

ESSB 6023 - H AMD TO H AMD (H-3668.3/07) **943**
By Representative Priest

FAILED 4/22/2007

1 On page 1, beginning on line 23 of the striking amendment,
2 strike all material through "2008." on page 21, line 17 and insert
3 the following:

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

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

17 (2) Subject to the conditions in this section, a certificate of
18 academic achievement shall be obtained by most students at about
19 the age of sixteen, and is evidence that the students have
20 successfully met the state standard in the content areas included
21 in the certificate. With the exception of students satisfying the
22 provisions of RCW 28A.155.045 or section 4 of this act, acquisition
23 of the certificate is required for graduation from a public high
24 school but is not the only requirement for graduation.

25 (3) Beginning with the graduating class of 2008, with the
26 exception of students satisfying the provisions of RCW 28A.155.045,
27 a student who meets the state standards on the reading, writing,
28 and mathematics content areas of the high school Washington
29 assessment of student learning shall earn a certificate of academic
30 achievement. If a student does not successfully meet the state

1 standards in one or more content areas required for the certificate
2 of academic achievement, then the student may retake the assessment
3 in the content area up to four times at no cost to the student. If
4 the student successfully meets the state standards on a retake of
5 the assessment then the student shall earn a certificate of
6 academic achievement. Once objective alternative assessments are
7 authorized pursuant to subsection (10) of this section, a student
8 may use the objective alternative assessments to demonstrate that
9 the student successfully meets the state standards for that content
10 area if the student has (~~retaken~~) taken the Washington assessment
11 of student learning at least once. If the student successfully
12 meets the state standards on the objective alternative assessments
13 then the student shall earn a certificate of academic achievement.

14 (4) Beginning with the graduating class of (~~2010~~) 2013, a
15 student must meet the state standards in science in addition to the
16 other content areas required under subsection (3) of this section
17 on the Washington assessment of student learning or the objective
18 alternative assessments in order to earn a certificate of academic
19 achievement.

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

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

27 (7) (~~Beginning in 2006,~~) School districts must make available
28 to students the following options:

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

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

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

5 ~~((Subject to available funding, the superintendent shall
6 pilot opportunities for retaking the high school assessment
7 beginning in the 2004-05 school year. Beginning no later than
8 September 2006,))~~ Opportunities to retake the assessment at least
9 twice a year shall be available to each school district.

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

25 (b)(i) A student's score on the mathematics or reading portion
26 of the preliminary scholastic assessment test (PSAT)~~((7))~~ or on the
27 mathematics, reading or English, or writing portion of the
28 scholastic assessment test (SAT)~~((7))~~ or the American college test
29 (ACT) may be used as an objective alternative assessment under this
30 section for demonstrating that a student has met or exceeded the
31 ((mathematics)) state standards for the certificate of academic
32 achievement. The state board of education shall identify the
33 scores students must achieve on the ((mathematics)) relevant
34 portion of the PSAT, SAT, or ACT to meet or exceed the state
35 standard ((for mathematics)) in the relevant content area on the
36 Washington assessment of student learning. The state board of
37 education shall identify the first scores by December 1, ((2006,
38 and thereafter)) 2007. After the first scores are established, the

1 state board may increase but not decrease the scores required for
2 students to meet or exceed the state standards ~~((for mathematics))~~.

3 (ii) The superintendent of public instruction shall implement
4 an alternative assessment for mathematics that presents the
5 mathematics essential academic learning requirements in segments;
6 is comparable in content and rigor to the tenth grade mathematics
7 assessment when all segments are considered together; is reliable
8 and valid; and can be used to determine a student's academic
9 performance level. The segmented mathematics assessment authorized
10 under this subsection (10)(b)(ii) may be used as an objective
11 alternative assessment under this section for demonstrating that a
12 student has met the mathematics standards for the certificate of
13 academic achievement.

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

20 (12) To help assure continued progress in academic achievement
21 as a foundation for high school graduation and to assure that
22 students are on track for high school graduation, each school
23 district shall prepare plans for students as provided in this
24 subsection (12).

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

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

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

37 ~~— (iii))~~ (i) The parent or guardian shall be notified,
38 preferably through a parent conference, of the student's results on
39 the Washington assessment of student learning, actions the school

1 intends to take to improve the student's skills in any content area
2 in which the student was unsuccessful, strategies to help them
3 improve their student's skills, and the content of the student's
4 plan.

