

ESSB 6023 - H AMD

By Representative Representative

WITHDRAWN 04/22/2007

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 content area if the student has (~~retaken~~)
29 taken the Washington assessment of student learning at least once. If
30 the student successfully meets the state standards on the objective
31 alternative assessments then the student shall earn a certificate of
32 academic achievement.

33 (4) Beginning no later than with the graduating class of (~~2010~~)
34 2013, a student must meet the state standards in science in addition to
35 the other content areas required under subsection (3) of this section
36 on the Washington assessment of student learning or the objective
37 alternative assessments in order to earn a certificate of academic
38 achievement. The state board of education may adopt a rule that

1 implements the requirements of this subsection (4) beginning with a
2 graduating class before the graduating class of 2013, if the state
3 board of education adopts the rule by September 1st of the freshman
4 school year of the graduating class to which the requirements of this
5 subsection (4) apply.

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

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

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

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

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

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

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

34 (10)(a) The office of the superintendent of public instruction
35 shall develop options for implementing objective alternative
36 assessments, which may include an appeals process for students' scores,
37 for students to demonstrate achievement of the state academic
38 standards. The objective alternative assessments shall be comparable

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

11 (b)(i) A student's score on the mathematics (~~((portion of the~~
12 ~~preliminary scholastic assessment test (PSAT))~~), reading or English, or
13 writing portion of the scholastic assessment test (SAT)((~~7~~)) or the
14 American college test (ACT) may be used as an objective alternative
15 assessment under this section for demonstrating that a student has met
16 or exceeded the (~~(mathematics)~~) state standards for the certificate of
17 academic achievement. The state board of education shall identify the
18 scores students must achieve on the (~~(mathematics)~~) relevant portion of
19 the (~~(PSAT,7)~~) SAT((~~7~~)) or ACT to meet or exceed the state standard
20 (~~(for mathematics)~~) in the relevant content area on the Washington
21 assessment of student learning. The state board of education shall
22 identify the first scores by December 1, (~~(2006, and thereafter)~~) 2007.
23 After the first scores are established, the state board may increase
24 but not decrease the scores required for students to meet or exceed the
25 state standards (~~(for mathematics)~~).

26 (ii) Until August 31, 2008, a student's score on the mathematics
27 portion of the preliminary scholastic assessment test (PSAT) may be
28 used as an objective alternative assessment under this section for
29 demonstrating that a student has met or exceeded the state standard for
30 the certificate of academic achievement. The state board of education
31 shall identify the score students must achieve on the mathematics
32 portion of the PSAT to meet or exceed the state standard in that
33 content area on the Washington assessment of student learning.

34 (iii) A student who scores at least a three on the grading scale
35 of one to five for selected advance placement examinations may use the
36 score as an objective alternative assessment under this section for
37 demonstrating that a student has met or exceeded state standards for
38 the certificate of academic achievement. A score of three on the

1 advance placement examinations in calculus or statistics may be used as
2 an alternative assessment for the mathematics portion of the Washington
3 assessment of student learning. A score of three on the advance
4 placement examinations in English language and composition may be used
5 as an alternative assessment for the writing portion of the Washington
6 assessment of student learning. A score of three on the advance
7 placement examinations in English literature and composition,
8 macroeconomics, microeconomics, psychology, United States history,
9 world history, United States government and politics, or comparative
10 government and politics may be used as an alternative assessment for
11 the reading portion of the Washington assessment of student learning.

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

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

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

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

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

34 ~~(iii))~~ (i) The parent or guardian shall be notified, preferably
35 through a parent conference, of the student's results on the Washington
36 assessment of student learning, actions the school intends to take to
37 improve the student's skills in any content area in which the student

1 was unsuccessful, strategies to help them improve their student's
2 skills, and the content of the student's plan.

