
SENATE BILL 6030

State of Washington

64th Legislature

2015 Regular Session

By Senators Chase, Roach, McCoy, Hasegawa, Miloscia, Padden, Dandel, and Benton

Read first time 02/18/15. Referred to Committee on Early Learning & K-12 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; amending 2013
4 2nd sp.s. c 22 s 1 (uncodified); adding a new section to chapter
5 28A.320 RCW; adding a new section to chapter 28A.655 RCW; adding new
6 sections to chapter 28A.655 RCW; and declaring an emergency.

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

8 **Sec. 1.** 2013 2nd sp.s. c 22 s 1 (uncodified) is amended to read
9 as follows:

10 ~~((The legislature finds that the superintendent of public
11 instruction was authorized to align the state essential academic
12 learning requirements for mathematics, reading, writing, and
13 communication with the common set of standards for students in grades
14 kindergarten through twelve, known as the common core state
15 standards, which were initiated by the governors and chief school
16 officers of forty-five states, including Washington.))~~ (1) Common
17 core state standards have serious drawbacks including:

18 (a) Being copyrighted by a private trade group and therefore not
19 subject to change or improvement as needed by Washington state
20 legislators, teachers, and parents in the best interest of students
21 in our state;

1 (b) Being developmentally inappropriate for students in
2 elementary school;

3 (c) Missing numerous essential academic skills that were present
4 in the prior Washington state essential academic learning
5 requirements; and

6 (d) Providing no evidence of actually preparing students to be
7 either career or college ready.

8 (2) The legislature further finds that the prior Washington state
9 essential academic learning requirements were carefully written with
10 feedback from Washington state teachers, are not copyrighted by any
11 organization, are age appropriate, and include all of the essential
12 academic skills required for a student to assume his or her place as
13 a citizen of Washington state. It is therefore in the best interests
14 of the students of Washington state to withdraw from the common core
15 standards and return to the prior Washington state essential academic
16 learning requirements.

17 (3) The legislature further finds that ((Washington has joined
18 one of two multistate consortia using a federal grant to develop new
19 English language arts and mathematics assessments in grades three
20 through eight and grade eleven that are, among other factors, aligned
21 with the common core state standards and intended to demonstrate a
22 student's career and college readiness. The legislature further finds
23 that the assessments are required to be ready for use by the 2014-15
24 school year)) the multistate English language arts and mathematics
25 assessments for grades three through eight and grade eleven, known as
26 the smarter balanced assessment consortium or SBAC, suffer from
27 several serious drawbacks including:

28 (a) Having been aligned with the age inappropriate and
29 academically incomplete common core standards;

30 (b) Using questions that are not developmentally appropriate;

31 (c) Using arbitrarily defined cut scores that unfairly label
32 hundreds of thousands of students in Washington state as failures,
33 even though Washington state students have historically scored among
34 the highest in the nation and the highest in the world on national
35 and international tests;

36 (d) Not fairly assessing the actual knowledge or abilities of
37 students;

38 (e) Using tens of thousands of secret questions that have not
39 been shown to be reliable or valid;

1 (f) Failing to provide either teachers or parents access to the
2 secret questions so that teachers and parents can fairly prepare
3 their students for these high stakes, high failure rate tests;

4 (g) Requiring the use of a very large number of computers that
5 many schools lack and do not have the funds to purchase; and

6 (h) Requiring the use of a complex computer interface that many
7 students find confusing and that interferes with the ability of the
8 assessment to accurately assess a student's actual knowledge and
9 abilities.

10 (4) The legislature further finds that the prior Washington state
11 measurement of student progress does not suffer from these drawbacks.
12 It is therefore in the best interests of the students of Washington
13 state to withdraw from the smarter balanced assessment consortium
14 assessments and return to the prior Washington state measurement of
15 student progress assessments and to require that samples of questions
16 similar to all questions asked of students be available to all
17 parents and teachers in Washington state at least one year before the
18 questions are asked of our students.

