
SENATE BILL 6473

State of Washington

64th Legislature

2016 Regular Session

By Senators Baumgartner, Billig, and McAuliffe

Read first time 01/21/16. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to a pilot program allowing the use of a
2 nationally recognized college readiness assessment to earn a
3 certificate of academic achievement for high school graduation
4 purposes and for federal and state accountability purposes; amending
5 RCW 28A.305.130, 28A.655.061, 28A.655.068, 28A.655.070, and
6 28A.657.020; adding a new section to chapter 28A.655 RCW; and
7 creating a new section.

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

9 NEW SECTION. **Sec. 1.** The legislature recognizes that most
10 colleges and universities require students to take a nationally
11 recognized college readiness assessment for admission, for course
12 placement, and to advise students about course selection. The
13 legislature finds that the superintendent of public instruction
14 reports that more Washington students than ever took a college
15 readiness assessment in 2015. The legislature further finds that this
16 was an increase in rates for every reported racial and ethnic group.
17 The legislature intends to create and implement a pilot program to
18 reduce the amount of time spent on statewide standardized testing of
19 public high school students by authorizing nationally recognized
20 college readiness assessments to be used in place of the statewide

1 high school assessments for high school graduation, and for federal
2 and state accountability purposes.

3 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.655
4 RCW to read as follows:

5 (1) To the extent permitted by the elementary and secondary
6 education act of 1965, 20 U.S.C. Sec. 6301 et seq., as reauthorized
7 by the every student succeeds act of 2015, the superintendent of
8 public instruction shall implement a pilot program for school
9 districts to pilot the administration of a nationally recognized
10 college readiness assessment for high school students to use to earn
11 a certificate of academic achievement for high school graduation
12 purposes and to meet the federal and state school accountability
13 requirements.

14 (2) By August 1, 2016, the superintendent of public instruction
15 shall enter into an agreement with a provider or providers of
16 nationally recognized college readiness assessments for the provision
17 and administration of the assessment for the purposes of the pilot
18 program in subsection (1) of this section.

19 (3) The superintendent of public instruction shall solicit and
20 select up to seven school districts to participate in the pilot
21 program. The selected school districts must include districts from
22 urban and rural areas, and districts both east and west of the crest
23 of the Cascade mountains. Two of the districts selected must be the
24 largest districts from each side of the crest of the Cascade
25 mountains that apply to participate in the pilot program.

26 (4) Four school years after the first administration of the
27 nationally recognized college assessment by the pilot school
28 districts, the joint legislative audit and review committee shall
29 conduct a review to determine the effects of using assessment. Based
30 on the review, the joint legislative audit and review committee shall
31 make recommendations to the governor and legislature on whether the
32 pilot program should be continued, expanded statewide, or eliminated.

33 **Sec. 3.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each
34 amended to read as follows:

35 The purpose of the state board of education is to provide
36 advocacy and strategic oversight of public education; implement a
37 standards-based accountability framework that creates a unified
38 system of increasing levels of support for schools in order to

1 improve student academic achievement; provide leadership in the
2 creation of a system that personalizes education for each student and
3 respects diverse cultures, abilities, and learning styles; and
4 promote achievement of the goals of RCW 28A.150.210. In addition to
5 any other powers and duties as provided by law, the state board of
6 education shall:

7 (1) Hold regularly scheduled meetings at such time and place
8 within the state as the board shall determine and may hold such
9 special meetings as may be deemed necessary for the transaction of
10 public business;

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

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

15 (4) For purposes of statewide accountability:

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

39 (b)(i) Identify the scores students must achieve in order to meet
40 the standard on the statewide student assessment and, for high school

1 students, to obtain a certificate of academic achievement, including
2 the assessment used in the pilot program created under section 2 of
3 this act. The board shall also determine student scores that identify
4 levels of student performance below and beyond the standard. The
5 board shall consider the incorporation of the standard error of
6 measurement into the decision regarding the award of the
7 certificates. The board shall set such performance standards and
8 levels in consultation with the superintendent of public instruction
9 and after consideration of any recommendations that may be developed
10 by any advisory committees that may be established for this purpose.

