

CERTIFICATION OF ENROLLMENT

ENGROSSED HOUSE BILL 1450

63rd Legislature
2013 2nd Special Session

Passed by the House June 27, 2013
Yeas 81 Nays 8

Speaker of the House of Representatives

Passed by the Senate June 28, 2013
Yeas 36 Nays 12

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED HOUSE BILL 1450** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

ENGROSSED HOUSE BILL 1450

Passed Legislature - 2013 2nd Special Session

State of Washington 63rd Legislature 2013 2nd Special Session

By Representatives Hunt and Pollet; by request of Superintendent of Public Instruction

Read first time 01/28/13. Referred to Committee on Education.

1 AN ACT Relating to assessments in public schools; amending RCW
2 28A.655.061, 28A.655.066, 28A.655.068, 28A.655.070, 28A.305.130,
3 28A.655.185, 28B.105.010, 28B.105.030, and 28B.105.060; adding a new
4 section to chapter 28A.320 RCW; creating new sections; repealing RCW
5 28A.655.066; and providing an effective date.

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

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

1 college readiness. The legislature further finds that the assessments
2 are required to be ready for use by the 2014-15 school year.

3 The legislature intends to reduce the overall costs of the state
4 assessment system by implementing the eleventh grade English language
5 arts and mathematics assessments being developed by a multistate
6 consortium in which Washington is participating, maximize use of the
7 consortium assessments by developing a tenth grade high school English
8 language arts assessment and modifying the algebra I and geometry end-
9 of-course assessment to be used only during the transition to the
10 consortium-developed assessments, and reduce to three the number of
11 assessments that will be required for students to graduate beginning
12 with the class of 2019.

13 The legislature further intends that the eleventh grade consortium-
14 developed assessments have two different student performance standards:
15 One for the purposes of high school graduation that will be established
16 by the state board of education and one that is intended to demonstrate
17 a student's career and college readiness.

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

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

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

1 (3)(a) Beginning with the graduating class of 2008 through the
2 graduating class of 2015, with the exception of students satisfying the
3 provisions of RCW 28A.155.045, a student who meets the state standards
4 on the reading, writing, and mathematics ((content areas of the)) high
5 school statewide student assessment shall earn a certificate of
6 academic achievement. The mathematics assessment shall be the end-of-
7 course assessment for the first year of high school mathematics that
8 assesses the standards common to algebra I and integrated mathematics
9 I or the end-of-course assessment for the second year of high school
10 mathematics that assesses standards common to geometry and integrated
11 mathematics II.

12 **(b) As the state transitions from reading and writing assessments**
13 **to an English language arts assessment and from end-of-course**
14 **assessments to a comprehensive assessment for high school mathematics,**
15 **a student in a graduating class of 2016 through 2018 shall earn a**
16 **certificate of academic achievement if the student meets the state**
17 **standard as follows:**

18 **(i) Students in the graduating class of 2016 may use the results**
19 **from:**

20 **(A) The reading and writing assessment or the English language arts**
21 **assessment developed with the multistate consortium; and**

22 **(B) The end-of-course assessment for the first year of high school**
23 **mathematics, the end-of-course assessment for the second year of high**
24 **school mathematics, or the comprehensive mathematics assessment**
25 **developed with the multistate consortium.**

26 **(ii) Students in the graduating classes of 2017 and 2018 may use**
27 **the results from:**

28 **(A) The tenth grade English language arts assessment developed by**
29 **the superintendent of public instruction using resources from the**
30 **multistate consortium or the English language arts assessment developed**
31 **with the multistate consortium; and**

32 **(B) The end-of-course assessment for the first year of high school**
33 **mathematics, the end-of-course assessment for the second year of high**
34 **school mathematics, or the comprehensive mathematics assessment**
35 **developed with the multistate consortium.**

36 **(c) Beginning with the graduating class of 2019, a student who**
37 **meets the state standards on the high school English language arts**

1 assessment developed with the multistate consortium and the
2 comprehensive mathematics assessment developed with the multistate
3 consortium shall earn a certificate of academic achievement.

