
HOUSE BILL 2047

State of Washington 63rd Legislature 2013 Regular Session

By Representatives Springer, Hunter, Sullivan, and Tharinger

Read first time 04/18/13. Referred to Committee on Appropriations.

1 AN ACT Relating to reducing the costs of the student assessment
2 system by using consortium-developed assessments and reducing the
3 assessments required for graduation to three content areas; amending
4 RCW 28A.655.061, 28A.655.070, 28A.655.066, 28A.655.071, 28A.655.185,
5 28B.105.010, 28B.105.030, and 28B.105.060; and creating a new section.

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

7 NEW SECTION. **Sec. 1.** It is the intent of the legislature to
8 reduce the overall costs of the state assessment system by implementing
9 assessments of English language arts and mathematics developed by a
10 multistate consortium in which Washington took part beginning in the
11 2014-15 school year, combining assessments of reading and writing into
12 an English language arts assessment, maximizing use of the consortium
13 assessments in adapting the high school English language arts and end-
14 of-course mathematics assessments, and reducing to three the number of
15 assessments that will be required for students to graduate beginning
16 with the class of 2015.

17 It is the further intent of the legislature that the tenth grade
18 English language arts assessment and the end-of-course mathematics and
19 biology assessments be used to assess foundational skills that are

1 needed for graduation. The new college and career readiness consortium
2 assessments, which will be administered at the end of the eleventh
3 grade, are intended to demonstrate the level of a student's readiness
4 for first-year college-level coursework.

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

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

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

25 (3) Beginning with the graduating class of 2008, with the exception
26 of students satisfying the provisions of RCW 28A.155.045, a student who
27 meets the state standards on the reading, writing, and mathematics
28 content areas of the high school statewide student assessment shall
29 earn a certificate of academic achievement. If a student does not
30 successfully meet the state standards in one or more content areas
31 required for the certificate of academic achievement, then the student
32 may retake the assessment in the content area up to four times at no
33 cost to the student. If the student successfully meets the state
34 standards on a retake of the assessment then the student shall earn a
35 certificate of academic achievement. Once objective alternative
36 assessments are authorized pursuant to subsection (10) of this section,
37 a student may use the objective alternative assessments to demonstrate

1 that the student successfully meets the state standards for that
2 content area if the student has taken the statewide student assessment
3 at least once. If the student successfully meets the state standards
4 on the objective alternative assessments then the student shall earn a
5 certificate of academic achievement.

6 (4) Beginning with the graduating class of 2015, a student must
7 meet the state standards in English language arts, mathematics, and
8 science ((in addition to the other)) instead of the content areas
9 required under subsection (3) of this section on the statewide student
10 assessment or the objective alternative assessments in order to earn a
11 certificate of academic achievement. Students may use results from the
12 high school reading and writing assessments offered through the 2013-14
13 school year to demonstrate that they meet the standard in English
14 language arts.

15 (5) The state board of education may not require the acquisition of
16 the certificate of academic achievement for students in home-based
17 instruction under chapter 28A.200 RCW, for students enrolled in private
18 schools under chapter 28A.195 RCW, or for students satisfying the
19 provisions of RCW 28A.155.045.

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

22 (7) School districts must make available to students the following
23 options:

24 (a) To retake the statewide student assessment up to four times in
25 the content areas in which the student did not meet the state standards
26 if the student is enrolled in a public school; or

27 (b) To retake the statewide student assessment up to four times in
28 the content areas in which the student did not meet the state standards
29 if the student is enrolled in a high school completion program at a
30 community or technical college. The superintendent of public
31 instruction and the state board for community and technical colleges
32 shall jointly identify means by which students in these programs can be
33 assessed.

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

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

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

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

32 (ii) A student who scores at least a three on the grading scale of
33 one to five for selected AP examinations may use the score as an
34 objective alternative assessment under this section for demonstrating
35 that a student has met or exceeded state standards for the certificate
36 of academic achievement. A score of three on the AP examinations in
37 calculus or statistics may be used as an alternative assessment for the
38 mathematics portion of the statewide student assessment. A score of

1 three on the AP examinations in English language and composition may be
2 used as an alternative assessment for the writing portion of the
3 statewide student assessment or the English language arts portion of
4 the assessment once established for the class of 2015. A score of
5 three on the AP examinations in English literature and composition,
6 macroeconomics, microeconomics, psychology, United States history,
7 world history, United States government and politics, or comparative
8 government and politics may be used as an alternative assessment for
9 the reading portion of the statewide student assessment or the English
10 language arts portion of the assessment once established for the class
11 of 2015. A score of three on the AP examination in biology, physics,
12 chemistry, or environmental science may be used as an alternative
13 assessment for the science portion of the statewide student assessment.

14 (iii) The college and career readiness assessment in English
15 language arts established under RCW 28A.655.071 may be used as an
16 alternative assessment for the English language arts portion of the
17 statewide student assessment. The college and career readiness
18 assessment in mathematics established under RCW 28A.655.071 may be used
19 as an alternative assessment for the mathematics portion of the
20 statewide student assessment.

