

ESSB 6023 - H COMM AMD
By Committee on Education

NOT CONSIDERED 04/10/2007

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** (1) The legislature maintains a strong
4 commitment to high expectations and high academic achievement for all
5 students. The legislature finds that Washington schools and students
6 are making significant progress in improving achievement in reading and
7 writing. Schools are adapting instruction and providing remediation
8 for students who need additional assistance. Reading and writing are
9 being taught across the curriculum. Therefore, the legislature does
10 not intend to make changes to the Washington assessment of student
11 learning or high school graduation requirements in reading and writing.

12 (2) However, students are having difficulty improving their
13 academic achievement in mathematics and science, particularly as
14 measured by the high school Washington assessment of student learning.
15 The legislature finds that corrections are needed in the state's high
16 school assessment system that will improve alignment between learning
17 standards, instruction, diagnosis, and assessment of students'
18 knowledge and skills in high school mathematics and science. The
19 legislature further finds there is a sense of urgency to make these
20 corrections and intends to revise high school graduation requirements
21 in mathematics and science only for the minimum period for corrections
22 to be fully implemented.

23 **Sec. 2.** RCW 28A.655.061 and 2006 c 115 s 4 are each amended to
24 read as follows:

25 (1) The high school assessment system shall include but need not be
26 limited to the Washington assessment of student learning, opportunities
27 for a student to retake the content areas of the assessment in which
28 the student was not successful, and if approved by the legislature
29 pursuant to subsection (10) of this section, one or more objective

1 alternative assessments for a student to demonstrate achievement of
2 state academic standards. The objective alternative assessments for
3 each content area shall be comparable in rigor to the skills and
4 knowledge that the student must demonstrate on the Washington
5 assessment of student learning for each content area.

6 (2) Subject to the conditions in this section, a certificate of
7 academic achievement shall be obtained by most students at about the
8 age of sixteen, and is evidence that the students have successfully met
9 the state standard in the content areas included in the certificate.
10 With the exception of students satisfying the provisions of RCW
11 28A.155.045 or section 4 of this act, acquisition of the certificate is
12 required for graduation from a public high school but is not the only
13 requirement for graduation.

14 (3) Beginning with the graduating class of 2008, with the exception
15 of students satisfying the provisions of RCW 28A.155.045, a student who
16 meets the state standards on the reading, writing, and mathematics
17 content areas of the high school Washington assessment of student
18 learning shall earn a certificate of academic achievement. If a
19 student does not successfully meet the state standards in one or more
20 content areas required for the certificate of academic achievement,
21 then the student may retake the assessment in the content area up to
22 four times at no cost to the student. If the student successfully
23 meets the state standards on a retake of the assessment then the
24 student shall earn a certificate of academic achievement. Once
25 objective alternative assessments are authorized pursuant to subsection
26 (10) of this section, a student may use the objective alternative
27 assessments to demonstrate that the student successfully meets the
28 state standards (~~((for that))~~) in the reading or writing content areas if
29 the student has (~~((retaken))~~) taken the Washington assessment of student
30 learning at least twice. In the remaining content areas, a student may
31 use the objective alternative assessments if the student has taken the
32 Washington assessment of student learning at least once. If the
33 student successfully meets the state standards on the objective
34 alternative assessments then the student shall earn a certificate of
35 academic achievement.

36 (4) Beginning with the graduating class of (~~((2010))~~) 2013, a student
37 must meet the state standards in science in addition to the other

1 content areas required under subsection (3) of this section on the
2 Washington assessment of student learning or the objective alternative
3 assessments in order to earn a certificate of academic achievement.

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

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

11 (7) (~~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 (8) 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 (9) (~~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 (10)(a) The office of the superintendent of public instruction
33 shall develop options for implementing objective alternative
34 assessments, which may include an appeals process, for students to
35 demonstrate achievement of the state academic standards. The objective
36 alternative assessments shall be comparable in rigor to the skills and
37 knowledge that the student must demonstrate on the Washington
38 assessment of student learning and be objective in its determination of

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

8 (b) A student's score on the mathematics or reading portion of the
9 preliminary scholastic assessment test (PSAT)((~~τ~~)) or on the
10 mathematics, reading or English, or writing portion of the scholastic
11 assessment test (SAT)((~~τ~~)) or the American college test (ACT) may be
12 used as an objective alternative assessment under this section for
13 demonstrating that a student has met or exceeded the ((~~mathematics~~))
14 state standards for the certificate of academic achievement. The state
15 board of education shall identify the scores students must achieve on
16 the ((~~mathematics~~)) relevant portion of the PSAT, SAT, or ACT to meet
17 or exceed the state standard ((~~for mathematics~~)) in the relevant
18 content area on the Washington assessment of student learning. The
19 state board of education shall identify the first scores by December 1,
20 ((~~2006, and thereafter~~)) 2007. After the first scores are established,
21 the state board may increase but not decrease the scores required for
22 students to meet or exceed the state standards ((~~for mathematics~~)).

