

ESSB 6023 - H AMD

By Representative Representative

ADOPTED 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. The state board of education's authority under
6 this subsection (4) does not alter the requirement that any change in
7 performance standards for the tenth grade assessment must comply with
8 RCW 28A.305.130.

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

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

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

18 (a) 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 public school; or

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

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

32 ~~((Subject to available funding, the superintendent shall pilot~~
33 ~~opportunities for retaking the high school assessment beginning in the~~
34 ~~2004-05 school year. Beginning no later than September 2006,))~~
35 Opportunities to retake the assessment at least twice a year shall be
36 available to each school district.

37 (10)(a) The office of the superintendent of public instruction
38 shall develop options for implementing objective alternative

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

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

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

37 (iii) A student who scores at least a three on the grading scale
38 of one to five for selected advance placement examinations may use the

1 score as an objective alternative assessment under this section for
2 demonstrating that a student has met or exceeded state standards for
3 the certificate of academic achievement. A score of three on the
4 advance placement examinations in calculus or statistics may be used as
5 an alternative assessment for the mathematics portion of the Washington
6 assessment of student learning. A score of three on the advance
7 placement examinations in English language and composition may be used
8 as an alternative assessment for the writing portion of the Washington
9 assessment of student learning. A score of three on the advance
10 placement examinations in English literature and composition,
11 macroeconomics, microeconomics, psychology, United States history,
12 world history, United States government and politics, or comparative
13 government and politics may be used as an alternative assessment for
14 the reading portion of the Washington assessment of student learning.

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

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

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

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

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

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

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

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

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

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

1 student as required by this chapter. The superintendent of public
2 instruction shall develop the guidelines for determining which students
3 should not be required to participate in the high school assessment
4 system 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 that
8 student has earned a certificate of individual achievement.

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

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

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

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

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

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

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

35 (ii) For the remaining graduating classes under this section,
36 successfully earn two additional mathematics credits or career and
37 technical course equivalent, including courses offered at skill

1 centers, after the student's tenth grade year intended to increase the
2 student's mathematics proficiency toward meeting or exceeding the
3 mathematics standards assessed on the high school Washington assessment
4 of student learning and continue to take the appropriate mathematics
5 assessment at least once annually until graduation.

6 (2) The state board of education may adopt a rule that ends the
7 application of this section with a graduating class before the
8 graduating class of 2012, if the state board of education adopts the
9 rule by September 1st of the freshman school year of the graduating
10 class to which the provisions of this section no longer apply. The
11 state board of education's authority under this section does not alter
12 the requirement that any change in performance standards for the tenth
13 grade assessment must comply with RCW 28A.305.130.

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

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

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

24 (2) The superintendent of public instruction shall:

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

31 (b) Review and prioritize the essential academic learning
32 requirements and identify, with clear and concise descriptions, the
33 grade level content expectations to be assessed on the Washington
34 assessment of student learning and used for state or federal
35 accountability purposes. The review, prioritization, and
36 identification shall result in more focus and targeting with an
37 emphasis on depth over breadth in the number of grade level content

1 expectations assessed at each grade level. Grade level content
2 expectations shall be articulated over the grades as a sequence of
3 expectations and performances that are logical, build with increasing
4 depth after foundational knowledge and skills are acquired, and
5 reflect, where appropriate, the sequential nature of the discipline.
6 The office of the superintendent of public instruction, within seven
7 working days, shall post on its web site any grade level content
8 expectations provided to an assessment vendor for use in constructing
9 the Washington assessment of student learning.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 (1) The legislature has made a commitment to rigorous academic
2 standards for receipt of a high school diploma. The primary way that
3 students will demonstrate that they meet the standards in reading,
4 writing, mathematics, and science is through the Washington assessment
5 of student learning. Only objective assessments that are comparable in
6 rigor to the state assessment are authorized as an alternative
7 assessment. Before seeking an alternative assessment, the legislature
8 expects students to make a genuine effort to meet state standards,
9 through ~~((retaking the Washington assessment of student learning;))~~
10 regular and consistent attendance at school((+)) and participation in
11 extended learning and other assistance programs.

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

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

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

1 (a) Using guidelines prepared by the superintendent of public
2 instruction, a school district shall identify the group of students in
3 the same school as the applicant who took the same high school courses
4 as the applicant in the applicable content area. From the group of
5 students identified in this manner, the district shall select the
6 comparison cohort that shall be those students who met or slightly
7 exceeded the state standard on the Washington assessment of student
8 learning.

