
HOUSE BILL 2204

State of Washington 59th Legislature 2005 Regular Session

By Representatives Hunter, Talcott, Quall, Tom, Hudgins, Simpson, Anderson, Haigh and Lantz

Read first time 02/23/2005. Referred to Committee on Education.

1 AN ACT Relating to state academic standards; amending RCW
2 28A.655.061 and 28A.655.070; adding a new section to chapter 28A.230
3 RCW; creating a new section; and providing an effective date.

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

5 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.230
6 RCW to read as follows:

7 (1) The superintendent of public instruction shall provide, at no
8 charge to school districts, one or more diagnostic instruments for
9 districts to use with every high school student at the tenth grade
10 level or higher who is not on track to graduate on time. The
11 instruments shall be used to inform the plans required under subsection
12 (3) of this section and RCW 28A.655.061(13)(a)(iii).

13 (2) The superintendent of public instruction shall create and make
14 available for voluntary use, model curricula and instructional
15 materials for high school summer school programs designed to help
16 students who have not been successful in their attempts to score at or
17 above the proficient level in each content area of the high school
18 Washington assessment of student learning required for the certificate
19 of academic achievement.

1 (3) Each tenth through twelfth grade student who is required to
2 obtain a certificate of academic achievement in order to graduate but
3 who scores below the proficient level in any content area of the high
4 school Washington assessment of student learning shall, before the end
5 of the school year in which the scores were returned, take one or more
6 diagnostic assessments provided by the school district under subsection
7 (5) of this section and have a plan that meets the requirements of RCW
8 28A.655.061(13)(a)(iii).

9 (4) Each high school student who is required to obtain a
10 certificate of academic achievement in order to graduate but who scores
11 below the basic level in any content area of the Washington assessment
12 of student learning shall retain sophomore status until the student
13 either attends summer school or scores at the basic level or above in
14 each required content area on the assessment.

15 (5) Each school district shall provide diagnostic assessments and
16 a summer school program for tenth through twelfth grade students who
17 are required to obtain a certificate of academic achievement in order
18 to graduate but score below the basic level in any content area of the
19 Washington assessment of student learning. The program may also serve
20 any high school student who scores below the proficient level in any
21 content area of the assessment. The legislature intends that the
22 summer school programs have small class sizes that are taught by highly
23 qualified certificated staff.

24 **Sec. 2.** RCW 28A.655.061 and 2004 c 19 s 101 are each amended to
25 read as follows:

26 (1) The high school assessment system shall include but need not be
27 limited to the Washington assessment of student learning, opportunities
28 for a student to retake the content areas of the assessment in which
29 the student was not successful, and if approved by the legislature
30 pursuant to subsection (11) of this section, one or more objective
31 alternative assessments for a student to demonstrate achievement of
32 state academic standards. The objective alternative assessments for
33 each content area shall be comparable in rigor to the skills and
34 knowledge that the student must demonstrate on the Washington
35 assessment of student learning for each content area.

36 (2) Subject to the conditions in this section, a certificate of
37 academic achievement shall be obtained by most students at about the

1 age of sixteen, and is evidence that the students have successfully met
2 the state standard in the content areas included in the certificate.
3 With the exception of students satisfying the provisions of RCW
4 28A.155.045, acquisition of the certificate is required for graduation
5 from a public high school but is not the only requirement for
6 graduation.

7 (3) Beginning with the graduating class of 2008, with the exception
8 of students satisfying the provisions of RCW 28A.155.045, a student who
9 meets the state standards on the reading, writing, and mathematics
10 content areas of the high school Washington assessment of student
11 learning shall earn a certificate of academic achievement. If a
12 student does not successfully meet the state standards in one or more
13 content areas required for the certificate of academic achievement,
14 then the student may retake the assessment in the content area up to
15 four times at no cost to the student. If the student successfully
16 meets the state standards on a retake of the assessment then the
17 student shall earn a certificate of academic achievement. Once
18 objective alternative assessments are authorized pursuant to subsection
19 (11) of this section, a student may use the objective alternative
20 assessments to demonstrate that the student successfully meets the
21 state standards for that content area if the student has retaken the
22 Washington assessment of student learning at least once. If the
23 student successfully meets the state standards on the objective
24 alternative assessments then the student shall earn a certificate of
25 academic achievement. The student's transcript shall note whether the
26 certificate of academic achievement was acquired by means of the
27 Washington assessment of student learning or by an alternative
28 assessment.

29 (4) Beginning with the graduating class of 2010, a student must
30 meet the state standards in science in addition to the other content
31 areas required under subsection (3) of this section on the Washington
32 assessment of student learning or the objective alternative assessments
33 in order to earn a certificate of academic achievement.

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

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

3 (7) Beginning with the graduating class of 2006, the highest scale
4 score and level achieved in each content area on the high school
5 Washington assessment of student learning shall be displayed on a
6 student's transcript. In addition, beginning with the graduating class
7 of 2008, each student shall receive a scholar's designation on his or
8 her transcript for each content area in which the student achieves
9 level four the first time the student takes that content area
10 assessment.

11 (8) Beginning in 2006, school districts must make available to
12 students the following options:

13 (a) To retake the Washington assessment of student learning up to
14 four times in the content areas in which the student did not meet the
15 state standards if the student is enrolled in a public school; or

16 (b) To retake the Washington assessment of student learning up to
17 four times in the content areas in which the student did not meet the
18 state standards if the student is enrolled in a high school completion
19 program at a community or technical college. The superintendent of
20 public instruction and the state board for community and technical
21 colleges shall jointly identify means by which students in these
22 programs can be assessed.