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

29 (12) To help assure continued progress in academic achievement as
30 a foundation for high school graduation and to assure that students are
31 on track for high school graduation, each school district shall prepare
32 plans for students as provided in this subsection (12).

33 (a) Student learning plans are required for eighth through twelfth
34 grade students who were not successful on any or all of the content
35 areas of the Washington assessment for student learning during the
36 previous school year. The plan shall include the courses,
37 competencies, and other steps needed to be taken by the student to meet

1 state academic standards and stay on track for graduation. ((This
2 requirement shall be phased in as follows:

3 ~~(i) Beginning no later than the 2004-05 school year ninth grade
4 students as described in this subsection (12)(a) shall have a plan.~~

5 ~~(ii) Beginning no later than the 2005-06 school year and every year
6 thereafter eighth grade students as described in this subsection
7 (12)(a) shall have a plan.~~

8 ~~(iii))~~ (i) The parent or guardian shall be notified, preferably
9 through a parent conference, of the student's results on the Washington
10 assessment of student learning, actions the school intends to take to
11 improve the student's skills in any content area in which the student
12 was unsuccessful, strategies to help them improve their student's
13 skills, and the content of the student's plan.

14 ~~((iv))~~ (ii) Progress made on the student plan shall be reported
15 to the student's parents or guardian at least annually and adjustments
16 to the plan made as necessary.

17 (b) ~~((Beginning with the 2005-06 school year and every year
18 thereafter,))~~ All fifth grade students who were not successful in one
19 or more of the content areas of the fourth grade Washington assessment
20 of student learning shall have a student learning plan.

21 (i) The parent or guardian of ((a)) the student ~~((described in this
22 subsection (12)(b))~~) shall be notified, preferably through a parent
23 conference, of the student's results on the Washington assessment of
24 student learning, actions the school intends to take to improve the
25 student's skills in any content area in which the student was
26 unsuccessful, and provide strategies to help them improve their
27 student's skills.

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

31 **Sec. 3.** RCW 28A.155.045 and 2004 c 19 s 104 are each amended to
32 read as follows:

33 Beginning with the graduating class of 2008, students served under
34 this chapter, who are not appropriately assessed by the high school
35 Washington assessment system as defined in RCW 28A.655.061, even with
36 accommodations, may earn a certificate of individual achievement. The
37 certificate may be earned using multiple ways to demonstrate skills and

1 abilities commensurate with their individual education programs. The
2 determination of whether the high school assessment system is
3 appropriate shall be made by the student's individual education program
4 team. Except as provided in section 4 of this act, for these students,
5 the certificate of individual achievement is required for graduation
6 from a public high school, but need not be the only requirement for
7 graduation. When measures other than the high school assessment system
8 as defined in RCW 28A.655.061 are used, the measures shall be in
9 agreement with the appropriate educational opportunity provided for the
10 student as required by this chapter. The superintendent of public
11 instruction shall develop the guidelines for determining which students
12 should not be required to participate in the high school assessment
13 system and which types of assessments are appropriate to use.

14 When measures other than the high school assessment system as
15 defined in RCW 28A.655.061 are used for high school graduation
16 purposes, the student's high school transcript shall note whether that
17 student has earned a certificate of individual achievement.

18 Nothing in this section shall be construed to deny a student the
19 right to participation in the high school assessment system as defined
20 in RCW 28A.655.061, and, upon successfully meeting the high school
21 standard, receipt of the certificate of academic achievement.

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

24 (1) Beginning with the graduating class of 2008 and until the
25 graduating class of 2012, students may graduate from high school
26 without earning a certificate of academic achievement or a certificate
27 of individual achievement if they:

28 (a) Have not successfully met the mathematics standard on the high
29 school Washington assessment of student learning, an approved objective
30 alternative assessment, or an alternate assessment developed for
31 eligible special education students;

32 (b) Have successfully met the state standard in the other content
33 areas required for a certificate under RCW 28A.655.061 or 28A.155.045;

34 (c) Have met all other state and school district graduation
35 requirements; and

36 (d)(i) For the graduating class of 2008, successfully earn one
37 additional high school mathematics credit after the student's eleventh

1 grade year designed to increase the individual student's mathematics
2 proficiency toward meeting or exceeding the mathematics standards
3 assessed on the high school Washington assessment of student learning;
4 and

5 (ii) For the remaining graduating classes under this section,
6 successfully earn two additional mathematics credits after the
7 student's tenth grade year designed to increase the individual
8 student's mathematics proficiency toward meeting or exceeding the
9 mathematics standards assessed on the high school Washington assessment
10 of student learning.

11 (2) This section expires August 31, 2013.