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

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

32 (iv) The legislature shall be advised of the initial performance
33 standards for the high school statewide student assessment. Any
34 changes recommended by the board in the performance standards for the
35 high school assessment shall be presented to the education committees
36 of the house of representatives and the senate by November 30th of
37 the school year in which the changes will take place to permit the
38 legislature to take statutory action before the changes are
39 implemented if such action is deemed warranted by the legislature.
40 The legislature shall be advised of the initial performance standards

1 and any changes made to the elementary level performance standards
2 and the middle school level performance standards. The board must
3 provide an explanation of and rationale for all initial performance
4 standards and any changes, for all grade levels of the statewide
5 student assessment. If the board changes the performance standards
6 for any grade level or subject, the superintendent of public
7 instruction must recalculate the results from the previous ten years
8 of administering that assessment regarding students below, meeting,
9 and beyond the state standard, to the extent that this data is
10 available, and post a comparison of the original and recalculated
11 results on the superintendent's web site;

12 (c) Annually review the assessment reporting system to ensure
13 fairness, accuracy, timeliness, and equity of opportunity, especially
14 with regard to schools with special circumstances and unique
15 populations of students, and a recommendation to the superintendent
16 of public instruction of any improvements needed to the system; and

17 (d) Include in the biennial report required under RCW
18 28A.305.035, information on the progress that has been made in
19 achieving goals adopted by the board;

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

29 (6) Articulate with the institutions of higher education,
30 workforce representatives, and early learning policymakers and
31 providers to coordinate and unify the work of the public school
32 system;

33 (7) Hire an executive director and an administrative assistant to
34 reside in the office of the superintendent of public instruction for
35 administrative purposes. Any other personnel of the board shall be
36 appointed as provided by RCW 28A.300.020. The board may delegate to
37 the executive director by resolution such duties as deemed necessary
38 to efficiently carry on the business of the board including, but not
39 limited to, the authority to employ necessary personnel and the
40 authority to enter into, amend, and terminate contracts on behalf of

1 the board. The executive director, administrative assistant, and all
2 but one of the other personnel of the board are exempt from civil
3 service, together with other staff as now or hereafter designated as
4 exempt in accordance with chapter 41.06 RCW; and

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

7 **Sec. 4.** RCW 28A.655.061 and 2015 3rd sp.s. c 42 s 2 are each
8 amended to read as follows:

9 (1) The high school assessment system shall include but need not
10 be limited to the statewide student assessment, the assessment
11 administered in the pilot program under section 2 of this act,
12 opportunities for a student to retake the content areas of the
13 assessment in which the student was not successful, and, if approved
14 by the legislature pursuant to subsection (10) of this section, one
15 or more objective alternative assessments for a student to
16 demonstrate achievement of state academic standards. The objective
17 alternative assessments for each content area shall be comparable in
18 rigor to the skills and knowledge that the student must demonstrate
19 on the statewide student assessment for each content area.

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

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

38 (b) As the state transitions from reading and writing assessments
39 to an English language arts assessment and from end-of-course

1 assessments to a comprehensive assessment for high school
2 mathematics, a student in a graduating class of 2016 through 2018
3 shall earn a certificate of academic achievement if the student meets
4 the state standard as follows:

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

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

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

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

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

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

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

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

1 alternative assessments then the student shall earn a certificate of
2 academic achievement.

3 (4) Beginning with the graduating class of 2017, a student must
4 meet the state standards in science in addition to the other content
5 areas required under subsection (3) of this section on the statewide
6 student assessment, a retake, or the objective alternative
7 assessments in order to earn a certificate of academic achievement.

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

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

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

17 (a) To retake the statewide student assessment at least twice a
18 year in the content areas in which the student did not meet the state
19 standards if the student is enrolled in a public school; or

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

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

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

33 (10)(a) The office of the superintendent of public instruction
34 shall develop options for implementing objective alternative
35 assessments, which may include an appeals process for students'
36 scores, for students to demonstrate achievement of the state academic
37 standards. The objective alternative assessments shall be comparable
38 in rigor to the skills and knowledge that the student must
39 demonstrate on the statewide student assessment and be objective in
40 its determination of student achievement of the state standards.

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

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

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

1 assessment; and for the English language arts portion of the
2 assessment developed with the multistate consortium, once established
3 in the 2014-15 school year. A score of three on the AP examination in
4 biology, physics, chemistry, or environmental science may be used as
5 an alternative assessment for the science portion of the statewide
6 student assessment.

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

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

- 38 (a) The student's results on the state assessment;
- 39 (b) If the student is in the transitional bilingual program, the
40 score on his or her Washington language proficiency test II;

- 1 (c) Any credit deficiencies;
- 2 (d) The student's attendance rates over the previous two years;
- 3 (e) The student's progress toward meeting state and local
4 graduation requirements;
- 5 (f) The courses, competencies, and other steps needed to be taken
6 by the student to meet state academic standards and stay on track for
7 graduation;
- 8 (g) Remediation strategies and alternative education options
9 available to students, including informing students of the option to
10 continue to receive instructional services after grade twelve or
11 until the age of twenty-one;
- 12 (h) The alternative assessment options available to students
13 under this section and RCW 28A.655.065;
- 14 (i) School district programs, high school courses, and career and
15 technical education options available for students to meet graduation
16 requirements; and
- 17 (j) Available programs offered through skill centers or community
18 and technical colleges, including the college high school diploma
19 options under RCW 28B.50.535.

