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HOUSE BILL 2919

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State of Washington                      64th Legislature                      2016 Regular Session

By Representatives Riccelli, Parker, Haler, Stanford, and Tarleton

Read first time 01/27/16. Referred to Committee on Education.

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

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

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

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

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

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

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

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

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

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

36 The purpose of the state board of education is to provide  
37 advocacy and strategic oversight of public education; implement a  
38 standards-based accountability framework that creates a unified

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

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

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

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

16 (4) For purposes of statewide accountability:

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

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

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

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

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

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

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

19 (d) Include in the biennial report required under RCW  
20 28A.305.035, information on the progress that has been made in  
21 achieving goals adopted by the board;

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

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

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

1 limited to, the authority to employ necessary personnel and the  
2 authority to enter into, amend, and terminate contracts on behalf of  
3 the board. The executive director, administrative assistant, and all  
4 but one of the other personnel of the board are exempt from civil  
5 service, together with other staff as now or hereafter designated as  
6 exempt in accordance with chapter 41.06 RCW; and

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

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

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

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

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

1 (b) As the state transitions from reading and writing assessments  
2 to an English language arts assessment and from end-of-course  
3 assessments to a comprehensive assessment for high school  
4 mathematics, a student in a graduating class of 2016 through 2018  
5 shall earn a certificate of academic achievement if the student meets  
6 the state standard as follows:

7 (i) Students in the graduating class of 2016 may use the results  
8 from:

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

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

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

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

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

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

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

1 the student successfully meets the state standards on the objective  
2 alternative assessments then the student shall earn a certificate of  
3 academic achievement.

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

39 (a) The student's results on the state assessment;

1 (b) If the student is in the transitional bilingual program, the  
2 score on his or her Washington language proficiency test II;

3 (c) Any credit deficiencies;

4 (d) The student's attendance rates over the previous two years;

5 (e) The student's progress toward meeting state and local  
6 graduation requirements;

7 (f) The courses, competencies, and other steps needed to be taken  
8 by the student to meet state academic standards and stay on track for  
9 graduation;

10 (g) Remediation strategies and alternative education options  
11 available to students, including informing students of the option to  
12 continue to receive instructional services after grade twelve or  
13 until the age of twenty-one;

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

16 (i) School district programs, high school courses, and career and  
17 technical education options available for students to meet graduation  
18 requirements; and

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

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

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

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

1 assessment in order to provide students with reasonable opportunities  
2 to demonstrate high school competencies while being mindful of the  
3 increasing rigor of the new assessment.

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

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

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

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

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

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

38 (2) The superintendent of public instruction shall:

1 (a) Periodically revise the essential academic learning  
2 requirements, as needed, based on the student learning goals in RCW  
3 28A.150.210. Goals one and two shall be considered primary. To the  
4 maximum extent possible, the superintendent shall integrate goal four  
5 and the knowledge and skill areas in the other goals in the essential  
6 academic learning requirements; and

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

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

35 (b) Effective with the 2009 administration of the Washington  
36 assessment of student learning and continuing with the statewide  
37 student assessment, the superintendent shall redesign the assessment  
38 in the content areas of reading, mathematics, and science in all  
39 grades except high school by shortening test administration and  
40 reducing the 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  
5 this 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  
14 purposes of earning a certificate of academic achievement for high  
15 school graduation under the timeline established in RCW 28A.655.061  
16 and for 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  
19 other resources from the consortium assessment to develop and  
20 administer a tenth grade high school English language arts  
21 assessment, an end-of-course mathematics assessment to assess the  
22 standards common to algebra I and integrated mathematics I, and an  
23 end-of-course mathematics assessment to assess the standards common  
24 to geometry and integrated mathematics II.

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

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

38 (6) By September 2007, the results for reading and mathematics  
39 shall be reported in a format that will allow parents and teachers to

1 determine the academic gain a student has acquired in those content  
2 areas from one school year to the next.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



1 mathematics and a high school's graduation rate for all students and  
2 subgroups of students. The superintendent may establish tiered  
3 categories of challenged schools based on the relative performance of  
4 all students, subgroups of students, and other factors.

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

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

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