
HOUSE BILL 2165

State of Washington 64th Legislature 2015 Regular Session

By Representatives Scott, Haler, Shea, Vick, Short, Van Werven, Condotta, Wilson, Young, Orcutt, Kochmar, Schmick, Taylor, Harmsworth, G. Hunt, Griffey, Klippert, Buys, Parker, Holy, Pike, and MacEwen

Read first time 02/20/15. Referred to Committee on Education.

1 AN ACT Relating to eliminating the use of common core state
2 standards and assessments in Washington; amending RCW 28A.300.803,
3 28A.305.130, 28A.410.221, 28A.655.061, 28A.655.070, and 28A.655.235;
4 adding a new section to chapter 28A.300 RCW; and repealing RCW
5 28A.305.215 and 28A.655.071.

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

7 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300
8 RCW to read as follows:

9 The legislature intends to eliminate the use of common core state
10 standards and assessments in this state. To this end, the legislature
11 makes changes in current law to effectuate this change and directs
12 the superintendent of public instruction to:

13 (1) Notify the smarter balanced assessment multistate consortium
14 that Washington is no longer a participant in the consortium and will
15 not implement the assessment developed by the consortium to assess
16 the common core state standards;

17 (2) Revise this state's essential academic learning requirements
18 such that the requirements do not align with the common core state
19 standards developed by a multistate consortium; and

20 (3) Develop assessments that are aligned with the revised
21 essential academic learning requirements.

1 **Sec. 2.** RCW 28A.300.803 and 2012 c 178 s 2 are each amended to
2 read as follows:

3 (1)(a) Subject to availability of amounts appropriated for this
4 specific purpose, the superintendent of public instruction shall take
5 the lead in identifying and developing a library of openly licensed
6 courseware aligned with the ~~((common—core))~~ state standards and
7 placed under an attribution license, registered by a nonprofit or
8 for-profit organization with domain expertise in open courseware,
9 that allows others to use, distribute, and create derivative works
10 based upon the digital material, while still allowing the authors or
11 creators to retain the copyright and to receive credit for their
12 efforts.

13 (b) During the course of identification and development of a
14 library of openly licensed courseware, the superintendent:

15 (i) May contract with third parties for all or part of the
16 development;

17 (ii) May adopt or adapt existing high quality openly licensed
18 K-12 courseware aligned with the ~~((common—core))~~ state standards
19 adopted or revised in accordance with section 6, chapter ..., Laws of
20 2015 (section 6 of this act);

21 (iii) May consider multiple sources of openly licensed
22 courseware;

23 (iv) Must use best efforts to seek additional outside funding by
24 actively partnering with private organizations;

25 (v) Must work collaboratively with other states ~~((that—have~~
26 ~~adopted the common core state standards))~~ and collectively share
27 results; and

28 (vi) Must include input from classroom practitioners, including
29 teacher-librarians as defined by RCW 28A.320.240, in the results
30 reported under subsection (2)(d) of this section.

31 (2) The superintendent of public instruction must also:

32 (a) Advertise to school districts the availability of openly
33 licensed courseware, with an emphasis on the fact that the courseware
34 is available at no cost to the districts;

35 (b) Identify an open courseware repository to which openly
36 licensed courseware identified and developed under this section may
37 be submitted, in which openly licensed courseware may be housed, and
38 from which openly licensed courseware may be easily accessed, all at
39 no cost to school districts;

1 (c) Provide professional development programs that offer support,
2 guidance, and instruction regarding the creation, use, and continuous
3 improvement of open courseware; and

4 (d) Report to the governor and the education committees of the
5 legislature on a biennial basis, beginning December 1, 2013, and
6 ending December 1, 2017, regarding identification and development of
7 a library of openly licensed courseware aligned with the (~~common~~
8 ~~core~~) state standards and placed under an attribution license, use
9 by school districts of openly licensed courseware, and professional
10 development programs provided.

11 (3) School districts may, but are not required to, use any of the
12 openly licensed courseware.

13 (4) As used in this section, "courseware" includes the course
14 syllabus, scope and sequence, instructional materials, modules,
15 textbooks, including the teacher's edition, student guides,
16 supplemental materials, formative and summative assessment supports,
17 research articles, research data, laboratory activities, simulations,
18 videos, open-ended inquiry activities, and any other educationally
19 useful materials.

20 (5) The open educational resources account is created in the
21 custody of the state treasurer. All receipts from funds collected
22 under this section must be deposited into the account. Expenditures
23 from the account may be used only for the development of openly
24 licensed courseware as described in this section. Only the
25 superintendent of public instruction or the superintendent's designee
26 may authorize expenditures from the account. The account is subject
27 to allotment procedures under chapter 43.88 RCW, but an appropriation
28 is not required for expenditures.

29 (6) This section expires June 30, 2018.