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

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

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

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

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

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

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

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

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

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

14 (1) Beginning with the graduating class of 2008 and through no
15 later than the graduating class of 2012, students may graduate from
16 high school without earning a certificate of academic achievement or a
17 certificate of individual achievement if they:

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

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

24 (c) Have met all other state and school district graduation
25 requirements; and

26 (d)(i) For the graduating class of 2008, successfully earn one
27 additional high school mathematics credit or career and technical
28 course equivalent, including courses offered at skill centers, after
29 the student's eleventh grade year intended to increase the student's
30 mathematics proficiency toward meeting or exceeding the mathematics
31 standards assessed on the high school Washington assessment of student
32 learning and continue to take the appropriate mathematics assessment at
33 least once annually until graduation; and

34 (ii) For the remaining graduating classes under this section,
35 successfully earn two additional mathematics credits or career and
36 technical course equivalent, including courses offered at skill
37 centers, after the student's tenth grade year intended to increase the

1 student's mathematics proficiency toward meeting or exceeding the
2 mathematics standards assessed on the high school Washington assessment
3 of student learning and continue to take the appropriate mathematics
4 assessment at least once annually until graduation.

5 (2) The state board of education may adopt a rule that ends the
6 application of this section with a graduating class before the
7 graduating class of 2012, if the state board of education adopts the
8 rule by September 1st of the freshman school year of the graduating
9 class to which the provisions of this section no longer apply.

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

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

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

20 (2) The superintendent of public instruction shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

32 **Sec. 6.** RCW 28A.655.065 and 2006 c 115 s 1 are each amended to
33 read as follows:

34 (1) The legislature has made a commitment to rigorous academic
35 standards for receipt of a high school diploma. The primary way that
36 students will demonstrate that they meet the standards in reading,
37 writing, mathematics, and science is through the Washington assessment

1 of student learning. Only objective assessments that are comparable in
2 rigor to the state assessment are authorized as an alternative
3 assessment. Before seeking an alternative assessment, the legislature
4 expects students to make a genuine effort to meet state standards,
5 through ~~((retaking the Washington assessment of student learning;))~~
6 regular and consistent attendance at school((+)) and participation in
7 extended learning and other assistance programs.

8 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
9 the superintendent of public instruction shall implement objective
10 alternative assessment methods as provided in this section for students
11 to demonstrate achievement of the state standards in content areas in
12 which the student has not yet met the standard on the high school
13 Washington assessment of student learning. A student may access an
14 alternative if the student meets applicable eligibility criteria in RCW
15 28A.655.061 and this section and other eligibility criteria established
16 by the superintendent of public instruction, including but not limited
17 to attendance criteria and participation in the remediation or
18 supplemental instruction contained in the student learning plan
19 developed under RCW 28A.655.061. A school district may waive
20 attendance and/or remediation criteria for special, unavoidable
21 circumstances.

22 (3) For the purposes of this section, "applicant" means a student
23 seeking to use one of the alternative assessment methods in this
24 section.

25 (4) One alternative assessment method shall be a combination of the
26 applicant's grades in applicable courses and the applicant's highest
27 score on the high school Washington assessment of student learning, as
28 provided in this subsection. A student is eligible to apply for the
29 alternative assessment method under this subsection (4) if the student
30 has a cumulative grade point average of at least 3.2 on a four point
31 grading scale. The superintendent of public instruction shall
32 determine which high school courses are applicable to the alternative
33 assessment method and shall issue guidelines to school districts.

34 (a) Using guidelines prepared by the superintendent of public
35 instruction, a school district shall identify the group of students in
36 the same school as the applicant who took the same high school courses
37 as the applicant in the applicable content area. From the group of
38 students identified in this manner, the district shall select the

1 comparison cohort that shall be those students who met or slightly
2 exceeded the state standard on the Washington assessment of student
3 learning.

4 (b) The district shall compare the applicant's grades in high
5 school courses in the applicable content area to the grades of students
6 in the comparison cohort for the same high school courses. If the
7 applicant's grades are equal to or above the mean grades of the
8 comparison cohort, the applicant shall be deemed to have met the state
9 standard on the alternative assessment.

10 (c) An applicant may not use the alternative assessment under this
11 subsection (4) if there are fewer than six students in the comparison
12 cohort.

13 (5) The superintendent of public instruction shall develop an
14 alternative assessment method that shall be an evaluation of a
15 collection of work samples prepared and submitted by the applicant, as
16 provided in this subsection and, for career and technical applicants,
17 the additional requirements of subsection (6) of this section.