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

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

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

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

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

1 (c) The superintendent shall develop uniform scoring criteria for
2 evaluating the collection of work samples and submit the scoring
3 criteria for approval by the state board of education. Collections
4 shall be scored at the state level or regionally by a panel of
5 educators selected and trained by the superintendent to ensure
6 objectivity, reliability, and rigor in the evaluation. An educator may
7 not score work samples submitted by applicants from the educator's
8 school district. If the panel awards an applicant's collection of work
9 samples the minimum required score, the applicant shall be deemed to
10 have met the state standard on the alternative assessment.

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

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

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

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

7 (ii) Focuses on the application of academic knowledge and skills
8 within the program;

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

11 (iv) Is related to the essential academic learning requirements and
12 state standards that students must meet to earn a certificate of
13 academic achievement or certificate of individual achievement, but also
14 represents the knowledge and skills that successful individuals in the
15 career and technical field of the approved program are expected to
16 possess.

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

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

27 (7) The superintendent of public instruction shall study the
28 feasibility of using existing mathematics assessments in languages
29 other than English as an additional alternative assessment option. The
30 study shall include an estimation of the cost of translating the tenth
31 grade mathematics assessment into other languages and scoring the
32 assessments should they be implemented.

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

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

36 (b) By January 1, 2007, guidelines and appeal processes for waiving
37 specific requirements in RCW 28A.655.061 pertaining to the certificate
38 of academic achievement and to the certificate of individual

1 achievement for students who: (i) Transfer to a Washington public
2 school in their junior or senior year with the intent of obtaining a
3 public high school diploma, or (ii) have special, unavoidable
4 circumstances.

5 (9) The state board of education shall examine opportunities for
6 additional alternative assessments, including the possible use of one
7 or more standardized norm-referenced student achievement tests and the
8 possible use of the reading, writing, or mathematics portions of the
9 ACT ASSET and ACT COMPASS test instruments as objective alternative
10 assessments for demonstrating that a student has met the state
11 standards for the certificate of academic achievement. The state board
12 shall submit its findings and recommendations to the education
13 committees of the legislature by January 10, 2008.

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

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

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

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

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

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

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

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

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

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

23 (c) Administered efficiently to provide results either immediately
24 or within two weeks;

25 (d) Capable of measuring individual student growth over time and
26 allowing student progress to be compared to other students across the
27 country;

28 (e) Readily available to parents; and

29 (f) Cost-effective.

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

36 (~~(6)~~) The office of the superintendent of public instruction (~~(is~~
37 ~~encouraged to)~~) shall offer training at statewide and regional staff

1 development activities (~~(training opportunities that would assist~~
2 ~~practitioners)~~) in:

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

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

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

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

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

31 (2) The state board of education, in consultation with the
32 superintendent of public instruction, shall examine and recommend
33 changes to the high school Washington assessment of student learning in
34 the content areas of mathematics and science. The state board of
35 education may contract with one or more independent national
36 consultants to conduct the examination. The primary change to be
37 examined shall be replacing the current high school Washington

1 assessment of student learning with a limited series of end-of-course
2 assessments in mathematics and science. The examination of end-of-
3 course assessments shall include:

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

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

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

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

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

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

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

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

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

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

1 (1) Before the 2007-08 school year, each educational service
2 district shall implement an appeals panel or panels comprised of
3 teachers, principals, and members of the business community with
4 relevant knowledge or expertise to review and decide appeals submitted
5 by students who did not meet the state standard on the tenth grade
6 Washington assessment of student learning or an objective alternative
7 assessment in one or more of the content areas assessed. The appeal
8 under this section shall be an appeal by a student to demonstrate that
9 he or she has the level of understanding of a content area assessed on
10 the Washington assessment of student learning necessary to meet the
11 state standard but was unable to demonstrate that understanding on the
12 assessment or alternative assessment. An appeals panel must issue a
13 determination of whether the appeal is approved or denied within sixty
14 days of receiving an appeal application.

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

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

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

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

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

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

4 (4) The state board of education shall adopt rules to implement
5 this section by August 1, 2007. The rules shall include uniform
6 criteria to be used by the appeals panels in making the panels'
7 determinations. The criteria shall include review of the student's
8 cumulative grade point average for those courses required for high
9 school graduation; whether the student had regular and consistent
10 attendance at school; the student's high school and beyond plan; and
11 the student's culminating project. The state board of education may
12 include additional criteria if necessary and shall determine how much
13 weight shall be given to each criteria.

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

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

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

30 (2) The advisory committee shall consist of the following nine
31 members:

32 (a) Four members of the legislature, with two members each
33 appointed by the respective caucuses of the house of representatives
34 and the senate;

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

1 (c) One member appointed by the workforce training and education
2 coordinating board; and

3 (d) Three members appointed by the superintendent of public
4 instruction and the workforce training and education coordinating board
5 based on recommendations from the career and technical education
6 community.

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

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

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

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

22 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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