12 **Sec. 5.** RCW 28A.655.070 and 2005 c 497 s 106 are each amended to
13 read as follows:

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

21 (2) The superintendent of public instruction shall:

22 (a) Periodically revise the essential academic learning
23 requirements, as needed, based on the student learning goals in RCW
24 28A.150.210. Goals one and two shall be considered primary. To the
25 maximum extent possible, the superintendent shall integrate goal four
26 and the knowledge and skill areas in the other goals in the essential
27 academic learning requirements; and

28 (b) Review and prioritize the essential academic learning
29 requirements and identify, with clear and concise descriptions, the
30 grade level content expectations to be assessed on the Washington
31 assessment of student learning and used for state or federal
32 accountability purposes. The review, prioritization, and
33 identification shall result in more focus and targeting with an
34 emphasis on depth over breadth in the number of grade level content
35 expectations assessed at each grade level. Grade level content
36 expectations shall be articulated over the grades as a sequence of
37 expectations and performances that are logical, build with increasing

1 depth after foundational knowledge and skills are acquired, and
2 reflect, where appropriate, the sequential nature of the discipline.
3 The office of the superintendent of public instruction, within seven
4 working days, shall post on its web site any grade level content
5 expectations provided to an assessment vendor for use in constructing
6 the Washington assessment of student learning.

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

18 (4) If the superintendent proposes any modification to the
19 essential academic learning requirements or the statewide assessments,
20 then the superintendent shall, upon request, provide opportunities for
21 the education committees of the house of representatives and the senate
22 to review the assessments and proposed modifications to the essential
23 academic learning requirements before the modifications are adopted.

24 (5)(~~(a)~~) The assessment system shall be designed so that the
25 results under the assessment system are used by educators as tools to
26 evaluate instructional practices, and to initiate appropriate
27 educational support for students who have not mastered the essential
28 academic learning requirements at the appropriate periods in the
29 student's educational development.

30 (~~(b) Assessments measuring the essential academic learning~~
31 ~~requirements in the content area of science shall be available for~~
32 ~~mandatory use in middle schools and high schools by the 2003-04 school~~
33 ~~year and for mandatory use in elementary schools by the 2004-05 school~~
34 ~~year unless the legislature takes action to delay or prevent~~
35 ~~implementation of the assessment.))~~

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

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

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

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

11 (b) A collection of diagnostic tools that educators may use to
12 evaluate the academic status of individual students. The tools shall
13 be designed to be inexpensive, easily administered, and quickly and
14 easily scored, with results provided in a format that may be easily
15 shared with parents and students.

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

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

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

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

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

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

34 **Sec. 6.** RCW 28A.655.063 and 2006 c 115 s 5 are each amended to
35 read as follows:

36 Subject to the availability of funds appropriated for this purpose,
37 (~~school districts shall reimburse~~) the office of the superintendent

1 of public instruction shall provide funds to school districts, arrange
2 for students to receive a testing fee waiver, or make other
3 arrangements to compensate students for the cost of taking the tests in
4 RCW 28A.655.061(10)(b) when the students take the tests for the purpose
5 of using the ((~~mathematics~~)) results as an objective alternative
6 assessment.

7 **Sec. 7.** RCW 28A.655.200 and 2006 c 117 s 4 are each amended to
8 read as follows:

9 (1) ((~~In the absence of mandatory, statewide, norm-referenced~~
10 ~~assessments,~~)) The legislature intends to permit school districts to
11 offer norm-referenced assessments, make diagnostic tools available to
12 school districts, and provide funding for diagnostic assessments to
13 enhance ((~~guidance and planning for students and to~~)) student learning
14 at all grade levels and provide early intervention before the high
15 school Washington assessment of student learning.

16 (2) In addition to the diagnostic assessments provided under
17 ((~~subsection (5) of~~)) this section, school districts may, at their own
18 expense, administer norm-referenced assessments to students.

19 (3)((~~By September 1, 2005, subject to available funds,~~)) The
20 office of the superintendent of public instruction shall post on its
21 web site for voluntary use by school districts, a guide of diagnostic
22 assessments. The assessments in the guide, to the extent possible,
23 shall include the characteristics listed in subsection (4) of this
24 section.

25 (4) Beginning September 1, 2007, the office of the superintendent
26 of public instruction shall make diagnostic assessments in reading,
27 writing, mathematics, and science in elementary and middle school
28 grades available to school districts ((~~diagnostic assessments that~~)).
29 Subject to funds appropriated for this purpose, the office of the
30 superintendent of public instruction shall also provide funding to
31 school districts for administration of diagnostic assessments to help
32 improve student learning, identify academic weaknesses, enhance student
33 planning and guidance, and develop targeted instructional strategies to
34 assist students before the high school Washington assessment of student
35 learning. To the greatest extent possible, the assessments shall be:

- 36 (a) Aligned to the state's grade level expectations;
- 37 (b) Individualized to each student's performance level;

1 (c) Administered efficiently to provide results either immediately
2 or within two weeks;

3 (d) Capable of measuring individual student growth over time and
4 allowing student progress to be compared to other students across the
5 country;

6 (e) Readily available to parents; and

7 (f) Cost-effective.