21 (11) By December 15, 2004, the house of representatives and senate
22 education committees shall obtain information and conclusions from
23 recognized, independent, national assessment experts regarding the
24 validity and reliability of the high school Washington assessment of
25 student learning for making individual student high school graduation
26 determinations.

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

1 serving English language learner students and their parents shall
2 translate the plan into the primary language of the family. The plan
3 shall include the following information as applicable:

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

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

7 (c) Any credit deficiencies;

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

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

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

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

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

20 (i) School district programs, high school courses, and career and
21 technical education options available for students to meet graduation
22 requirements; and

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

26 **Sec. 3.** RCW 28A.655.070 and 2008 c 163 s 2 are each amended to
27 read as follows:

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

35 (2) The superintendent of public instruction shall:

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

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

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

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 in
26 the elementary, middle, and high school years designed to determine if
27 each student has mastered the essential academic learning requirements
28 identified in subsection (1) of this section. The superintendent of
29 public instruction shall modify the assessment system by the 2014-15
30 school year in accordance with RCW 28A.655.071. School districts shall
31 administer the assessments under guidelines adopted by the
32 superintendent of public instruction. The academic assessment system
33 may include a variety of assessment methods, including criterion-
34 referenced and performance-based measures.

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 in

1 the content areas of reading, mathematics, and science in all grades
2 except high school by shortening test administration and reducing the
3 number of short answer and extended response questions.

4 (4) If the superintendent proposes any modification to the
5 essential academic learning requirements or the statewide assessments,
6 then the superintendent shall, upon request, provide opportunities for
7 the education committees of the house of representatives and the senate
8 to review the assessments and proposed modifications to the essential
9 academic learning requirements before the modifications are adopted.

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

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

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

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

28 (b) A collection of diagnostic tools that educators may use to
29 evaluate the academic status of individual students. The tools shall
30 be designed to be inexpensive, easily administered, and quickly and
31 easily scored, with results provided in a format that may be easily
32 shared with parents and students.

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

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

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

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

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

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

14 **Sec. 4.** RCW 28A.655.066 and 2011 c 25 s 2 are each amended to read
15 as follows:

16 (1)(a) In consultation with the state board of education, the
17 superintendent of public instruction shall develop statewide end-of-
18 course assessments for high school mathematics that measure student
19 achievement of the state mathematics standards. The superintendent
20 shall take steps to ensure that the language of the assessments is
21 responsive to a diverse student population. The assessments shall be
22 implemented statewide in the 2010-11 school year.

23 (b) The superintendent shall develop end-of-course assessments for
24 the first year of high school mathematics that include the standards
25 common to algebra I and integrated mathematics I and for the second
26 year of high school mathematics that include the standards common to
27 geometry and integrated mathematics II. The assessments under this
28 subsection (1)(b) shall be used to demonstrate that a student meets the
29 state standard on the mathematics content area of the high school
30 ((Washington)) statewide student assessment ((of student learning)) for
31 purposes of RCW 28A.655.061. The geometry and integrated II
32 assessments shall not be administered by the superintendent of public
33 instruction or schools after the 2012-13 school year.

34 (c) The superintendent of public instruction shall also develop
35 subtests for the end-of-course assessments that measure standards for
36 the first two years of high school mathematics that are unique to
37 algebra I, integrated mathematics I, geometry, and integrated

1 mathematics II. The results of the subtests shall be reported at the
2 student, teacher, school, and district level. The geometry and
3 integrated mathematics II subtests shall not be administered by the
4 superintendent of public instruction or schools after the 2012-13
5 school year.

6 (2) ~~((For))~~ Beginning with the graduating ~~((classes))~~ class of 2013
7 ~~((and—2014))~~ and for purposes of the certificate of academic
8 achievement under RCW 28A.655.061, a student may use: (a) Results from
9 the end-of-course assessment for the first year of high school
10 mathematics or the results from the end-of-course assessment for the
11 second year of high school mathematics, offered through the 2012-13
12 school year; or (b) results from a retake of a high school mathematics
13 ~~((retake))~~ assessment.

14 (3) ~~((Beginning with the graduating class of 2015 and for purposes~~
15 ~~of the certificate of academic achievement under RCW 28A.655.061, the~~
16 ~~mathematics content area of the Washington assessment of student~~
17 ~~learning shall be assessed using the end-of-course assessment for the~~
18 ~~first year of high school mathematics plus the end-of-course assessment~~
19 ~~for the second year of high school mathematics, or results from a high~~
20 ~~school mathematics retake assessment for the end-of-course assessments~~
21 ~~in which the student did not meet the standard.~~

22 ~~(4))~~ All of the objective alternative assessments available to
23 students under RCW 28A.655.061 and 28A.655.065 shall be available to
24 any student who has taken the ~~((sequence—of))~~ end-of-course
25 assessment~~((s))~~ once but does not meet the state mathematics standard
26 on the ~~((sequence—of))~~ end-of-course assessment~~((s))~~.

27 ~~((+5))~~ (4) The superintendent of public instruction shall report
28 at least annually or more often if necessary to keep the education
29 committees of the legislature informed on each step of the development
30 and implementation process under this section.

