
ENGROSSED SUBSTITUTE SENATE BILL 5587

State of Washington

63rd Legislature

2013 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Litzow, Dammeier, Rivers, Fain, and Tom)

READ FIRST TIME 02/19/13.

1 AN ACT Relating to student assessments; amending RCW 28A.655.061,
2 28A.655.066, 28A.655.070, 28A.655.071, 28B.105.010, 28B.105.030, and
3 28B.105.060; adding a new section to chapter 28A.320 RCW; and creating
4 a new section.

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

6 NEW SECTION. **Sec. 1.** The legislature finds that the
7 superintendent of public instruction was authorized to align the state
8 essential academic learning requirements for mathematics, reading,
9 writing, and communication with the common set of standards for
10 students in grades kindergarten through twelve, known as the common
11 core state standards, which were developed by a multistate consortium
12 in which Washington took part. The legislature further finds that
13 Washington has joined one of two multistate consortia using a federal
14 grant to develop new language arts and math assessments in grades three
15 through eight and grade eleven that are, among other factors, aligned
16 with the common core state standards and test college and career
17 readiness at the high school level. The legislature further finds that
18 the assessments are required to be ready for use by the 2014-15 school
19 year. The legislature intends to make changes to the assessment system

1 in order to use the consortia-developed assessments for both high
2 school graduation and to meet the federal accountability requirements.
3 As the state transitions from the current assessments to the consortia-
4 developed assessments the legislature intends that both the current
5 tenth grade assessments and the consortia-developed assessments may be
6 used for high school graduation purposes by the graduating classes of
7 2016 and 2017. Beginning with the graduating class of 2018, students
8 must meet the state standards on the consortia-developed assessments to
9 earn the certificate of academic achievement and graduate from high
10 school.

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

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

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

31 (3) Beginning with the graduating class of 2008 through the
32 graduating class of 2015, with the exception of students satisfying the
33 provisions of RCW 28A.155.045, a student who meets the state standards
34 on the reading, writing, and mathematics (~~((content areas of the))~~) high
35 school statewide student assessment shall earn a certificate of
36 academic achievement. Beginning with the graduating class of 2018, a
37 student who meets the state standards on the English language arts and

1 revised mathematics high school statewide assessments shall earn a
2 certificate of academic achievement. The graduating classes of 2016
3 and 2017 must meet the requirements in accordance with RCW 28A.655.066.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

28 (12) To help assure continued progress in academic achievement as
29 a foundation for high school graduation and to assure that students are
30 on track for high school graduation, each school district shall prepare
31 plans for and notify students and their parents or legal guardians as
32 provided in this subsection. Student learning plans are required for
33 eighth grade students who were not successful on any or all of the
34 content areas of the state assessment during the previous school year
35 or who may not be on track to graduate due to credit deficiencies or
36 absences. The parent or legal guardian shall be notified about the
37 information in the student learning plan, preferably through a parent
38 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.655.066 and 2011 c 25 s 2 are each amended to read
27 as follows:

28 (1)(a) In consultation with the state board of education, the
29 superintendent of public instruction shall develop statewide end-of-
30 course assessments for high school mathematics that measure student
31 achievement of the state mathematics standards. The superintendent
32 shall take steps to ensure that the language of the assessments is
33 responsive to a diverse student population. The assessments shall be
34 implemented statewide in the 2010-11 school year.

35 (b) The superintendent shall develop end-of-course assessments for
36 the first year of high school mathematics that include the standards
37 common to algebra I and integrated mathematics I and for the second

1 year of high school mathematics that include the standards common to
2 geometry and integrated mathematics II. The assessments under this
3 subsection (1)(b) shall be used to demonstrate that a student meets the
4 state standard on the mathematics content area of the high school
5 (~~Washington~~) statewide student assessment (~~of student learning~~) for
6 purposes of RCW 28A.655.061.

7 (c) The superintendent of public instruction shall also develop
8 subtests for the end-of-course assessments that measure standards for
9 the first two years of high school mathematics that are unique to
10 algebra I, integrated mathematics I, geometry, and integrated
11 mathematics II. The results of the subtests shall be reported at the
12 student, teacher, school, and district level. These end-of-course
13 assessments shall not be administered and shall not be used for state
14 or federal accountability after the 2014-15 school year.