19 (5) The legislature further finds that the cut scores of the past
20 measurement of student progress state tests were arbitrarily set and
21 not aligned with the actual academic ability of Washington state
22 students as measured by the national assessment of education progress
23 basic level. For example, in the 2013 school year, the cut score on
24 the eighth grade measurement of student progress math test was
25 arbitrarily set so that only thirty-two percent of Washington
26 students passed the test. But that same year, seventy-nine percent of
27 Washington state eighth graders achieved a passing score of basic or
28 higher on the national assessment of educational progress, a score
29 that was seven percent above the national average and qualified
30 Washington state eighth graders as among the best at math of any
31 students in the nation and even in the entire world when adjusted for
32 poverty.

33 (6) The legislature finds that it is not appropriate to use
34 artificial cut scores to unfairly label sixty-eight percent of
35 Washington state students as failures when in fact Washington state
36 students have among the highest achievement level of any students in
37 the nation and in the world. The legislature therefore directs the
38 superintendent of public instruction to use cut scores on the
39 measurement of student progress that align with the most recent basic
40 performance on the most closely related national assessment of

1 education progress assessment. For example, if seventy-nine percent
2 of Washington state students scored at a basic level or higher on the
3 most recent national assessment of education progress math
4 assessment, then the cut score for the Washington state measurement
5 of student progress assessment should be set so that at least
6 seventy-nine percent of students pass the measurement of student
7 progress assessment.

8 (7) ~~The legislature intends to reduce the overall costs of the~~
9 ~~state assessment system by ((implementing the eleventh grade English~~
10 ~~language arts and mathematics assessments being developed by a~~
11 ~~multistate consortium in which Washington is participating, maximize~~
12 ~~use of the consortium assessments by developing a tenth grade high~~
13 ~~school English language arts assessment and modifying the algebra I~~
14 ~~and geometry end of course assessment to be used only during the~~
15 ~~transition to the consortium developed assessments, and reduce to~~
16 ~~three the number of assessments that will be required for students to~~
17 ~~graduate beginning with the class of 2019)) returning to the much~~
18 less expensive and much more accessible Washington state measurement
19 of student progress.

20 (8) ~~The legislature further intends that ((the eleventh grade~~
21 ~~consortium developed assessments have two different student~~
22 ~~performance standards: One for the purposes of high school graduation~~
23 ~~that will be established by the state board of education and one that~~
24 ~~is intended to demonstrate a student's career and college readiness))~~
25 the state of Washington will have one set of student performance
26 standards for the purpose of high school graduation as significant
27 research has shown that standardized tests have not shown any
28 correlation with a student's career or college readiness greater than
29 the determination of a student's grades from those who are best able
30 to access the students' actual knowledge and ability, the students'
31 classroom teachers.

32 **Sec. 2.** RCW 28A.655.061 and 2013 2nd sp.s. c 22 s 2 are each
33 amended to read as follows:

34 (1) The high school assessment system shall include but need not
35 be limited to the statewide student assessment, opportunities for a
36 student to retake the content areas of the assessment in which the
37 student was not successful, and, if approved by the legislature
38 pursuant to subsection (10) of this section, one or more objective
39 alternative assessments for a student to demonstrate achievement of

1 state academic standards. The objective alternative assessments for
2 each content area shall be comparable in rigor to the skills and
3 knowledge that the student must demonstrate on the statewide student
4 assessment for each content area.

5 (2) Subject to the conditions in this section, a certificate of
6 academic achievement shall be obtained and is evidence that the
7 students have successfully met the state standard in the content
8 areas included in the certificate. With the exception of students
9 satisfying the provisions of RCW 28A.155.045 or 28A.655.0611,
10 acquisition of the certificate is required for graduation from a
11 public high school but is not the only requirement for graduation.