20 **Sec. 5.** RCW 28A.655.068 and 2013 2nd sp.s. c 22 s 4 are each
21 amended to read as follows:

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

27 (2)(a) The superintendent of public instruction may develop or
28 adopt science end-of-course assessments or a comprehensive science
29 assessment that includes subjects in addition to biology for purposes
30 of RCW 28A.655.061, when so directed by the legislature. The
31 legislature intends to transition from a biology end-of-course
32 assessment to a more comprehensive science assessment in a manner
33 consistent with the way in which the state transitioned to an English
34 language arts assessment and a comprehensive mathematics assessment.
35 The legislature further intends that the transition will include at
36 least two years of using the student assessment results from either
37 the biology end-of-course assessment or the more comprehensive
38 assessment in order to provide students with reasonable opportunities

1 to demonstrate high school competencies while being mindful of the
2 increasing rigor of the new assessment.

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

7 (c) Before the next subsequent school year after the legislature
8 directs the superintendent to develop or adopt a new science
9 assessment, the superintendent of public instruction shall review the
10 objective alternative assessments for the science assessment and make
11 recommendations to the legislature regarding additional objective
12 alternatives, if any.

13 (3) The superintendent of public instruction may participate with
14 consortia of multiple states as common student learning standards and
15 assessments in science are developed. The superintendent of public
16 instruction, in consultation with the state board of education, may
17 modify the essential academic learning requirements and statewide
18 student assessments in science, including the high school assessment,
19 according to the multistate common student learning standards and
20 assessments as long as the education committees of the legislature
21 have opportunities for review before the modifications are adopted,
22 as provided under RCW 28A.655.070.

23 (4) The statewide high school assessment under this section or
24 the assessment used in the pilot program under section 2 of this act
25 shall be used to demonstrate that a student meets the state standards
26 in the science content area of the statewide student assessment for
27 purposes of RCW 28A.655.061.

28 **Sec. 6.** RCW 28A.655.070 and 2015 c 211 s 3 are each amended to
29 read as follows:

30 (1) The superintendent of public instruction shall develop
31 essential academic learning requirements that identify the knowledge
32 and skills all public school students need to know and be able to do
33 based on the student learning goals in RCW 28A.150.210, develop
34 student assessments, and implement the accountability recommendations
35 and requests regarding assistance, rewards, and recognition of the
36 state board of education.

37 (2) The superintendent of public instruction shall:

38 (a) Periodically revise the essential academic learning
39 requirements, as needed, based on the student learning goals in RCW

1 28A.150.210. Goals one and two shall be considered primary. To the
2 maximum extent possible, the superintendent shall integrate goal four
3 and the knowledge and skill areas in the other goals in the essential
4 academic learning requirements; and

5 (b) Review and prioritize the essential academic learning
6 requirements and identify, with clear and concise descriptions, the
7 grade level content expectations to be assessed on the statewide
8 student assessment and used for state or federal accountability
9 purposes. The review, prioritization, and identification shall result
10 in more focus and targeting with an emphasis on depth over breadth in
11 the number of grade level content expectations assessed at each grade
12 level. Grade level content expectations shall be articulated over the
13 grades as a sequence of expectations and performances that are
14 logical, build with increasing depth after foundational knowledge and
15 skills are acquired, and reflect, where appropriate, the sequential
16 nature of the discipline. The office of the superintendent of public
17 instruction, within seven working days, shall post on its web site
18 any grade level content expectations provided to an assessment vendor
19 for use in constructing the statewide student assessment.

20 (3)(a) In consultation with the state board of education, the
21 superintendent of public instruction shall maintain and continue to
22 develop and revise a statewide academic assessment system in the
23 content areas of reading, writing, mathematics, and science for use
24 in the elementary, middle, and high school years designed to
25 determine if each student has mastered the essential academic
26 learning requirements identified in subsection (1) of this section.
27 School districts shall administer the assessments under guidelines
28 adopted by the superintendent of public instruction. The academic
29 assessment system may include a variety of assessment methods,
30 including criterion-referenced and performance-based measures, and if
31 approved, a nationally recognized college readiness assessment at the
32 high school level.

33 (b) Effective with the 2009 administration of the Washington
34 assessment of student learning and continuing with the statewide
35 student assessment, the superintendent shall redesign the assessment
36 in the content areas of reading, mathematics, and science in all
37 grades except high school by shortening test administration and
38 reducing the number of short answer and extended response questions.