8 ~~(5) ((Beginning with the 2006-07 school year, the superintendent of
9 public instruction shall reimburse school districts for administration
10 of diagnostic assessments in grade nine for the purpose of identifying
11 academic weaknesses, enhancing student planning and guidance, and
12 developing targeted instructional strategies to assist students before
13 the high school Washington assessment of student learning.~~

14 ~~(6))~~ The office of the superintendent of public instruction ~~((is
15 encouraged to))~~ shall offer training at statewide and regional staff
16 development activities ~~((training opportunities that would assist
17 practitioners))~~ in:

18 (a) The interpretation of diagnostic assessments; and

19 (b) Application of instructional strategies that will increase
20 student learning based on diagnostic assessment data.

21 NEW SECTION. Sec. 8. (1)(a) The state board of education, in
22 consultation with the superintendent of public instruction, shall
23 examine and recommend changes to the high school Washington assessment
24 of student learning in the content areas of mathematics and science.

25 (b) In its examination and recommendations, the state board shall
26 address the following issues:

27 (i) Timeliness of the return of score results;

28 (ii) The diagnostic value of score results;

29 (iii) Cost of administration of the assessment and the burden on
30 school districts; and

31 (iv) Opportunities to improve alignment of curriculum, instruction,
32 and the assessment.

33 (c) One of the changes the state board shall examine under this
34 subsection (1) is replacing the current high school Washington
35 assessment of student learning with a limited series of end-of-course
36 assessments in mathematics and science. The board's examination of
37 end-of-course assessments shall include:

1 (i) An objective analysis of the potential strengths and weaknesses
2 of end-of-course assessments as the primary high school assessment tool
3 for student and school accountability;

4 (ii) Analysis of the possible impact of end-of-course assessments
5 on curriculum and instruction in mathematics and science;

6 (iii) The appropriate mathematics and science content to be covered
7 by end-of-course assessments; and

8 (iv) Recommended implementation timelines and issues to be
9 addressed in replacing the current assessment.

10 (2) In conducting its examination under subsection (1) of this
11 section, the state board of education shall seek input from independent
12 national assessment experts; examine the experience of other states,
13 particularly states that have implemented end-of-course assessments;
14 and use a deliberative public process to ensure adequate input from
15 teachers, school and district administrators, the business community,
16 parents, and other interested individuals and organizations.

17 (3) In any request for proposals for a new testing contractor for
18 the Washington assessment of student learning, the superintendent of
19 public instruction shall include the possible changes being examined by
20 the state board of education so that additional information about the
21 cost and feasibility of the changes can be provided by prospective
22 testing contractors.

23 (4) The state board of education shall also examine and make
24 recommendations regarding:

25 (a) Options for and possible impacts of compensatory models for
26 setting the standard on the Washington assessment of student learning
27 for graduation purposes; and

28 (b) The effectiveness of current authorized alternative assessments
29 and opportunities for additional alternative assessments, including the
30 use of one or more standardized norm-referenced student achievement
31 tests.

32 (5) The state board of education shall submit a progress report
33 along with any preliminary recommendations on the issues required to be
34 examined under this section to the education committees of the
35 legislature by January 10, 2008. The state board of education shall
36 submit a final report to the education committees of the legislature by
37 December 1, 2008. The final report shall include recommendations for
38 changes to the high school Washington assessment of student learning in

1 mathematics and science and a recommended timeline that provides for
2 expedited implementation of the recommended changes. The changes
3 recommended by the state board of education under this section shall be
4 able to be implemented no later than the 2010-11 school year in order
5 to apply to the graduating class of 2013.

6 (6) This section expires June 30, 2009.

7 NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.655
8 RCW to read as follows:

9 (1) In allocating state funds for the promoting academic success
10 program, the legislature has recognized that high school students whose
11 scores represent a near miss of the state standard on the Washington
12 assessment of student learning require fewer remedial resources to
13 ensure that they meet the state standard on the next attempt. However,
14 there is significant variation among the remaining students whose
15 scores represent a far miss of the state standard regarding their
16 levels of knowledge and skills, and consequently the levels of
17 remediation they will need.

18 (2) School districts receiving funding allocations through the
19 promoting academic success program for high school students scoring
20 more than one standard error of measurement from meeting the state
21 standard shall assign more resources per student to support students
22 scoring at level one on the Washington assessment of student learning
23 than are assigned to support students scoring at level two."

24 Correct the title.

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