18 (a) The superintendent of public instruction shall develop
19 guidelines for the types and number of work samples in each content
20 area that may be submitted as a collection of evidence that the
21 applicant has met the state standard in that content area. Work
22 samples may be collected from academic, career and technical, or
23 remedial courses and may include performance tasks as well as written
24 products. The superintendent shall submit the guidelines for approval
25 by the state board of education.

26 (b) The superintendent shall develop protocols for submission of
27 the collection of work samples that include affidavits from the
28 applicant's teachers and school district that the samples are the work
29 of the applicant and a requirement that a portion of the samples be
30 prepared under the direct supervision of a classroom teacher. The
31 superintendent shall submit the protocols for approval by the state
32 board of education.

33 (c) The superintendent shall develop uniform scoring criteria for
34 evaluating the collection of work samples and submit the scoring
35 criteria for approval by the state board of education. Collections
36 shall be scored at the state level or regionally by a panel of
37 educators selected and trained by the superintendent to ensure
38 objectivity, reliability, and rigor in the evaluation. An educator may

1 not score work samples submitted by applicants from the educator's
2 school district. If the panel awards an applicant's collection of work
3 samples the minimum required score, the applicant shall be deemed to
4 have met the state standard on the alternative assessment.

5 (d) Using an open and public process that includes consultation
6 with district superintendents, school principals, and other educators,
7 the state board of education shall consider the guidelines, protocols,
8 scoring criteria, and other information regarding the collection of
9 work samples submitted by the superintendent of public instruction.
10 The collection of work samples may be implemented as an alternative
11 assessment after the state board of education has approved the
12 guidelines, protocols, and scoring criteria and determined that the
13 collection of work samples: (i) Will meet professionally accepted
14 standards for a valid and reliable measure of the grade level
15 expectations and the essential academic learning requirements; and (ii)
16 is comparable to or exceeds the rigor of the skills and knowledge that
17 a student must demonstrate on the Washington assessment of student
18 learning in the applicable content area. The state board shall make an
19 approval decision and determination no later than December 1, 2006, and
20 thereafter may increase the required rigor of the collection of work
21 samples.

22 (e) By September of 2006, the superintendent of public instruction
23 shall develop informational materials for parents, teachers, and
24 students regarding the collection of work samples and the status of its
25 development as an alternative assessment method. The materials shall
26 provide specific guidance regarding the type and number of work samples
27 likely to be required, include examples of work that meets the state
28 learning standards, and describe the scoring criteria and process for
29 the collection. The materials shall also encourage students in the
30 graduating class of 2008 to begin creating a collection if they believe
31 they may seek to use the collection once it is implemented as an
32 alternative assessment.

33 (6)(a) For students enrolled in a career and technical education
34 program approved under RCW 28C.04.110, the superintendent of public
35 instruction shall develop additional guidelines for a collection of
36 work samples that evidences that the collection:

37 (i) Is relevant to the student's particular career and technical
38 program;

1 (ii) Focuses on the application of academic knowledge and skills
2 within the program;

3 (iii) Includes completed activities or projects where demonstration
4 of academic knowledge is inferred; and

5 (iv) Is related to the essential academic learning requirements and
6 state standards that students must meet to earn a certificate of
7 academic achievement or certificate of individual achievement, but also
8 represents the knowledge and skills that successful individuals in the
9 career and technical field of the approved program are expected to
10 possess.

11 (b) To meet the state standard on the alternative assessment under
12 this subsection (6), an applicant must also attain the state or
13 nationally recognized certificate or credential associated with the
14 approved career and technical program.

15 (c) The superintendent shall consult with community and technical
16 colleges, employers, the work force training and education coordinating
17 board, apprenticeship programs, and other regional and national experts
18 in career and technical education to create an appropriate collection
19 of work samples and other evidence of a career and technical student's
20 knowledge and skills on the state academic standards.

21 (7) The superintendent of public instruction shall study the
22 feasibility of using existing mathematics assessments in languages
23 other than English as an additional alternative assessment option. The
24 study shall include an estimation of the cost of translating the tenth
25 grade mathematics assessment into other languages and scoring the
26 assessments should they be implemented.