15 (2) For the graduating classes of 2013 and 2014 and for purposes of
16 the certificate of academic achievement under RCW 28A.655.061, a
17 student may use: (a) Results from the end-of-course assessment for the
18 first year of high school mathematics or the results from the end-of-
19 course assessment for the second year of high school mathematics; or
20 (b) results from a high school mathematics retake assessment.

21 (3) (~~Beginning with~~) The graduating class of 2015 (~~and~~),
22 for purposes of the certificate of academic achievement under RCW
23 28A.655.061, (~~the — mathematics — content — area — of — the — Washington~~
24 ~~assessment of student learning~~) shall be assessed using the end-of-
25 course assessment for the first year of high school mathematics plus
26 the end-of-course assessment for the second year of high school
27 mathematics, (~~or~~) results from a high school mathematics retake
28 assessment for the end-of-course assessments in which the student did
29 not meet the standard, or an approved alternative assessment.

30 (4) As the state transitions from the reading and writing
31 assessments to the comprehensive English language arts assessment and
32 from the end-of-course mathematics assessments to a comprehensive
33 mathematics assessment, the graduating classes of 2016 and 2017, for
34 purposes of the certificate of academic achievement under RCW
35 28A.655.061 may be assessed using:

36 (a) The end-of-course assessment for the first year of high school
37 mathematics plus the end-of-course assessment for the second year of

1 high school mathematics, the new comprehensive mathematics assessment,
2 the appropriate retake assessment, or an approved alternative
3 assessment; and

4 (b) The reading and writing assessment or the comprehensive English
5 language arts assessment, a retake, or an approved alternative.

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

11 ~~((+5))~~ (6) The superintendent of public instruction shall report
12 at least annually or more often if necessary to keep the education
13 committees of the legislature informed on each step of the development
14 and implementation process under this section.

15 **Sec. 4.** RCW 28A.655.070 and 2008 c 163 s 2 are each amended to
16 read as follows:

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

24 (2) The superintendent of public instruction shall:

25 (a) Periodically revise the essential academic learning
26 requirements, as needed, based on the student learning goals in RCW
27 28A.150.210. Goals one and two shall be considered primary. To the
28 maximum extent possible, the superintendent shall integrate goal four
29 and the knowledge and skill areas in the other goals in the essential
30 academic learning requirements; and

31 (b) Review and prioritize the essential academic learning
32 requirements and identify, with clear and concise descriptions, the
33 grade level content expectations to be assessed on the ~~((Washington))~~
34 statewide student assessment ~~((of student learning))~~ and used for state
35 or federal accountability purposes. The review, prioritization, and
36 identification shall result in more focus and targeting with an
37 emphasis on depth over breadth in the number of grade level content

1 expectations assessed at each grade level. Grade level content
2 expectations shall be articulated over the grades as a sequence of
3 expectations and performances that are logical, build with increasing
4 depth after foundational knowledge and skills are acquired, and
5 reflect, where appropriate, the sequential nature of the discipline.
6 The office of the superintendent of public instruction, within seven
7 working days, shall post on its web site any grade level content
8 expectations provided to an assessment vendor for use in constructing
9 the ~~((Washington))~~ statewide __ student assessment ~~((of — student~~
10 ~~learning))~~.

11 (3)(a) In consultation with the state board of education, the
12 superintendent of public instruction shall maintain and continue to
13 develop and revise a statewide academic assessment system in the
14 content areas of reading, writing, mathematics, and science for use in
15 the elementary, middle, and high school years designed to determine if
16 each student has mastered the essential academic learning requirements
17 identified in subsection (1) of this section. In accordance with RCW
18 28A.655.071, by the 2014-15 school year, an English language arts
19 assessment and the mathematics assessment shall be created. School
20 districts shall administer the assessments under guidelines adopted by
21 the superintendent of public instruction. The academic assessment
22 system may include a variety of assessment methods, including
23 criterion-referenced and performance-based measures.

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

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

36 (5) The assessment system shall be designed so that the results
37 under the assessment system are used by educators as tools to evaluate
38 instructional practices, and to initiate appropriate educational

1 support for students who have not mastered the essential academic
2 learning requirements at the appropriate periods in the student's
3 educational development.