4 (d) If a student does not successfully meet the state standards in
5 one or more content areas required for the certificate of academic
6 achievement, then the student may retake the assessment in the content
7 area (~~up to four times~~) at least twice a year at no cost to the
8 student. If the student successfully meets the state standards on a
9 retake of the assessment then the student shall earn a certificate of
10 academic achievement. Once objective alternative assessments are
11 authorized pursuant to subsection (10) of this section, a student may
12 use the objective alternative assessments to demonstrate that the
13 student successfully meets the state standards for that content area if
14 the student has taken the statewide student assessment at least once.
15 If the student successfully meets the state standards on the objective
16 alternative assessments then the student shall earn a certificate of
17 academic achievement.

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

23 (5) The state board of education may not require the acquisition of
24 the certificate of academic achievement for students in home-based
25 instruction under chapter 28A.200 RCW, for students enrolled in private
26 schools under chapter 28A.195 RCW, or for students satisfying the
27 provisions of RCW 28A.155.045.

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

30 (7) School districts must make available to students the following
31 options:

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

36 (b) To retake the statewide student assessment (~~up to four times~~)
37 at least twice a year in the content areas in which the student did not
38 meet the state standards if the student is enrolled in a high school

1 completion program at a community or technical college. The
2 superintendent of public instruction and the state board for community
3 and technical colleges shall jointly identify means by which students
4 in these programs can be assessed.

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

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

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

25 (b)(i) A student's score on the mathematics, reading or English, or
26 writing portion of the SAT or the ACT may be used as an objective
27 alternative assessment under this section for demonstrating that a
28 student has met or exceeded the state standards for the certificate of
29 academic achievement. The state board of education shall identify the
30 scores students must achieve on the relevant portion of the SAT or ACT
31 to meet or exceed the state standard in the relevant content area on
32 the statewide student assessment. A student's score on the science
33 portion of the ACT or the science subject area tests of the SAT may be
34 used as an objective alternative assessment under this section as soon
35 as the state board of education determines that sufficient data is
36 available to identify reliable equivalent scores for the science
37 content area of the statewide student assessment. After the first

1 scores are established, the state board may increase but not decrease
2 the scores required for students to meet or exceed the state standards.

3 (ii) A student who scores at least a three on the grading scale of
4 one to five for selected AP examinations may use the score as an
5 objective alternative assessment under this section for demonstrating
6 that a student has met or exceeded state standards for the certificate
7 of academic achievement. A score of three on the AP examinations in
8 calculus or statistics may be used as an alternative assessment for the
9 mathematics portion of the statewide student assessment. A score of
10 three on the AP examinations in English language and composition may be
11 used as an alternative assessment for the writing portion of the
12 statewide student assessment; and for the English language arts portion
13 of the assessment developed with the multistate consortium, once
14 established in the 2014-15 school year. A score of three on the AP
15 examinations in English literature and composition, macroeconomics,
16 microeconomics, psychology, United States history, world history,
17 United States government and politics, or comparative government and
18 politics may be used as an alternative assessment for the reading
19 portion of the statewide student assessment; and for the English
20 language arts portion of the assessment developed with the multistate
21 consortium, once established in the 2014-15 school year. A score of
22 three on the AP examination in biology, physics, chemistry, or
23 environmental science may be used as an alternative assessment for the
24 science portion of the statewide student assessment.

25 (iii) A student who scores at least a four on selected externally
26 administered international baccalaureate (IB) examinations may use the
27 score as an objective alternative assessment under this section for
28 demonstrating that the student has met or exceeded state standards for
29 the certificate of academic achievement. A score of four on the higher
30 level IB examinations for any of the IB English language and literature
31 courses or for any of the IB individuals and societies courses may be
32 used as an alternative assessment for the reading, writing, or English
33 language arts portions of the statewide student assessment. A score of
34 four on the higher level IB examinations for any of the IB mathematics
35 courses may be used as an alternative assessment for the mathematics
36 portion of the statewide student assessment. A score of four on the
37 higher level IB examinations for IB biology, chemistry, or physics may

1 be used as an alternative assessment for the science portion of the
2 statewide student assessment.