27 (8) The superintendent of public instruction shall implement:

28 (a) By June 1, 2006, a process for students to appeal the score
29 they received on the high school assessments; and

30 (b) By January 1, 2007, guidelines and appeal processes for waiving
31 specific requirements in RCW 28A.655.061 pertaining to the certificate
32 of academic achievement and to the certificate of individual
33 achievement for students who: (i) Transfer to a Washington public
34 school in their junior or senior year with the intent of obtaining a
35 public high school diploma, or (ii) have special, unavoidable
36 circumstances.

37 (9) The state board of education shall examine opportunities for
38 additional alternative assessments, including the possible use of one

1 or more standardized norm-referenced student achievement tests and the
2 possible use of the reading, writing, or mathematics portions of the
3 ACT ASSET and ACT COMPASS test instruments as objective alternative
4 assessments for demonstrating that a student has met the state
5 standards for the certificate of academic achievement. The state board
6 shall submit its findings and recommendations to the education
7 committees of the legislature by January 10, 2008.

8 (10) The superintendent of public instruction (~~may~~) shall adopt
9 rules to implement this section.

10 **Sec. 7.** RCW 28A.655.063 and 2006 c 115 s 5 are each amended to
11 read as follows:

12 Subject to the availability of funds appropriated for this purpose,
13 the office of the superintendent of public instruction shall provide
14 funds to school districts (~~shall~~) to reimburse students for the cost
15 of taking the tests in RCW 28A.655.061(10)(b) when the students take
16 the tests for the purpose of using the (~~mathematics~~) results as an
17 objective alternative assessment. The office of the superintendent of
18 public instruction may, as an alternative to providing funds to school
19 districts, arrange for students to receive a testing fee waiver or make
20 other arrangements to compensate the students.

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

23 (1) (~~In the absence of mandatory, statewide, norm-referenced~~
24 ~~assessments,~~) The legislature intends to permit school districts to
25 offer norm-referenced assessments, make diagnostic tools available to
26 school districts, and provide funding for diagnostic assessments to
27 enhance (~~guidance and planning for students and to~~) student learning
28 at all grade levels and provide early intervention before the high
29 school Washington assessment of student learning.

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

33 (3) (~~By September 1, 2005, subject to available funds,~~) The
34 office of the superintendent of public instruction shall post on its
35 web site for voluntary use by school districts, a guide of diagnostic

1 assessments. The assessments in the guide, to the extent possible,
2 shall include the characteristics listed in subsection (4) of this
3 section.

4 (4) Beginning September 1, 2007, the office of the superintendent
5 of public instruction shall make diagnostic assessments in reading,
6 writing, mathematics, and science in elementary, middle, and high
7 school grades available to school districts (~~diagnostic assessments~~
8 ~~that~~). Subject to funds appropriated for this purpose, the office of
9 the superintendent of public instruction shall also provide funding to
10 school districts for administration of diagnostic assessments to help
11 improve student learning, identify academic weaknesses, enhance student
12 planning and guidance, and develop targeted instructional strategies to
13 assist students before the high school Washington assessment of student
14 learning. To the greatest extent possible, the assessments shall be:

- 15 (a) Aligned to the state's grade level expectations;
- 16 (b) Individualized to each student's performance level;
- 17 (c) Administered efficiently to provide results either immediately
18 or within two weeks;
- 19 (d) Capable of measuring individual student growth over time and
20 allowing student progress to be compared to other students across the
21 country;
- 22 (e) Readily available to parents; and
- 23 (f) Cost-effective.

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

30 ~~(6))~~) The office of the superintendent of public instruction (~~is~~
31 ~~encouraged to~~) shall offer training at statewide and regional staff
32 development activities (~~training opportunities that would assist~~
33 ~~practitioners~~) in:

- 34 (a) The interpretation of diagnostic assessments; and
- 35 (b) Application of instructional strategies that will increase
36 student learning based on diagnostic assessment data.

1 NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.655

2 RCW to read as follows:

3 (1)(a) The legislature's intent is to make significant improvements
4 in the high school Washington assessment of student learning in the
5 content areas of mathematics and science before requiring students to
6 meet the state standard on the assessment for graduation purposes.