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

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

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

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

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

24 Beginning with the graduating class of 2008, students served
25 under this chapter, who are not appropriately assessed by the high
26 school Washington assessment system as defined in RCW 28A.655.061,
27 even with accommodations, may earn a certificate of individual
28 achievement. The certificate may be earned using multiple ways to
29 demonstrate skills and abilities commensurate with their individual
30 education programs. The determination of whether the high school
31 assessment system is appropriate shall be made by the student's
32 individual education program team. Except as provided in section
33 4 of this act, for these students, the certificate of individual
34 achievement is required for graduation from a public high school,
35 but need not be the only requirement for graduation. When measures
36 other than the high school assessment system as defined in RCW
37 28A.655.061 are used, the measures shall be in agreement with the
38 appropriate educational opportunity provided for the student as

1 required by this chapter. The superintendent of public instruction
2 shall develop the guidelines for determining which students should
3 not be required to participate in the high school assessment system
4 and which types of assessments are appropriate to use.

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

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

14 NEW SECTION. **Sec. 4.** A new section is added to chapter
15 28A.655 RCW to read as follows:

16 (1) Beginning with the graduating class of 2008 and through the
17 graduating class of 2012, students may graduate from high school
18 without earning a certificate of academic achievement or a
19 certificate of individual achievement if they:

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

24 (b) Have successfully met the state standard in the other
25 content areas required for a certificate under RCW 28A.655.061 or
26 28A.155.045;

27 (c) Have met all other state and school district graduation
28 requirements; and

29 (d)(i) For the graduating class of 2008, successfully earn one
30 additional high school mathematics credit after the student's
31 eleventh grade year designed to increase the individual student's
32 mathematics proficiency toward meeting or exceeding the mathematics
33 standards assessed on the high school Washington assessment of
34 student learning; and

35 (ii) For the remaining graduating classes under this section,
36 successfully earn two additional mathematics credits after the
37 student's tenth grade year designed to increase the individual
38 student's mathematics proficiency toward meeting or exceeding the

1 mathematics standards assessed on the high school Washington
2 assessment of student learning.

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

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

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

13 (2) The superintendent of public instruction shall:

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

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

37 (3) In consultation with the state board of education, the
38 superintendent of public instruction shall maintain and continue to

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

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

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

24 ~~((b) Assessments measuring the essential academic learning
25 requirements in the content area of science shall be available for
26 mandatory use in middle schools and high schools by the 2003-04
27 school year and for mandatory use in elementary schools by the
28 2004-05 school year unless the legislature takes action to delay or
29 prevent implementation of the assessment.))~~

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

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

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

4 (b) A collection of diagnostic tools that educators may use to
5 evaluate the academic status of individual students. The tools
6 shall be designed to be inexpensive, easily administered, and
7 quickly and easily scored, with results provided in a format that
8 may be easily shared with parents and students.

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

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

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

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

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

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

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

30 Subject to the availability of funds appropriated for this
31 purpose, (~~school districts shall reimburse~~) the office of the
32 superintendent of public instruction shall provide funds to school
33 districts, arrange for students to receive a testing fee waiver, or
34 make other arrangements to compensate students for the cost of
35 taking the tests in RCW 28A.655.061(10)(b) when the students take
36 the tests for the purpose of using the (~~mathematics~~) results as
37 an objective alternative assessment.

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

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

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

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

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

33 (a) Aligned to the state's grade level expectations;

34 (b) Individualized to each student's performance level;

35 (c) Administered efficiently to provide results either
36 immediately or within two weeks;

37 (d) Capable of measuring individual student growth over time
38 and allowing student progress to be compared to other students
39 across the country;

1 (e) Readily available to parents; and

2 (f) Cost-effective.

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

10 ~~(6))~~ The office of the superintendent of public instruction
11 ~~((is encouraged to))~~ shall offer training at statewide and regional
12 staff development activities ~~((training opportunities that would~~
13 ~~assist practitioners))~~ in:

14 (a) The interpretation of diagnostic assessments; and

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

17 NEW SECTION. Sec. 8. (1)(a) The legislature's intent is to
18 make significant improvements in the high school Washington
19 assessment of student learning in the content areas of mathematics
20 and science before requiring students to meet the state standard on
21 the assessment for graduation purposes.