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

9 (+12+)) To help assure continued progress in academic achievement as
10 a foundation for high school graduation and to assure that students are
11 on track for high school graduation, each school district shall prepare
12 plans for and notify students and their parents or legal guardians as
13 provided in this subsection. Student learning plans are required for
14 eighth grade students who were not successful on any or all of the
15 content areas of the state assessment during the previous school year
16 or who may not be on track to graduate due to credit deficiencies or
17 absences. The parent or legal guardian shall be notified about the
18 information in the student learning plan, preferably through a parent
19 conference and at least annually. To the extent feasible, schools
20 serving English language learner students and their parents shall
21 translate the plan into the primary language of the family. The plan
22 shall include the following information as applicable:

- 23 (a) The student's results on the state assessment;
- 24 (b) If the student is in the transitional bilingual program, the
25 score on his or her Washington language proficiency test II;
- 26 (c) Any credit deficiencies;
- 27 (d) The student's attendance rates over the previous two years;
- 28 (e) The student's progress toward meeting state and local
29 graduation requirements;
- 30 (f) The courses, competencies, and other steps needed to be taken
31 by the student to meet state academic standards and stay on track for
32 graduation;
- 33 (g) Remediation strategies and alternative education options
34 available to students, including informing students of the option to
35 continue to receive instructional services after grade twelve or until
36 the age of twenty-one;
- 37 (h) The alternative assessment options available to students under
38 this section and RCW 28A.655.065;

1 (i) School district programs, high school courses, and career and
2 technical education options available for students to meet graduation
3 requirements; and

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

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

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

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

25 (c) The superintendent of public instruction shall also develop
26 subtests for the end-of-course assessments that measure standards for
27 the first two years of high school mathematics that are unique to
28 algebra I, integrated mathematics I, geometry, and integrated
29 mathematics II. The results of the subtests shall be reported at the
30 student, teacher, school, and district level.

31 ~~((For the graduating classes of 2013 and 2014 and for purposes
32 of the certificate of academic achievement under RCW 28A.655.061, a
33 student may use: (a) Results from the end-of-course assessment for the
34 first year of high school mathematics or the results from the end-of-
35 course assessment for the second year of high school mathematics; or
36 (b) results from a high school mathematics retake assessment.~~

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

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

14 ~~((5))~~ (3) The superintendent of public instruction shall report
15 at least annually or more often if necessary to keep the education
16 committees of the legislature informed on each step of the development
17 and implementation process under this section.

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

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

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

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

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

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

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

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

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

34 (2) The superintendent of public instruction shall:

35 (a) Periodically revise the essential academic learning
36 requirements, as needed, based on the student learning goals in RCW
37 28A.150.210. Goals one and two shall be considered primary. To the

1 maximum extent possible, the superintendent shall integrate goal four
2 and the knowledge and skill areas in the other goals in the essential
3 academic learning requirements; and

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

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

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

1 (c) By the 2014-15 school year, the superintendent of public
2 instruction, in consultation with the state board of education, shall
3 modify the statewide student assessment system to transition to
4 assessments developed with a multistate consortium, as provided in this
5 subsection:

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

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

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

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

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

37 (6) By September 2007, the results for reading and mathematics

1 shall be reported in a format that will allow parents and teachers to
2 determine the academic gain a student has acquired in those content
3 areas from one school year to the next.

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

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

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

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

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

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

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

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

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

35 NEW SECTION. **Sec. 6.** By December 1, 2013, the superintendent of
36 public instruction shall report to the education committees of the
37 house of representatives and the senate on the process that was used by

1 the superintendent, the multistate consortium in which Washington is
2 participating, and by other states, to prevent bias in the state
3 assessments and assure fairness to students who take the assessments.

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

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

15 (1) Hold regularly scheduled meetings at such time and place within
16 the state as the board shall determine and may hold such special
17 meetings as may be deemed necessary for the transaction of public
18 business;

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

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

23 (4) For purposes of statewide accountability:

24 (a) Adopt and revise performance improvement goals in reading,
25 writing, science, and mathematics, by subject and grade level, once
26 assessments in these subjects are required statewide; academic and
27 technical skills, as appropriate, in secondary career and technical
28 education programs; and student attendance, as the board deems
29 appropriate to improve student learning. The goals shall be consistent
30 with student privacy protection provisions of RCW 28A.655.090(7) and
31 shall not conflict with requirements contained in Title I of the
32 federal elementary and secondary education act of 1965, or the
33 requirements of the Carl D. Perkins vocational education act of 1998,
34 each as amended. The goals may be established for all students,
35 economically disadvantaged students, limited English proficient
36 students, students with disabilities, and students from
37 disproportionately academically underachieving racial and ethnic