7 (b) The legislature believes that a high school assessment system
8 where students receive instruction through credited high school
9 mathematics and science courses and have their knowledge and skills
10 assessed after they complete the courses would be a superior assessment
11 system for mathematics and science to the current form of the
12 Washington assessment of student learning. The legislature also
13 believes that end-of-course assessments would offer more timely
14 results, better diagnostic information, and improved alignment between
15 curriculum, instruction, and assessment. End-of-course assessments in
16 mathematics should cover the content of at least algebra I and
17 geometry. End-of-course assessments in science should cover the
18 content of at least biology, but also address other science content
19 areas.

20 (c) However, the legislature acknowledges that replacing the
21 current form of the Washington assessment of student learning in
22 mathematics and science with end-of-course assessments represents a
23 significant change that should be thoroughly evaluated and that an
24 implementation timeline to shift to end-of-course assessments no later
25 than for the graduating class of 2013 should be carefully developed.

26 (2) The state board of education, in consultation with the
27 superintendent of public instruction, shall examine and recommend
28 changes to the high school Washington assessment of student learning in
29 the content areas of mathematics and science. The state board of
30 education may contract with one or more independent national
31 consultants to conduct the examination. The primary change to be
32 examined shall be replacing the current high school Washington
33 assessment of student learning with a limited series of end-of-course
34 assessments in mathematics and science. The examination of end-of-
35 course assessments shall include:

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

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

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

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

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

8 (3) In any request for proposals for a new testing contractor for
9 the Washington assessment of student learning, the superintendent of
10 public instruction shall include the possible changes being examined by
11 the state board of education so that additional information about the
12 cost and feasibility of the changes can be provided by prospective
13 testing contractors.

14 (4) The state board of education shall submit a report to the
15 superintendent of public instruction and the education committees of
16 the legislature by January 10, 2008. The report shall contain findings
17 from the examination under this section, recommendations for changes to
18 the high school Washington assessment of student learning in
19 mathematics and science, and a timeline for expedited implementation of
20 the recommended changes.

21 (5) The legislature intends that the changes recommended by the
22 state board of education under this section shall be able to be
23 implemented no later than the 2010-11 school year in order to apply to
24 the graduating class of 2013. If the state board of education finds
25 that the changes cannot feasibly be implemented by the 2010-11 school
26 year, the state board shall state the specific reasons for such a
27 finding, along with supporting evidence, and recommend a revised
28 expedited timeline.

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

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

32 (1) Before the 2007-08 school year, each educational service
33 district shall implement an appeals panel or panels comprised of
34 teachers, principals, and members of the business community with
35 relevant knowledge or expertise to review and decide appeals submitted
36 by students who did not meet the state standard on the tenth grade
37 Washington assessment of student learning or an objective alternative

1 assessment in one or more of the content areas assessed. The appeal
2 under this section shall be an appeal by a student to demonstrate that
3 he or she has the level of understanding of a content area assessed on
4 the Washington assessment of student learning necessary to meet the
5 state standard but was unable to demonstrate that understanding on the
6 assessment or alternative assessment. An appeals panel must issue a
7 determination of whether the appeal is approved or denied within sixty
8 days of receiving an appeal application.

9 (2) A student is eligible to access the appeals process under this
10 section if the student is in his or her junior or senior year of high
11 school; has retaken the Washington assessment of student learning or
12 has taken an alternative assessment in the content area in which the
13 student is appealing; has participated in the remediation or
14 supplemental instruction contained in the student learning plan
15 developed under RCW 28A.655.061; and meets at least one of the
16 following additional eligibility requirements:

17 (a) The student has met or is on track to meet all other state and
18 local graduation requirements except for meeting the state standard on
19 the Washington assessment of student learning;

20 (b) The student has completed a career and technical education
21 industry certification program, or is on track to enter an articulated
22 postsecondary program in an accredited community or technical college
23 that leads to industry certification;

24 (c) The student is eligible for assessment accommodations,
25 including accommodations for students with individualized education
26 programs, students with plans developed pursuant to section 504 of the
27 rehabilitation act of 1973, and English language learners. For
28 students appealing under this subsection (2)(c), the panel shall
29 consider, at a minimum, whether the appropriate assessment
30 accommodation was provided; or

31 (d) The student is an English language learner who has been in the
32 United States for fewer than three years.

33 (3) The educational service districts shall jointly submit an
34 annual report to the legislature on the number and types of appeals
35 received and approved.