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

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

1 any other powers and duties as provided by law, the state board of
2 education shall:

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

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

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

11 (4) For purposes of statewide accountability:

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

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

1 decision regarding the award of the certificates. The board shall set
2 such performance standards and levels in consultation with the
3 superintendent of public instruction and after consideration of any
4 recommendations that may be developed by any advisory committees that
5 may be established for this purpose.

6 (ii) By the end of the ~~((2014-15))~~ 2017-18 school year, establish
7 ~~((the))~~ revised scores students must achieve to meet the state
8 standard and earn a certificate of academic achievement on the
9 ~~((tenth grade English language arts assessment and the end-of-course~~
10 ~~mathematics))~~ assessments developed in accordance with RCW
11 28A.655.070 ~~((to be used as the state transitions to high school~~
12 ~~assessments developed with a multistate consortium))~~.

13 ~~((iii))~~ ~~((By the end of the 2014-15 school year, establish the~~
14 ~~scores students must achieve to meet the standard and earn a~~
15 ~~certificate of academic achievement on the high school English~~
16 ~~language arts assessment and the comprehensive mathematics assessment~~
17 ~~developed with a multistate consortium in accordance with RCW~~
18 ~~28A.655.070. To determine the appropriate score, the state board~~
19 ~~shall review the transition experience of Washington students to the~~
20 ~~consortium-developed assessments, examine the student scores used in~~
21 ~~other states that are administering the consortium-developed~~
22 ~~assessments, and review the scores in other states that require~~
23 ~~passage of an eleventh grade assessment as a high school graduation~~
24 ~~requirement. The scores established by the state board of education~~
25 ~~for the purposes of earning a certificate of academic achievement and~~
26 ~~graduation from high school may be different from the scores used for~~
27 ~~the purpose of determining a student's career and college readiness.~~

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

1 levels of the statewide student assessment. If the board changes the
2 performance standards for any grade level or subject, the
3 superintendent of public instruction must recalculate the results
4 from the previous ten years of administering that assessment
5 regarding students below, meeting, and beyond the state standard, to
6 the extent that this data is available, and post a comparison of the
7 original and recalculated results on the superintendent's web site;

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

13 (d) Include in the biennial report required under RCW
14 28A.305.035, information on the progress that has been made in
15 achieving goals adopted by the board;

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

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

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

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

3 **Sec. 4.** RCW 28A.410.221 and 2011 2nd sp.s. c 2 s 1 are each
4 amended to read as follows:

5 The professional educator standards board shall, in its regular
6 review and revision of teacher certification standards as required by
7 RCW 28A.410.210, revise standards for the elementary education
8 endorsement and middle level and secondary mathematics and science
9 teacher endorsements as well as other subject area endorsements with
10 STEM-related components. (~~Standards revisions related to mathematics~~
11 ~~shall be adopted by September 1, 2013. Standards revisions related to~~
12 ~~science shall be adopted by September 1, 2014.)) The revised
13 standards shall include the integration of science, technology,
14 engineering, and mathematics (STEM) knowledge and skill and be
15 aligned, as appropriate, with (~~common core mathematics standards,~~
16 ~~the 2009 [2008] revision of)) the state mathematics student learning
17 standards in accordance with section 6, chapter ..., Laws of 2015
18 (section 6 of this act) and performance expectations, the biology
19 end-of-course assessment, and the 2012 student science learning
20 standards developed from the conceptual framework for science
21 education and next generation standards and related student
22 performance expectations. In addition to appropriate mathematics and
23 science content, the endorsement standards must also include the
24 concepts and instructional practices of the interdisciplinary
25 connections with engineering and technology.~~~~

26 **Sec. 5.** RCW 28A.655.061 and 2013 2nd sp.s. c 22 s 2 are each
27 amended to read as follows:

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

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

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

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

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

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

29 (B) ~~The end-of-course assessment for the first year of high~~
30 ~~school mathematics, the end-of-course assessment for the second year~~
31 ~~of high school mathematics, or the comprehensive mathematics~~
32 ~~assessment developed with the multistate consortium.~~

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

35 (A) ~~The tenth grade English language arts assessment developed by~~
36 ~~the superintendent of public instruction using resources from the~~
37 ~~multistate consortium or the English language arts assessment~~
38 ~~developed with the multistate consortium; and~~

39 (B) ~~The end-of-course assessment for the first year of high~~
40 ~~school mathematics, the end-of-course assessment for the second year~~

1 of high school mathematics, or the comprehensive mathematics
2 assessment developed with the multistate consortium.

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

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

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

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

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

34 (7) School districts must make available to students the
35 following options:

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

39 (b) To retake the statewide student assessment at least twice a
40 year in the content areas in which the student did not meet the state

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

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

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

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

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

1 but not decrease the scores required for students to meet or exceed
2 the state standards.