1 backgrounds. The board may establish school and school district goals
2 addressing high school graduation rates and dropout reduction goals for
3 students in grades seven through twelve. The board shall adopt the
4 goals by rule. However, before each goal is implemented, the board
5 shall present the goal to the education committees of the house of
6 representatives and the senate for the committees' review and comment
7 in a time frame that will permit the legislature to take statutory
8 action on the goal if such action is deemed warranted by the
9 legislature;

10 (b)(i) Identify the scores students must achieve in order to meet
11 the standard on the statewide student assessment and, for high school
12 students, to obtain a certificate of academic achievement. The board
13 shall also determine student scores that identify levels of student
14 performance below and beyond the standard. The board shall consider
15 the incorporation of the standard error of measurement into the
16 decision regarding the award of the certificates. The board shall set
17 such performance standards and levels in consultation with the
18 superintendent of public instruction and after consideration of any
19 recommendations that may be developed by any advisory committees that
20 may be established for this purpose.

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

27 (iii) By the end of the 2014-15 school year, establish the scores
28 students must achieve to meet the standard and earn a certificate of
29 academic achievement on the high school English language arts
30 assessment and the comprehensive mathematics assessment developed with
31 a multistate consortium in accordance with RCW 28A.655.070. To
32 determine the appropriate score, the state board shall review the
33 transition experience of Washington students to the consortium-
34 developed assessments, examine the student scores used in other states
35 that are administering the consortium-developed assessments, and review
36 the scores in other states that require passage of an eleventh grade
37 assessment as a high school graduation requirement. The scores
38 established by the state board of education for the purposes of earning

1 a certificate of academic achievement and graduation from high school
2 may be different from the scores used for the purpose of determining a
3 student's career and college readiness.

4 (iv) The legislature shall be advised of the initial performance
5 standards for the high school statewide student assessment. Any
6 changes recommended by the board in the performance standards for the
7 high school assessment shall be presented to the education committees
8 of the house of representatives and the senate by November 30th of the
9 school year in which the changes will take place to permit the
10 legislature to take statutory action before the changes are implemented
11 if such action is deemed warranted by the legislature. The legislature
12 shall be advised of the initial performance standards and any changes
13 made to the elementary level performance standards and the middle
14 school level performance standards. The board must provide an
15 explanation of and rationale for all initial performance standards and
16 any changes, for all grade levels of the statewide student assessment.
17 If the board changes the performance standards for any grade level or
18 subject, the superintendent of public instruction must recalculate the
19 results from the previous ten years of administering that assessment
20 regarding students below, meeting, and beyond the state standard, to
21 the extent that this data is available, and post a comparison of the
22 original and recalculated results on the superintendent's web site;

23 (c) Annually review the assessment reporting system to ensure
24 fairness, accuracy, timeliness, and equity of opportunity, especially
25 with regard to schools with special circumstances and unique
26 populations of students, and a recommendation to the superintendent of
27 public instruction of any improvements needed to the system; and

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

31 (5) Accredite, subject to such accreditation standards and
32 procedures as may be established by the state board of education, all
33 private schools that apply for accreditation, and approve, subject to
34 the provisions of RCW 28A.195.010, private schools carrying out a
35 program for any or all of the grades kindergarten through twelve.
36 However, no private school may be approved that operates a kindergarten
37 program only and no private school shall be placed upon the list of

1 accredited schools so long as secret societies are knowingly allowed to
2 exist among its students by school officials;

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

6 (7) Hire an executive director and an administrative assistant to
7 reside in the office of the superintendent of public instruction for
8 administrative purposes. Any other personnel of the board shall be
9 appointed as provided by RCW 28A.300.020. The board may delegate to
10 the executive director by resolution such duties as deemed necessary to
11 efficiently carry on the business of the board including, but not
12 limited to, the authority to employ necessary personnel and the
13 authority to enter into, amend, and terminate contracts on behalf of
14 the board. The executive director, administrative assistant, and all
15 but one of the other personnel of the board are exempt from civil
16 service, together with other staff as now or hereafter designated as
17 exempt in accordance with chapter 41.06 RCW; and