12 (3)(a) Beginning with the graduating class of 2008 (~~through the~~
13 ~~graduating class of 2015~~), with the exception of students satisfying
14 the provisions of RCW 28A.155.045, a student who meets the state
15 standards on the reading, writing, and mathematics high school
16 statewide student assessment shall earn a certificate of academic
17 achievement. (~~The mathematics assessment shall be the end-of-course~~
18 ~~assessment for the first year of high school mathematics that~~
19 ~~assesses the standards common to algebra I and integrated mathematics~~
20 ~~I or the end-of-course assessment for the second year of high school~~
21 ~~mathematics that assesses standards common to geometry and integrated~~
22 ~~mathematics II.~~

23 ~~(b) As the state transitions from reading and writing assessments~~
24 ~~to an English language arts assessment and from end-of-course~~
25 ~~assessments to a comprehensive assessment for high school~~
26 ~~mathematics, a student in a graduating class of 2016 through 2018~~
27 ~~shall earn a certificate of academic achievement if the student meets~~
28 ~~the state standard as follows:~~

29 ~~(i) Students in the graduating class of 2016 may use the results~~
30 ~~from:~~

31 ~~(A) The reading and writing assessment or the English language~~
32 ~~arts assessment developed with the multistate consortium; and~~

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

37 ~~(ii) Students in the graduating classes of 2017 and 2018 may use~~
38 ~~the results from:~~

39 ~~(A) The tenth grade English language arts assessment developed by~~
40 ~~the superintendent of public instruction using resources from the~~

1 multistate consortium or the English language arts assessment
2 developed with the multistate consortium; and

3 (B) ~~The end of course assessment for the first year of high~~
4 ~~school mathematics, the end of course assessment for the second year~~
5 ~~of high school mathematics, or the comprehensive mathematics~~
6 ~~assessment developed with the multistate consortium.~~

7 (c) ~~Beginning with the graduating class of 2019, a student who~~
8 ~~meets the state standards on the high school English language arts~~
9 ~~assessment developed with the multistate consortium and the~~
10 ~~comprehensive mathematics assessment developed with the multistate~~
11 ~~consortium shall earn a certificate of academic achievement.~~

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

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

31 (5) The state board of education may not require the acquisition
32 of the certificate of academic achievement for students in home-based
33 instruction under chapter 28A.200 RCW, for students enrolled in
34 private schools under chapter 28A.195 RCW, or for students satisfying
35 the provisions of RCW 28A.155.045.

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

38 (7) School districts must make available to students the
39 following options:

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

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

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

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

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

33 (b)(i) A student's score on the mathematics, reading or English,
34 or writing portion of the SAT or the ACT may be used as an objective
35 alternative assessment under this section for demonstrating that a
36 student has met or exceeded the state standards for the certificate
37 of academic achievement. The state board of education shall identify
38 the scores students must achieve on the relevant portion of the SAT
39 or ACT to meet or exceed the state standard in the relevant content
40 area on the statewide student assessment. A student's score on the

1 science portion of the ACT or the science subject area tests of the
2 SAT may be used as an objective alternative assessment under this
3 section as soon as the state board of education determines that
4 sufficient data is available to identify reliable equivalent scores
5 for the science content area of the statewide student assessment.
6 After the first scores are established, the state board may increase
7 but not decrease the scores required for students to meet or exceed
8 the state standards.

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

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

1 ~~student assessment. A score of four on the higher level IB~~
2 ~~examinations for any of the IB mathematics courses may be used as an~~
3 ~~alternative assessment for the mathematics portion of the statewide~~
4 ~~student assessment. A score of four on the higher level IB~~
5 ~~examinations for IB biology, chemistry, or physics may be used as an~~
6 ~~alternative assessment for the science portion of the statewide~~
7 ~~student assessment.))~~

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

37 (h) The alternative assessment options available to students
38 under 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 2013 2nd sp.s. c 22 s 3 are each
8 amended to read 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
17 for the first year of high school mathematics that include the
18 standards common to algebra I and integrated mathematics I and for
19 the second year of high school mathematics that include the standards
20 common to geometry and integrated mathematics II. The assessments
21 under this subsection (1)(b) shall be used to demonstrate that a
22 student meets the state standard on the mathematics content area of
23 the high school statewide student assessment for purposes of RCW
24 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 (2) For the graduating class of 2015, and for purposes of the
32 certificate of academic achievement under RCW 28A.655.061, a student
33 may use:

34 (a) Results from the end-of-course assessment for the first year
35 of high school mathematics or the results from the end-of-course
36 assessment for the second year of high school mathematics; or

37 (b) Results from a high school mathematics retake assessment.