3 (ii) A student who scores at least a three on the grading scale
4 of 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
7 certificate of academic achievement. A score of three on the AP
8 examinations in calculus or statistics may be used as an alternative
9 assessment for the mathematics portion of the statewide student
10 assessment. A score of three on the AP examinations in English
11 language and composition may be used as an alternative assessment for
12 the writing portion of the statewide student assessment; and for the
13 English language arts portion of the assessment if developed ((with
14 ~~the multistate consortium, once established in the 2014-15 school~~
15 ~~year))~~ by the office of the superintendent of public instruction. A
16 score of three on the AP examinations in English literature and
17 composition, macroeconomics, microeconomics, psychology, United
18 States history, world history, United States government and politics,
19 or comparative government and politics may be used as an alternative
20 assessment for the reading portion of the statewide student
21 assessment; and for the English language arts portion of the
22 assessment if developed ((with the multistate consortium, once
23 ~~established in the 2014-15 school year))~~ by the office of the
24 superintendent of public instruction. A score of three on the AP
25 examination in biology, physics, chemistry, or environmental science
26 may be used as an alternative assessment for the science portion of
27 the statewide student assessment.

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

1 examinations for IB biology, chemistry, or physics may be used as an
2 alternative assessment for the science portion of the statewide
3 student assessment.

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

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

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

22 (c) Any credit deficiencies;

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

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

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

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

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

35 (i) School district programs, high school courses, and career and
36 technical education options available for students to meet graduation
37 requirements; and

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

1 **Sec. 6.** RCW 28A.655.070 and 2013 2nd sp.s. c 22 s 5 are each
2 amended to read as follows:

3 (1) Within the requirements in this section, the superintendent
4 of public instruction shall develop essential academic learning
5 requirements that identify the knowledge and skills all public school
6 students need to know and be able to do based on the student learning
7 goals in RCW 28A.150.210, develop student assessments, and implement
8 the accountability recommendations and requests regarding assistance,
9 rewards, and recognition of the state board of education.

10 (2) The superintendent of public instruction shall:

11 (a) Periodically revise the essential academic learning
12 requirements, as needed, based on the student learning goals in RCW
13 28A.150.210. Goals one and two shall be considered primary. To the
14 maximum extent possible, the superintendent shall integrate goal four
15 and the knowledge and skill areas in the other goals in the essential
16 academic learning requirements; (~~and~~)

17 (b) By September 1, 2016, revise the essential academic learning
18 requirements such that the requirements do not align with the common
19 core state standards developed by a multistate consortium; and

20 (c) Review and prioritize the essential academic learning
21 requirements and identify, with clear and concise descriptions, the
22 grade level content expectations to be assessed on the statewide
23 student assessment and used for state or federal accountability
24 purposes. The review, prioritization, and identification shall result
25 in more focus and targeting with an emphasis on depth over breadth in
26 the number of grade level content expectations assessed at each grade
27 level. Grade level content expectations shall be articulated over the
28 grades as a sequence of expectations and performances that are
29 logical, build with increasing depth after foundational knowledge and
30 skills are acquired, and reflect, where appropriate, the sequential
31 nature of the discipline. The office of the superintendent of public
32 instruction, within seven working days, shall post on its web site
33 any grade level content expectations provided to an assessment vendor
34 for use in constructing the statewide student assessment.

35 (3)(a) By September 1, 2015, the superintendent of public
36 instruction must provide written notification to the smarter balanced
37 assessment multistate consortium indicating that Washington is no
38 longer a participant in the consortium and will not implement the
39 assessment developed by the consortium to assess the common core
40 state standards.

1 (b) By September 1, 2017, the superintendent of public
2 instruction must develop assessments that are aligned with the
3 revised essential academic learning requirements under subsection
4 (2)(b) of this section.

5 (c) In consultation with the state board of education, the
6 superintendent of public instruction shall maintain and continue to
7 develop and revise a statewide academic assessment system in the
8 content areas of reading, writing, mathematics, and science for use
9 in the elementary, middle, and high school years designed to
10 determine if each student has ~~((mastered))~~ met the essential academic
11 learning requirements identified in subsection (1) of this section.
12 School districts shall administer the assessments under guidelines
13 adopted by the superintendent of public instruction. The academic
14 assessment system may include a variety of assessment methods,
15 including criterion-referenced and performance-based measures.

16 ~~((b))~~ (d) Effective with the 2009 administration of the
17 Washington assessment of student learning and continuing with the
18 statewide student assessment, the superintendent shall redesign the
19 assessment in the content areas of reading, mathematics, and science
20 in all grades except high school by shortening test administration
21 and reducing the number of short answer and extended response
22 questions.