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

27 (10) Subject to available funding, the superintendent shall pilot
28 opportunities for retaking the high school assessment beginning in the
29 2004-05 school year. Beginning no later than September 2006,
30 opportunities to retake the assessment at least twice a year shall be
31 available to each school district.

32 (11) The office of the superintendent of public instruction shall
33 develop options for implementing objective alternative assessments,
34 which may include an appeals process, for students to demonstrate
35 achievement of the state academic standards. The objective alternative
36 assessments shall be comparable in rigor to the skills and knowledge
37 that the student must demonstrate on the Washington assessment of
38 student learning and be objective in its determination of student

1 achievement of the state standards. Before any objective alternative
2 assessments are used by a student to demonstrate that the student has
3 met the state standards in a content area required to obtain a
4 certificate, the legislature shall formally approve the use of any
5 objective alternative assessments through the omnibus appropriations
6 act or by statute or concurrent resolution.

7 (12) By December 15, 2004, the house of representatives and senate
8 education committees shall obtain information and conclusions from
9 recognized, independent, national assessment experts regarding the
10 validity and reliability of the high school Washington assessment of
11 student learning for making individual student high school graduation
12 determinations.

13 (13) To help assure continued progress in academic achievement as
14 a foundation for high school graduation and to assure that students are
15 on track for high school graduation, each school district shall prepare
16 plans for students as provided in this subsection (13).

17 (a) Student learning plans are required for eighth through twelfth
18 grade students who were not successful on any or all of the content
19 areas of the Washington assessment for student learning during the
20 previous school year. The plan shall include the courses,
21 competencies, and other steps needed to be taken by the student to meet
22 state academic standards and stay on track for graduation. This
23 requirement shall be phased in as follows:

24 (i) Beginning no later than the 2004-05 school year ninth grade
25 students as described in this subsection (13)(a) shall have a plan.

26 (ii) Beginning no later than the 2005-06 school year and every year
27 thereafter eighth grade students as described in this subsection
28 (13)(a) shall have a plan.

29 (iii) Beginning no later than the 2006-07 school year and every
30 year thereafter, each tenth or eleventh grade student who meets the
31 requirement of (a) of this subsection shall have a plan. For a student
32 who scores below the basic level in any content area of the high school
33 Washington assessment of student learning, the plan shall include
34 summer school. For a student who has met the proficient level in at
35 least two content areas and at least the basic level in any other
36 required content areas, the plan shall include assistance during the
37 regular school year. The plan must be signed by the student's parent
38 or guardian and the student's school.

1 (iv) The parent or guardian shall be notified, preferably through
2 a parent conference, of the student's results on the Washington
3 assessment of student learning, actions the school intends to take to
4 improve the student's skills in any content area in which the student
5 was unsuccessful, strategies to help them improve their student's
6 skills, and the content of the student's plan.

7 ~~((iv))~~ (v) Progress made on the student plan shall be reported to
8 the student's parents or guardian at least annually and adjustments to
9 the plan made as necessary.

10 (b) Beginning with the 2005-06 school year and every year
11 thereafter, all fifth grade students who were not successful in one or
12 more of the content areas of the fourth grade Washington assessment of
13 student learning shall have a student learning plan.

14 (i) The parent or guardian of a student described in this
15 subsection (13)(b) shall be notified, preferably through a parent
16 conference, of the student's results on the Washington assessment of
17 student learning, actions the school intends to take to improve the
18 student's skills in any content area in which the student was
19 unsuccessful, and provide strategies to help them improve their
20 student's skills.

21 (ii) Progress made on the student plan shall be reported to the
22 student's parents or guardian at least annually and adjustments to the
23 plan made as necessary.

24 **Sec. 3.** RCW 28A.655.070 and 2004 c 19 s 204 are each amended to
25 read as follows:

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

33 (2) The superintendent of public instruction shall:

34 (a) Periodically revise the essential academic learning
35 requirements, as needed, based on the student learning goals in RCW
36 28A.150.210. Goals one and two shall be considered primary. To the

1 maximum extent possible, the superintendent shall integrate goal four
2 and the knowledge and skill areas in the other goals in the essential
3 academic learning requirements; and

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

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

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

37 (5)(a) The assessment system shall be designed so that the results
38 under the assessment system are used by educators as tools to evaluate

1 instructional practices, and to initiate appropriate educational
2 support for students who have not mastered the essential academic
3 learning requirements at the appropriate periods in the student's
4 educational development.

5 (b) Assessments measuring the essential academic learning
6 requirements in the content area of science shall be available for
7 mandatory use in middle schools and high schools by the 2003-04 school
8 year and for mandatory use in elementary schools by the 2004-05 school
9 year unless the legislature takes action to delay or prevent
10 implementation of the assessment.

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

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

21 (a) Information on classroom-based and other assessments that may
22 provide additional achievement information for individual students;
23 (~~and~~)

24 (b) Beginning no later than the 2006-07 school year, by no later
25 than June 1st of any year, the results for each of the district's
26 students on the tenth grade Washington assessment of student learning
27 in any content area required for the certificate of academic
28 achievement; and

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

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

36 (9) Assessments for goals three and four of RCW 28A.150.210 shall
37 be integrated in the essential academic learning requirements and
38 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 NEW SECTION. **Sec. 4.** Section 1 of this act takes effect August
15 31, 2006.

16 NEW SECTION. **Sec. 5.** If specific funding for the purposes of this
17 act, referencing this act by bill or chapter number, is not provided by
18 June 30, 2005, in the omnibus appropriations act, this act is null and
19 void.

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