31 **Sec. 5.** RCW 28A.655.071 and 2010 c 235 s 601 are each amended to
32 read as follows:

33 (1) By August 2, 2010, the superintendent of public instruction may
34 revise the state essential academic learning requirements authorized
35 under RCW 28A.655.070 for mathematics, reading, writing, and
36 communication by provisionally adopting a common set of standards for
37 students in grades kindergarten through twelve. The revised state

1 essential academic learning requirements may be substantially identical
2 with the standards developed by a multistate consortium in which
3 Washington participated, must be consistent with the requirements of
4 RCW 28A.655.070, and may include additional standards if the additional
5 standards do not exceed fifteen percent of the standards for each
6 content area. ~~((However, the superintendent of public instruction
7 shall not take steps to implement the provisionally adopted standards
8 until the education committees of the house of representatives and the
9 senate have an opportunity to review the standards.~~

10 ~~(2) By January 1, 2011, the superintendent of public instruction
11 shall submit to the education committees of the house of
12 representatives and the senate:~~

13 ~~(a) A detailed comparison of the provisionally adopted standards
14 and the state essential academic learning requirements as of June 10,
15 2010, including the comparative level of rigor and specificity of the
16 standards and the implications of any identified differences; and~~

17 ~~(b) An estimated timeline and costs to the state and to school
18 districts to implement the provisionally adopted standards, including
19 providing necessary training, realignment of curriculum, adjustment of
20 state assessments, and other actions.~~

21 ~~(3) The superintendent may implement the revisions to the essential
22 academic learning requirements under this section after the 2011
23 legislative session unless otherwise directed by the legislature.))~~

24 (2) The superintendent of public instruction, in consultation with
25 the state board of education, shall modify the statewide student
26 assessment system and implement assessments developed with a multistate
27 consortium to assess student proficiency in English language arts and
28 mathematics, including college and career readiness assessments to be
29 administered for high school students and used as an alternative
30 assessment, but not required for graduation. The superintendent shall
31 also maximize use of the consortium assessments in adapting the state
32 high school English language arts and end-of-course mathematics
33 assessments used for purposes of RCW 28A.655.061. The assessments must
34 be implemented in the 2014-15 school year.

35 **Sec. 6.** RCW 28A.655.185 and 2005 c 495 s 1 are each amended to
36 read as follows:

37 (1) It is the intent of the legislature, through the creation of

1 the apple award, to honor and reward students in Washington's public
2 elementary schools who have shown significant improvement in their
3 school's results on the ((Washington)) statewide student assessment
4 ((of student learning)).

5 (2) The apple award program is created to honor and reward public
6 elementary schools that have the greatest combined average increase in
7 the percentage of students meeting the fourth grade reading,
8 mathematics, and writing standards on the ((Washington)) statewide
9 student assessment ((of student learning)) each school year. Beginning
10 in the 2014-15 school year, the award will be based on the percentage
11 of students meeting the fourth grade English language arts and
12 mathematics standards. The program shall be administered by the
13 ((state board of education)) superintendent of public instruction.

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

22 **Sec. 7.** RCW 28B.105.010 and 2007 c 214 s 1 are each amended to
23 read as follows:

24 (1) The GET ready for math and science scholarship program is
25 established. The purpose of the program is to provide scholarships to
26 students who achieve level four on the mathematics or science portions
27 of the ((tenth grade Washington)) high school statewide student
28 assessment ((of student learning)) or achieve a score in the math
29 section of the SAT or the math section of the ACT that is above the
30 ninety-fifth percentile, major in a mathematics, science, or related
31 field in college, and commit to working in mathematics, science, or a
32 related field for at least three years in Washington following
33 completion of their bachelor's degree. The program shall be
34 administered by the nonprofit organization selected as the private
35 partner in the public-private partnership.

36 (2) The total annual amount of each GET ready for math and science
37 scholarship may vary, but shall not exceed the annual cost of resident

1 undergraduate tuition fees and mandatory fees at the University of
2 Washington. An eligible recipient may receive a GET ready for math and
3 science scholarship for up to one hundred eighty quarter credits, or
4 the semester equivalent, or for up to five years, whichever comes
5 first.

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

10 **Sec. 8.** RCW 28B.105.030 and 2007 c 214 s 3 are each amended to
11 read as follows:

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

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

15 (b) Achieved level four on the mathematics or science portion of
16 the (~~(tenth grade Washington)~~) high school statewide student assessment
17 (~~(of student learning)~~) or achieved a score in the math section of the
18 SAT or the math section of the ACT that is above the ninety-fifth
19 percentile;

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

24 (d) Has declared an intention to complete a qualified program or
25 qualified major or has entered a qualified program or declared a
26 qualified major at an institution of higher education;

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

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

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

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

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

- 1 (d) Takes at least one college-level mathematics or science course
2 each term since enrolling in an institution of higher education; and
3 (e) Enters a qualified program or qualified major no later than the
4 end of the first term in which the student has junior level standing.

5 **Sec. 9.** RCW 28B.105.060 and 2007 c 214 s 6 are each amended to
6 read as follows:

7 The office of the superintendent of public instruction shall:

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

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

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