22 (b) The legislature believes that a high school assessment
23 system where students receive instruction through credited high
24 school mathematics and science courses and have their knowledge and
25 skills assessed after they complete the courses would be a superior
26 assessment system for mathematics and science than the current form
27 of the Washington assessment of student learning. The legislature
28 also believes that end-of-course assessments would offer more
29 timely results, better diagnostic information, and improved
30 alignment between curriculum, instruction, and assessment. End-
31 of-course assessments in mathematics should cover the content of at
32 least algebra I and geometry. End-of-course assessments in science
33 should cover the content of at least biology, but also address
34 other science content areas.

35 (c) However, the legislature acknowledges that replacing the
36 current form of the Washington assessment of student learning in
37 mathematics and science with end-of-course assessments represents
38 a significant change that should be thoroughly evaluated and that

1 an implementation timeline to shift to end-of-course assessments
2 in time for the graduating class of 2013 should be carefully
3 developed.

4 (2) The state board of education, in consultation with the
5 superintendent of public instruction, shall examine and recommend
6 changes to the high school Washington assessment of student
7 learning in the content areas of mathematics and science. The
8 state board of education may contract with one or more independent
9 national consultants to conduct the examination. The primary change
10 to be examined shall be replacing the current high school
11 Washington assessment of student learning with a limited series of
12 end-of-course assessments in mathematics and science. The
13 examination of end-of-course assessments shall include:

14 (a) An objective analysis of the potential strengths and
15 weaknesses of end-of-course assessments as the primary high school
16 assessment tool for student and school accountability;

17 (b) Analysis of the possible impact of end-of-course
18 assessments on curriculum and instruction in mathematics and
19 science;

20 (c) The appropriate mathematics and science content to be
21 covered by end-of-course assessments;

22 (d) Recommended implementation timelines and issues to be
23 addressed in replacing the current assessment; and

24 (e) An analysis of the costs of adopting end-of-course
25 assessments.

26 (3) In any request for proposals for a new testing contractor
27 for the Washington assessment of student learning, the
28 superintendent of public instruction shall include the possible
29 changes being examined by the state board of education so that
30 additional information about the cost and feasibility of the
31 changes can be provided by prospective testing contractors.

32 (4) The state board of education shall submit a report to the
33 superintendent of public instruction and the education committees
34 of the legislature by January 10, 2008. The report shall contain
35 findings from the examination under this section, recommendations
36 for changes to the high school Washington assessment of student
37 learning in mathematics and science, and a timeline for expedited
38 implementation of the recommended changes.

1 (5) The legislature intends that the changes recommended by
2 the state board of education under this section shall be able to be
3 implemented no later than the 2010-11 school year in order to apply
4 to the graduating class of 2013. If the state board of education
5 finds that the changes cannot feasibly be implemented by the 2010-
6 11 school year, the state board shall state the specific reasons
7 for such a finding, along with supporting evidence, and recommend
8 a revised expedited timeline.

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

10 NEW SECTION. **Sec. 9.** A new section is added to chapter
11 28A.655 RCW to read as follows:

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

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

28 Renumber the remaining section consecutively.

EFFECT: Maintains 2013 as the date by which students must pass
the math and science WASL for high school graduation purposes.

Declares legislative intent to make significant improvements in
the high school WASL in math and science, and a belief that
end-of-course assessments would be a superior assessment
system. States that end-of-course assessments in math should
cover at least Algebra I and Geometry, and assessments in
science should cover at least Biology but also address other

content areas. Acknowledges that replacing the WASL represents a significant change that should be carefully evaluated.

Directs the State Board of Education to examine and make recommendations for changes to the WASL. Requires the primary change examined to be replacing the high school WASL with end-of-course assessments in mathematics and science. Specifies topics to be covered in the examination.

Requires the SBE to submit findings, recommendations, and an expedited timeline for implementation of changes by January 2008. States that the legislative intent is that recommended changes are able to be implemented by the 2010-11 school year in order to apply to the graduating class of 2013. Specifies that if the SBE finds this intent cannot feasibly be met, the SBE must recommend a revised timeline.

Allows continued use of the PSAT as an alternative assessment in mathematics and expands it to include reading. Authorizes the use of a segmented math test as an alternative assessment. Removes various Advance Placement exams as alternative assessments. Removes a direction for the State Board to examine additional alternatives.

Removes an appeals process created in each Educational Service District. Removes an exemption of certain English Language Learners from taking the WASL unless required by federal law. Removes a study and advisory committee created to identify career and technical education curricula to assist students in preparing for the state assessment system.

Maintains provisions regarding diagnostic assessments. Creates a priority in use of Promoting Academic Success allocations to assist students who score a Level 1 on the WASL.