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

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

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

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

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

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

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

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

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

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

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

3 (1) By August 2, 2010, the superintendent of public instruction may
4 revise the state essential academic learning requirements authorized
5 under RCW 28A.655.070 for mathematics, reading, writing, and
6 communication by provisionally adopting a common set of standards for
7 students in grades kindergarten through twelve. The revised state
8 essential academic learning requirements may be substantially identical
9 with the standards developed by a multistate consortium in which
10 Washington participated, must be consistent with the requirements of
11 RCW 28A.655.070, and may include additional standards if the additional
12 standards do not exceed fifteen percent of the standards for each
13 content area. ~~((However, the superintendent of public instruction
14 shall not take steps to implement the provisionally adopted standards
15 until the education committees of the house of representatives and the
16 senate have an opportunity to review the standards.~~

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

20 ~~(a) A detailed comparison of the provisionally adopted standards
21 and the state essential academic learning requirements as of June 10,
22 2010, including the comparative level of rigor and specificity of the
23 standards and the implications of any identified differences; and~~

24 ~~(b) An estimated timeline and costs to the state and to school
25 districts to implement the provisionally adopted standards, including
26 providing necessary training, realignment of curriculum, adjustment of
27 state assessments, and other actions.~~

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

31 (2) The superintendent of public instruction, in consultation with
32 the state board of education, shall modify and implement statewide
33 student assessments developed with a multistate consortium in English
34 language arts and mathematics. The assessments must be implemented in
35 the 2014-15 school year. Beginning with the graduating class of 2018,
36 the English language arts and mathematics assessments or approved
37 alternatives are required for graduation from a public high school in

1 accordance with RCW 28A.655.061. The English language arts and
2 mathematics assessments must be comprehensive assessments and not end-
3 of-course assessments.

4 NEW SECTION. Sec. 6. A new section is added to chapter 28A.320
5 RCW to read as follows:

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

14 (a) When each assessment will be administered;

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

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

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

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

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

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

31 (1) The GET ready for math and science scholarship program is
32 established. The purpose of the program is to provide scholarships to
33 students who achieve level four on the mathematics or science portions
34 of the ~~((tenth-grade-Washington))~~ high school statewide student
35 assessment ~~((of-student-learning))~~ or achieve a score in the math
36 section of the SAT or the math section of the ACT that is above the

1 ninety-fifth percentile, major in a mathematics, science, or related
2 field in college, and commit to working in mathematics, science, or a
3 related field for at least three years in Washington following
4 completion of their bachelor's degree. The program shall be
5 administered by the nonprofit organization selected as the private
6 partner in the public-private partnership.

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

14 (3) Scholarships shall be awarded only to the extent that state
15 funds and private matching funds are available for that purpose in the
16 GET ready for math and science (~~(scholarship)~~) scholarship account
17 established in RCW 28B.105.110.

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

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

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

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

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

32 (d) Has declared an intention to complete a qualified program or
33 qualified major or has entered a qualified program or declared a
34 qualified major at an institution of higher education;

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

- 1 (2) An eligible recipient is an eligible student who:
- 2 (a) Has been awarded a scholarship in accordance with the selection
- 3 criteria and process established by the ((board)) student achievement
- 4 council and the program administrator;
- 5 (b) Enrolls at an institution of higher education within one year
- 6 of graduating from high school;
- 7 (c) Maintains satisfactory academic progress, as defined by the
- 8 institution of higher education where the student is enrolled;
- 9 (d) Takes at least one college-level mathematics or science course
- 10 each term since enrolling in an institution of higher education; and
- 11 (e) Enters a qualified program or qualified major no later than the
- 12 end of the first term in which the student has junior level standing.

13 **Sec. 9.** RCW 28B.105.060 and 2007 c 214 s 6 are each amended to

14 read as follows:

15 The office of the superintendent of public instruction shall:

16 (1) Notify elementary, middle, junior high, high school, and school

17 district staff and administrators, and the children's administration of

18 the department of social and health services about the GET ready for

19 math and science scholarship program using methods in place for

20 communicating with schools and school districts; and

21 (2) Provide data showing the race, ethnicity, income, and other

22 available demographic information of students who achieve level four

23 ((of)) on the math and science ((Washington)) high school statewide

24 student assessment ((of student learning in the tenth grade.)); compare

25 those data with comparable information on the ((tenth grade)) student

26 population as a whole((-)); and submit a report with the analysis to

27 the committees responsible for education and higher education in the

28 legislature on December 1st of even-numbered years.

--- END ---