

SENATE BILL REPORT

HB 1412

As Reported by Senate Committee On:
Early Learning & K-12 Education, March 16, 2011

Title: An act relating to high school mathematics end-of-course assessments.

Brief Description: Regarding mathematics end-of-course assessments.

Sponsors: Representatives Santos, Dammeier, Probst, Liias, Kelley, Kenney and Van De Wege;
by request of Superintendent of Public Instruction.

Brief History: Passed House: 3/04/11, 96-1.

Committee Activity: Early Learning & K-12 Education: 3/14/11, 3/16/11 [DP].

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: Do pass.

Signed by Senators McAuliffe, Chair; Harper, Vice Chair; Litzow, Ranking Minority Member; Eide, Fain, Hobbs, King, Nelson, Rockefeller and Tom.

Staff: Susan Mielke (786-7422)

Background: Except for some students receiving special education, students must meet the state standard on the statewide high school assessments in reading, writing, and mathematics; a retake of such assessments; or an approved alternative assessment to earn a Certificate of Academic Achievement (CAA). In 2008 the Legislature directed the Superintendent of Public Instruction to replace the statewide comprehensive high school mathematics assessment, with two end-of-course assessments (EOCs): Algebra/Integrated Mathematics I, and Geometry/Integrated Mathematics II. The mathematics EOCs must be implemented statewide in the 2010-11 school year. As the transition is made, the graduating classes of 2013 and 2014 may use the results of either the comprehensive statewide mathematics assessment or the two EOCs to obtain a CAA. Beginning with the class of 2015, the comprehensive mathematics assessment is not available to obtain the CAA and the approved alternative assessments are available only to a student who has taken the sequence of EOCs once.

Summary of Bill: The comprehensive statewide mathematics assessment is no longer available for the graduating classes of 2013 and 2014. These graduating classes must meet

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the state standard on only one of the mathematics EOCs to obtain a CAA. It is clarified that a retake of the EOCs may also be used beginning in 2013.

Appropriation: None.

Fiscal Note: Available.

Committee/Commission/Task Force Created: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony: PRO: This is a simple bill that takes into account the current realities of our students and the state's current budget difficulties. This does not eliminate the testing of mathematics but does, for a brief time, limit the testing requirement to only one of the math EOCs instead of both for graduation. It is a very good compromise. The math standards have changed since many of the students took the classes a year or two ago. Now those students must spend time reviewing just to take the test, which takes away from instruction time of higher math skills. The bill creates a logical implementation process and is fiscally responsible for the state and school districts.

CON: The assessments are ready and we should require them for graduation. Science, Technology, Engineering, and Mathematics (STEM) are important areas in which students need skills to be prepared for the jobs of the future and we need to ensure that students are learning these skills.

OTHER: We are neutral on the bill because there is still testing. But if savings result from the bill then the savings should be reinvested in math or STEM or career and technical education.

Persons Testifying: PRO: Representative Tomiko-Santos, prime sponsor; Amy Barber, Peninsula School District; Carol McKay, Olympia School District; Patrick Murphy, Issaquah School District; Ramona Hattendorf, Washington State PTA.

CON: Ann Luce, Partnership for Learning.

OTHER: Lew McMurren, Washington Technology Industry Association.

Signed in, Unable to Testify, & Submitted Written Testimony: PRO: Bob Butts, Office of the Superintendent of Public Instruction; Wendy Rader-Konofalski, Washington Education Association.

CON: Heather Cope, League of Education Voters.