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

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

22 (1) At the beginning of each school year, school districts must
23 notify parents and guardians of enrolled students from eighth through
24 twelfth grade about each student assessment required by the state, the
25 minimum state-level graduation requirements, and any additional school
26 district graduation requirements. The information may be provided when
27 the student is enrolled, contained in the student or parent handbook,
28 or posted on the school district's web site. The notification must
29 include the following:

- 30 (a) When each assessment will be administered;
- 31 (b) Which assessments will be required for graduation and what
32 options students have to meet graduation requirements if they do not
33 pass a given assessment;
- 34 (c) Whether the results of the assessment will be used for program
35 placement or grade-level advancement;
- 36 (d) When the assessment results will be released to parents or

1 guardians and whether there will be an opportunity for parents and
2 teachers to discuss strategic adjustments; and

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

5 (2) The office of the superintendent of public instruction shall
6 provide information to the school districts to enable the districts to
7 provide the information to the parents and guardians in accordance with
8 subsection (1) of this section.

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

11 (1) It is the intent of the legislature, through the creation of
12 the apple award, to honor and reward students in Washington's public
13 elementary schools who have shown significant improvement in their
14 school's results on the ~~((Washington))~~ statewide student assessment
15 ~~((of student learning))~~.

16 (2) The apple award program is created to honor and reward public
17 elementary schools that have the greatest combined average increase in
18 the percentage of students meeting the fourth grade reading,
19 mathematics, and writing standards on the ~~((Washington))~~ statewide
20 student assessment ~~((of student learning))~~ each school year. Beginning
21 in the 2014-15 school year, the award shall be based on the percentage
22 of students meeting the fourth grade English language arts and
23 mathematics standards. The program shall be administered by the
24 ~~((state board of education))~~ superintendent of public instruction.

25 (3) Within the amounts appropriated for this purpose, each school
26 that receives an apple award shall be provided with a twenty-five
27 thousand dollar grant to be used for capital construction purposes that
28 have been selected by students in the school and approved by the
29 district's school directors. The funds may be used exclusively for
30 capital construction projects on school property or on other public
31 property in the community, city, or county in which the school is
32 located.

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

35 (1) The GET ready for math and science scholarship program is
36 established. The purpose of the program is to provide scholarships to

1 students who achieve level four on the mathematics or science portions
2 of the (~~tenth grade Washington~~) high school statewide student
3 assessment (~~of student learning~~) or achieve a score in the math
4 section of the SAT or the math section of the ACT that is above the
5 ninety-fifth percentile, major in a mathematics, science, or related
6 field in college, and commit to working in mathematics, science, or a
7 related field for at least three years in Washington following
8 completion of their bachelor's degree. The program shall be
9 administered by the nonprofit organization selected as the private
10 partner in the public-private partnership.

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

18 (3) Scholarships shall be awarded only to the extent that state
19 funds and private matching funds are available for that purpose in the
20 GET ready for math and science (~~[scholarship]~~) scholarship account
21 established in RCW 28B.105.110.

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

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

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

27 (b) Achieved level four on the mathematics or science portion of
28 the (~~tenth grade Washington~~) high school statewide student assessment
29 (~~of student learning~~) or achieved a score in the math section of the
30 SAT or the math section of the ACT that is above the ninety-fifth
31 percentile;

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

36 (d) Has declared an intention to complete a qualified program or

1 qualified major or has entered a qualified program or declared a
2 qualified major at an institution of higher education;

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

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

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

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

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

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

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

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

20 The office of the superintendent of public instruction shall:

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

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

34 NEW SECTION. **Sec. 13.** RCW 28A.655.066 (Statewide end-of-course
35 assessments for high school mathematics--Use for Washington assessment
36 of student learning), as now existing or hereafter amended, and 2013

1 2nd sp. s. c . . . s 3 (section 3 of this act), 2011 c 25 s 2, 2009 c
2 310 s 3, & 2008 c 163 s 3 are each repealed, effective September 1,
3 2019.

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