38 (3) Beginning with the graduating class of 2016, and for purposes
39 of the certificate of academic achievement under RCW 28A.655.061, the

1 mathematics content area of the Washington assessment of student
2 learning shall be assessed using the end-of-course assessment for the
3 first year of high school mathematics plus the end-of-course
4 assessment for the second year of high school mathematics, or results
5 from a high school mathematics retake assessment for the end-of-
6 course assessments in which the student did not meet the standard.

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

12 ~~((+3))~~ (5) The superintendent of public instruction shall report
13 at least annually or more often if necessary to keep the education
14 committees of the legislature informed on each step of the
15 development and implementation process under this section.

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

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

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

37 ~~(b) The superintendent of public instruction shall develop or~~
38 ~~adopt a science assessment in accordance with RCW 28A.655.070(10)~~

1 ~~that is not biased toward persons with different learning styles,~~
2 ~~racial or ethnic backgrounds, or on the basis of gender.~~

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

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

19 ~~(4))~~ (3) The statewide high school assessment under this section
20 shall be used to demonstrate that a student meets the state standards
21 in the science content area of the statewide student assessment for
22 purposes of RCW 28A.655.061.

23 **Sec. 5.** RCW 28A.655.070 and 2013 2nd sp.s. c 22 s 5 are each
24 amended to read as follows:

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

32 (2) The superintendent of public instruction shall:

33 (a) Periodically revise the essential academic learning
34 requirements, as needed, based on the student learning goals in RCW
35 28A.150.210. Goals one and two shall be considered primary. To the
36 maximum extent possible, the superintendent shall integrate goal four
37 and the knowledge and skill areas in the other goals in the essential
38 academic learning requirements; and

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

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

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

33 ~~((c) By the 2014-15 school year, the superintendent of public~~
34 ~~instruction, in consultation with the state board of education, shall~~
35 ~~modify the statewide student assessment system to transition to~~
36 ~~assessments developed with a multistate consortium, as provided in~~
37 ~~this subsection.~~

38 ~~(i) The assessments developed with a multistate consortium to~~
39 ~~assess student proficiency in English language arts and mathematics~~
40 ~~shall be administered beginning in the 2014-15 school year. The~~

1 ~~reading and writing assessments shall not be administered by the~~
2 ~~superintendent of public instruction or schools after the 2013-14~~
3 ~~school year.~~

4 ~~(ii) The high school assessments in English language arts and~~
5 ~~mathematics in (c)(i) of this subsection shall be used for the~~
6 ~~purposes of earning a certificate of academic achievement for high~~
7 ~~school graduation under the timeline established in RCW 28A.655.061~~
8 ~~and for assessing student career and college readiness.~~

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

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

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

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

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

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

4 (b) A collection of diagnostic tools that educators may use to
5 evaluate the academic status of individual students. The tools shall
6 be designed to be inexpensive, easily administered, and quickly and
7 easily scored, with results provided in a format that may be easily
8 shared with parents and students.

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

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

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

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

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

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

28 **Sec. 6.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each
29 amended to read as follows:

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

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

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

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

9 (4) For purposes of statewide accountability:

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

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

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

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

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

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

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

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

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

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

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

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

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

1 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.320
2 RCW to read as follows:

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

11 (a) When each assessment will be administered;

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

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

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

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

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

26 **Sec. 8.** RCW 28A.655.185 and 2013 2nd sp.s. c 22 s 9 are each
27 amended to read as follows:

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

32 (2) The apple award program is created to honor and reward public
33 elementary schools that have the greatest combined average increase
34 in the percentage of students meeting the fourth grade reading,
35 mathematics, and writing standards on the Washington statewide
36 student assessment each school year. (~~Beginning in the 2014-15~~
37 ~~school year, the award shall be based on the percentage of students~~
38 ~~meeting the fourth grade English language arts and mathematics~~

1 ~~standards--))~~ The program shall be administered by the superintendent
2 of public instruction.