36 (4) The state board of education shall adopt rules to implement
37 this section by August 1, 2007. The rules shall include uniform
38 criteria to be used by the appeals panels in making the panels'

1 determinations. The criteria shall include review of the student's
2 cumulative grade point average for those courses required for high
3 school graduation; whether the student had regular and consistent
4 attendance at school; the student's high school and beyond plan; and
5 the student's culminating project. The state board of education may
6 include additional criteria if necessary and shall determine how much
7 weight shall be given to each criteria.

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

10 English language learners who score below level four on the
11 Washington language proficiency test or the equivalent level of the
12 evaluation used by the superintendent of public instruction to assess
13 the English and academic proficiency of English language learners under
14 RCW 28A.180.090 shall not be required to take the Washington assessment
15 of student learning, except as required by federal law. However, these
16 students are still subject to the graduation requirements established
17 in RCW 28A.655.061.

18 NEW SECTION. **Sec. 12.** (1) The superintendent of public
19 instruction and the workforce training and education coordinating board
20 shall jointly convene and staff an advisory committee to identify
21 career and technical education curricula that will assist in preparing
22 students for the state assessment system and provide the opportunity to
23 obtain a certificate of academic achievement.

24 (2) The advisory committee shall consist of the following nine
25 members:

26 (a) Four members of the legislature, with two members each
27 appointed by the respective caucuses of the house of representatives
28 and the senate;

29 (b) One representative from the career and technical education
30 section of the office of the superintendent of public instruction;

31 (c) One member appointed by the workforce training and education
32 coordinating board; and

33 (d) Three members appointed by the superintendent of public
34 instruction and the workforce training and education coordinating board
35 based on recommendations from the career and technical education
36 community.

1 (3) The advisory committee shall appoint a chair from among the
2 nonlegislative members.

3 (4) Legislative members of the advisory committee shall be
4 reimbursed for travel expenses in accordance with RCW 44.04.120.
5 Nonlegislative members, except those representing an employer or
6 organization, are entitled to be reimbursed for travel expenses in
7 accordance with RCW 43.03.050 and 43.03.060.

8 (5) By January 15, 2008, the advisory committee shall provide an
9 initial report to the governor and the legislature and, if necessary,
10 a work plan with additional reporting deadlines, which shall not extend
11 beyond December 15, 2008.

12 NEW SECTION. **Sec. 13.** This act is necessary for the immediate
13 preservation of the public peace, health, or safety, or support of the
14 state government and its existing public institutions, and takes effect
15 immediately."

16 Correct the title.

EFFECT: Strikes all provisions of the underlying bill. Allows students in the graduating classes of 2008 through no later than 2012 to graduate without a Certificate of Academic Achievement as a result of not passing the math WASL if they meet other graduation requirements, take additional math courses, and continue taking the appropriate assessment. Authorizes the State Board of Education to adopt a rule ending this provision before the class of 2012 if the rule is adopted by September 1st of the freshman school year of the affected class.

Moves the requirement for students to pass the science WASL to no later than the class of 2013. Authorizes the State Board of Education to adopt a rule applying this requirement before the class of 2013 if the rule is adopted by September 1st of the freshman school year of the affected class.

Allows students to access alternative assessments after taking the WASL once rather than twice. Expands use of the SAT/ACT as an alternative to include the reading and writing content areas. Terminates use of the PSAT as an alternative for mathematics in August 2008. Authorizes use of specified Advance Placement exams as alternatives. Limits the GPA/Cohort alternative to students with a 3.2 GPA. Directs the State Board of Education (SBE) to examine norm-referenced tests and the ACT ASSET and COMPASS tests as possible alternatives.

Creates an appeals process in each Educational Service District for students who have the level of understanding to meet the state learning standards but have been unable to demonstrate it on the WASL or alternative assessment. Specifies eligibility criteria to submit an appeal and directs the SBE to adopt rules and criteria for determining appeals by August 1, 2007.

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 no later than 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.

Exempts certain English Language Learners from taking the WASL unless required by federal law. Adds provisions regarding diagnostic assessments in elementary, middle, and high school.

Directs the SPI and the Workforce Board to convene an advisory committee to identify career and technical education curricula to assist students in preparing for the state assessment system. Requires an initial report by January 15, 2008.

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