~

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

18 (2) The superintendent of public instruction, in consultation with
19 the state board of education, shall modify and implement statewide
20 student assessments developed with a multistate consortium in English
21 language arts and mathematics. The assessments must be implemented in
22 the 2014-15 school year. Beginning with the graduating class of 2018,
23 the English language arts and mathematics assessments or approved
24 alternatives are required for graduation from a public high school in
25 accordance with RCW 28A.655.061. The English language arts and
26 mathematics assessments must be comprehensive assessments and not end-
27 of-course assessments.

28 **Sec. 6.** RCW 28B.105.010 and 2007 c 214 s 1 are each amended to
29 read as follows:

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

1 related field for at least three years in Washington following
2 completion of their bachelor's degree. The program shall be
3 administered by the nonprofit organization selected as the private
4 partner in the public-private partnership.

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

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

16 **Sec. 7.** RCW 28B.105.030 and 2007 c 214 s 3 are each amended to
17 read as follows:

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

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

21 (b) Achieved level four on the mathematics or science portion of
22 the (~~tenth grade Washington~~) high school statewide student assessment
23 (~~of student learning~~) or achieved a score in the math section of the
24 SAT or the math section of the ACT that is above the ninety-fifth
25 percentile;

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

30 (d) Has declared an intention to complete a qualified program or
31 qualified major or has entered a qualified program or declared a
32 qualified major at an institution of higher education;

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

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

1 (a) Has been awarded a scholarship in accordance with the selection
2 criteria and process established by the ((board)) student achievement
3 council and the program administrator;

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

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

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

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

12 **Sec. 8.** RCW 28B.105.060 and 2007 c 214 s 6 are each amended to
13 read as follows:

14 The office of the superintendent of public instruction shall:

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

20 (2) Provide data showing the race, ethnicity, income, and other
21 available demographic information of students who achieve level four of
22 the math and science ((Washington)) high school statewide student
23 assessment ((of student learning)) in the tenth grade((-)); compare
24 those data with comparable information on the tenth grade student
25 population as a whole((-)); and submit a report with the analysis to
26 the committees responsible for education and higher education in the
27 legislature on December 1st of even-numbered years."

SSB 5587 - S AMD

By Senators McAuliffe, Dammeier

ADOPTED AS AMENDED 03/06/2013

28 On page 1, beginning on line 1 of the title, after "assessments;"
29 strike the remainder of the title and insert "amending RCW 28A.655.061,

1 28A.655.066, 28A.655.070, 28A.655.071, 28B.105.010, 28B.105.030, and
2 28B.105.060; and creating a new section."

EFFECT: Extends the use of the current Reading and Writing assessment administered at the 10th grade and the Math EOCs through 2014-15.

2014-15 school year: First year for ELA & Math College & Career Readiness (CCR) assessment administered at 11th grade

Graduating Class of 2015: Meets the graduation requirements using Reading, Writing, & both Math EOCs. Same as current law.

Graduating Class of 2016 & 2017: May meet state standard using:

Reading & Writing assessment OR comprehensive ELA CCR assessment

Both Math EOCs OR comprehensive Math CCR

Graduating Class of 2018: Must meet state standard on the ELA CCR assessment & Math CCR assessment.

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