23 ~~((c) By the 2014-15 school year, the superintendent of public~~
24 ~~instruction, in consultation with the state board of education, shall~~
25 ~~modify the statewide student assessment system to transition to~~
26 ~~assessments developed with a multistate consortium, as provided in~~
27 ~~this subsection:~~

28 ~~(i) The assessments developed with a multistate consortium to~~
29 ~~assess student proficiency in English language arts and mathematics~~
30 ~~shall be administered beginning in the 2014-15 school year. The~~
31 ~~reading and writing assessments shall not be administered by the~~
32 ~~superintendent of public instruction or schools after the 2013-14~~
33 ~~school year.~~

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

39 ~~(iii) During the transition period specified in RCW 28A.655.061,~~
40 ~~the superintendent of public instruction shall use test items and~~

1 other resources from the consortium assessment to develop and
2 administer a tenth grade high school English language arts
3 assessment, an end-of-course mathematics assessment to assess the
4 standards common to algebra I and integrated mathematics I, and an
5 end-of-course mathematics assessment to assess the standards common
6 to geometry and integrated mathematics II.)

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

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

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

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

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

33 (b) A collection of diagnostic tools that educators may use to
34 evaluate the academic status of individual students. The tools shall
35 be designed to be inexpensive, easily administered, and quickly and
36 easily scored, with results provided in a format that may be easily
37 shared with parents and students.

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

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

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

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

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

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

17 **Sec. 7.** RCW 28A.655.235 and 2013 2nd sp.s. c 18 s 106 are each
18 amended to read as follows:

19 (1)(a) Beginning in the 2015-16 school year, except as otherwise
20 provided in this subsection (1), for any student who received a score
21 of basic or below basic on the third grade statewide student
22 assessment in reading, writing, or English language arts in the
23 previous school year, the school district must implement an intensive
24 reading and literacy improvement strategy from a state menu of best
25 practices established in accordance with subsection (3) of this
26 section or an alternative strategy in accordance with subsection (4)
27 of this section.

28 (b) Reading and literacy improvement strategies for students with
29 disabilities whose individualized education program includes
30 specially designed instruction in reading or English language arts
31 shall be as provided in the individualized education program.

32 (2)(a) Also beginning in the 2015-16 school year, in any school
33 where more than forty percent of the tested students received a score
34 of basic or below basic on the third grade statewide student
35 assessment in reading, writing, or English language arts in the
36 previous school year, as calculated under this subsection (2), the
37 school district must implement an intensive reading and literacy
38 improvement strategy from a state menu of best practices established
39 in accordance with subsection (3) of this section or an alternative

1 strategy in accordance with subsection (4) of this section for all
2 students in grades kindergarten through four at the school.

3 (b) For the purposes of this subsection (2), the office of the
4 superintendent of public instruction shall exclude the following from
5 the calculation of a school's percentage of tested students receiving
6 a score of basic or below basic on the third grade statewide student
7 assessment:

8 (i) Students enrolled in the transitional bilingual instruction
9 program unless the student has participated in the transitional
10 bilingual instruction program for three school years;

11 (ii) Students with disabilities whose individualized education
12 program specifies a different standard to measure reading performance
13 than is required for the statewide student assessment; and

14 (iii) Schools with fewer than ten students in third grade.

15 (3) The office of the superintendent of public instruction shall
16 convene a panel of experts, including the Washington state institute
17 for public policy, to develop a state menu of best practices and
18 strategies for intensive reading and literacy improvement designed to
19 assist struggling students in reaching grade level in reading by the
20 end of fourth grade. The state menu must also include best practices
21 and strategies to improve the reading and literacy of students who
22 are English language learners and for system improvements that
23 schools and school districts can implement to improve reading
24 instruction for all students. The office of the superintendent of
25 public instruction shall publish the state menu by July 1, 2014, and
26 update the state menu by each July 1st thereafter.

27 (4) School districts may use an alternative practice or strategy
28 that is not on a state menu developed under subsection (3) of this
29 section for two school years initially. If the district is able to
30 demonstrate improved outcomes for participating students over the
31 previous two school years at a level commensurate with the best
32 practices and strategies on the state menu, the office of the
33 superintendent of public instruction must approve use of the
34 alternative practice or strategy by the district for one additional
35 school year. Subsequent annual approval by the superintendent of
36 public instruction to use the alternative practice or strategy is
37 dependent on the district continuing to demonstrate an increase in
38 improved outcomes for participating students.

1 NEW SECTION. **Sec. 8.** The following acts or parts of acts are
2 each repealed:
3 (1) RCW 28A.305.215 (Essential academic learning requirements and
4 grade level expectations—Revised standards and curricula for
5 mathematics and science—Duties of the state board of education and
6 the superintendent of public instruction—Revised graduation
7 requirements) and 2009 c 310 s 5; and
8 (2) RCW 28A.655.071 (Revised essential academic learning
9 requirements—Legislative review—Implementation) and 2010 c 235 s
10 601.

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