39 (c) By the 2014-15 school year, the superintendent of public
40 instruction, in consultation with the state board of education, shall

1 modify the statewide student assessment system to transition to
2 assessments developed with a multistate consortium, as provided in
3 this subsection:

4 (i) The assessments developed with a multistate consortium to
5 assess student proficiency in English language arts and mathematics
6 shall be administered beginning in the 2014-15 school year. The
7 reading and writing assessments shall not be administered by the
8 superintendent of public instruction or schools after the 2013-14
9 school year.

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

15 (iii) During the transition period specified in RCW 28A.655.061,
16 the superintendent of public instruction shall use test items and
17 other resources from the consortium assessment to develop and
18 administer a tenth grade high school English language arts
19 assessment, an end-of-course mathematics assessment to assess the
20 standards common to algebra I and integrated mathematics I, and an
21 end-of-course mathematics assessment to assess the standards common
22 to geometry and integrated mathematics II.

23 (4) If the superintendent proposes any modification to the
24 essential academic learning requirements or the statewide
25 assessments, then the superintendent shall, upon request, provide
26 opportunities for the education committees of the house of
27 representatives and the senate to review the assessments and proposed
28 modifications to the essential academic learning requirements before
29 the modifications are adopted.

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

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

1 (7) To assist parents and teachers in their efforts to provide
2 educational support to individual students, the superintendent of
3 public instruction shall provide as much individual student
4 performance information as possible within the constraints of the
5 assessment system's item bank. The superintendent shall also provide
6 to school districts:

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

10 (b) A collection of diagnostic tools that educators may use to
11 evaluate the academic status of individual students. The tools shall
12 be designed to be inexpensive, easily administered, and quickly and
13 easily scored, with results provided in a format that may be easily
14 shared with parents and students.

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

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

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

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

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

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

34 (14) The superintendent shall integrate financial education
35 skills and content knowledge into the state learning standards
36 pursuant to RCW 28A.300.460(2)(d).

37 **Sec. 7.** RCW 28A.657.020 and 2014 c 191 s 1 are each amended to
38 read as follows:

1 (1) Beginning in 2010, and each year thereafter through December
2 1, 2012, the superintendent of public instruction shall annually
3 identify schools as one of the state's persistently lowest-achieving
4 schools if the school is a Title I school, or a school that is
5 eligible for but does not receive Title I funds, that is among the
6 lowest-achieving five percent of Title I or Title I eligible schools
7 in the state.

8 (2) The criteria for determining whether a school is among the
9 persistently lowest-achieving five percent of Title I schools, or
10 Title I eligible schools, under subsection (1) of this section shall
11 be established by the superintendent of public instruction. The
12 criteria must meet all applicable requirements for the receipt of a
13 federal school improvement grant under the American recovery and
14 reinvestment act of 2009 and Title I of the elementary and secondary
15 education act of 1965, and take into account both:

16 (a) The academic achievement of the "all students" group in a
17 school in terms of proficiency on the state's assessment, and any
18 alternative assessments or the assessment used in the pilot program
19 created under section 2 of this act, in reading and mathematics
20 combined; and

21 (b) The school's lack of progress on the mathematics and reading
22 assessments over a number of years in the "all students" group.

23 (3)(a) Beginning February 1, 2014, and each February thereafter,
24 the superintendent of public instruction shall annually identify
25 challenged schools in need of improvement and a subset of such
26 schools that are the persistently lowest-achieving schools in the
27 state.

28 (b) The criteria for determining whether a school is a challenged
29 school in need of improvement shall be adopted by the superintendent
30 of public instruction in rule. The criteria must meet all applicable
31 federal requirements under Title I of the elementary and secondary
32 education act of 1965 and other federal rules or guidance, including
33 applicable requirements for the receipt of federal school improvement
34 funds if available, but shall apply equally to Title I, Title I-
35 eligible, and non-Title I schools in the state. The criteria must
36 take into account the academic achievement of the "all students"
37 group and subgroups of students in a school in terms of proficiency
38 on the state assessments in reading or English language arts and
39 mathematics and a high school's graduation rate for all students and
40 subgroups of students. The superintendent may establish tiered

1 categories of challenged schools based on the relative performance of
2 all students, subgroups of students, and other factors.

3 (c) The superintendent of public instruction shall also adopt
4 criteria in rule for determining whether a challenged school in need
5 of improvement is also a persistently lowest-achieving school for
6 purposes of the required action district process under this chapter,
7 which shall include the school's lack of progress for all students
8 and subgroups of students over a number of years. The criteria for
9 identifying persistently lowest-achieving schools shall also take
10 into account the level of state or federal resources available to
11 implement a required action plan.

12 (d) If the Washington achievement index is approved by the United
13 States department of education for use in identifying schools for
14 federal purposes, the superintendent of public instruction shall use
15 the approved index to identify schools under (b) and (c) of this
16 subsection.

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