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

11 **Sec. 9.** RCW 28B.105.010 and 2013 2nd sp.s. c 22 s 10 are each
12 amended to read as follows:

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

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

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

36 **Sec. 10.** RCW 28B.105.030 and 2013 2nd sp.s. c 22 s 11 are each
37 amended to read as follows:

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

- 1 (a) Is eligible for resident tuition and fee rates as defined in
2 RCW 28B.15.012;
- 3 (b) Achieved level four on the mathematics or science portion of
4 the ~~((high school))~~ tenth grade Washington statewide student
5 assessment or achieved a score in the math section of the SAT or the
6 math section of the ACT that is above the ninety-fifth percentile;
- 7 (c) Has a family income at or below one hundred twenty-five
8 percent of the state median family income at the time the student
9 applies for a GET ready for math and science scholarship and for up
10 to the two previous years;
- 11 (d) Has declared an intention to complete a qualified program or
12 qualified major or has entered a qualified program or declared a
13 qualified major at an institution of higher education;
- 14 (e) Has declared an intention to work in a mathematics, science,
15 or related field in Washington for at least three years immediately
16 following completion of a bachelor's degree or higher degree.
- 17 (2) An eligible recipient is an eligible student who:
- 18 (a) Has been awarded a scholarship in accordance with the
19 selection criteria and process established by the student achievement
20 council and the program administrator;
- 21 (b) Enrolls at an institution of higher education within one year
22 of graduating from high school;
- 23 (c) Maintains satisfactory academic progress, as defined by the
24 institution of higher education where the student is enrolled;
- 25 (d) Takes at least one college-level mathematics or science
26 course each term since enrolling in an institution of higher
27 education; and
- 28 (e) Enters a qualified program or qualified major no later than
29 the end of the first term in which the student has junior level
30 standing.

31 **Sec. 11.** RCW 28B.105.060 and 2013 2nd sp.s. c 22 s 12 are each
32 amended to read as follows:

33 The office of the superintendent of public instruction shall:

- 34 (1) Notify elementary, middle, junior high, high school, and
35 school district staff and administrators, and the children's
36 administration of the department of social and health services about
37 the GET ready for math and science scholarship program using methods
38 in place for communicating with schools and school districts; and

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

9 NEW SECTION. Sec. 12. A new section is added to chapter 28A.655
10 RCW to read as follows:

11 (1) Future revisions to the Washington state essential learning
12 standards should be made by a committee of experienced Washington
13 state teachers making a recommendation to the state legislature and
14 shall be solely controlled by the state of Washington through the
15 Washington state legislature.

16 (2) School districts that have purchased common core tests,
17 books, and other curriculum under the claim that such tests, books,
18 or other curriculum prepare students to be career and college ready
19 are encouraged to return them to the publisher for a full refund.
20 Should the publisher fail to provide a full refund, the Washington
21 state attorney general must work with school districts and publishers
22 to obtain a full refund for all materials sold to school districts
23 based upon inaccurate claims.

24 (3) Should Washington state lose one penny of federal funds as
25 the result of withdrawing from the common core standards and smarter
26 balanced assessment consortium tests, the legislature directs the
27 Washington state attorney general to sue the federal government for
28 violation of the tenth amendment, the states rights clause, of the
29 United States Constitution.

30 NEW SECTION. Sec. 13. Section 1 of this act is added to chapter
31 28A.655 RCW.

32 NEW SECTION. Sec. 14. This act is necessary for the immediate
33 preservation of the public peace, health, or safety, or support of
34 the state government and its existing public institutions, and takes
35 effect immediately.

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