

SSB 6023 - S AMD 219

By Senators Tom, Holmquist, McAuliffe

ADOPTED 03/12/2007

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

3 "**Sec. 1.** RCW 28A.655.061 and 2006 c 115 s 4 are each amended to
4 read as follows:

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

15 (2) Subject to the conditions in this section, a certificate of
16 academic achievement shall be obtained by most students at about the
17 age of sixteen, and is evidence that the students have successfully met
18 the state standard in the content areas included in the certificate.
19 With the exception of students satisfying the provisions of RCW
20 28A.155.045 or section 6 of this act, acquisition of the certificate is
21 required for graduation from a public high school but is not the only
22 requirement for graduation.

23 (3) Beginning with the graduating class of 2008, with the exception
24 of students satisfying the provisions of RCW 28A.155.045, a student who
25 meets the state standards on the reading, writing, and mathematics
26 content areas of the high school Washington assessment of student
27 learning shall earn a certificate of academic achievement. If a
28 student does not successfully meet the state standards in one or more
29 content areas required for the certificate of academic achievement,
30 then the student may retake the assessment in the content area up to

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

12 (4) Beginning with the graduating class of (~~(2010)~~) 2011, a student
13 must meet the state standards in science in addition to the other
14 content areas required under subsection (3) of this section on the
15 Washington assessment of student learning or the objective alternative
16 assessments in order to earn a certificate of academic achievement.

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

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

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

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

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

36 (8) Students who achieve the standard in a content area of the high
37 school assessment but who wish to improve their results shall pay for

1 retaking the assessment, using a uniform cost determined by the
2 superintendent of public instruction.

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

8 (10)(a) The office of the superintendent of public instruction
9 shall develop options for implementing objective alternative
10 assessments, which may include an appeals process that is separate from
11 the appeals process through the educational service districts
12 established in section 2 of this act, for students to demonstrate
13 achievement of the state academic standards. The objective alternative
14 assessments shall be comparable in rigor to the skills and knowledge
15 that the student must demonstrate on the Washington assessment of
16 student learning and be objective in its determination of student
17 achievement of the state standards. Before any objective alternative
18 assessments in addition to those authorized in RCW 28A.655.065 or (b)
19 of this subsection are used by a student to demonstrate that the
20 student has met the state standards in a content area required to
21 obtain a certificate, the legislature shall formally approve the use of
22 any objective alternative assessments not provided in (b) of this
23 subsection through the omnibus appropriations act or by statute or
24 concurrent resolution.

25 (b) This subsection (10)(b) provides the only legislatively
26 approved objective alternative assessments for which the state must
27 provide funding.

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

1 first reading, English, and writing scores by December 1, ((2006))
2 2007, and thereafter may increase but not decrease the scores required
3 for students to meet or exceed the state ((~~standard for mathematics~~)
4 standards.

5 (ii) A student who scores at least a three on the grading scale of
6 one to five for selected advance placement examinations may use the
7 score as an objective alternative assessment under this section for
8 demonstrating that a student has met or exceeded state standards for
9 the certificate of academic achievement. A score of three on the
10 advance placement examinations in calculus or statistics may be used as
11 an alternative assessment for the mathematics portion of the Washington
12 assessment of student learning. A score of three on the advance
13 placement examinations in English language and composition may be used
14 as an alternative assessment for the writing portion of the Washington
15 assessment of student learning. A score of three on the advance
16 placement examinations in English literature and composition,
17 macroeconomics, microeconomics, psychology, United States history,
18 world history, United States government and politics, or comparative
19 government and politics may be used as an alternative assessment for
20 the reading portion of the Washington assessment of student learning.

21 (iii) The state board of education shall approve three tenth
22 grade-level standardized norm-referenced student achievement tests in
23 each content area to serve as objective alternative assessments under
24 this section for demonstrating that a student has met or exceeded state
25 standards for the certificate of academic achievement. Upon the
26 request of a student who is seeking to use one of the designated tests
27 as an objective alternative, a school district shall obtain and
28 administer the test to the student. By September 1, 2007, the state
29 board of education shall determine the score that a student must obtain
30 on each designated test for the test for the student to obtain a
31 certificate of academic achievement.

32 (iv) The end-of-course assessments as provided in section 7 of this
33 act may be used as objective alternative assessments.

34 (11) By December 15, 2004, the house of representatives and senate
35 education committees shall obtain information and conclusions from
36 recognized, independent, national assessment experts regarding the
37 validity and reliability of the high school Washington assessment of

1 student learning for making individual student high school graduation
2 determinations.

3 ~~((12) To help assure continued progress in academic achievement as
4 a foundation for high school graduation and to assure that students are
5 on track for high school graduation, each school district shall prepare
6 plans for students as provided in this subsection (12).~~

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

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

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

19 ~~(iii) The parent or guardian shall be notified, preferably through
20 a parent conference, of the student's results on the Washington
21 assessment of student learning, actions the school intends to take to
22 improve the student's skills in any content area in which the student
23 was unsuccessful, strategies to help them improve their student's
24 skills, and the content of the student's plan.~~

25 ~~(iv) Progress made on the student plan shall be reported to the
26 student's parents or guardian at least annually and adjustments to the
27 plan made as necessary.~~

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

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

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

4 **Sec. 2.** RCW 28A.655.065 and 2006 c 115 s 1 are each amended to
5 read as follows:

6 (1) The legislature has made a commitment to rigorous academic
7 standards for receipt of a high school diploma. The primary way that
8 students will demonstrate that they meet the standards in reading(~~(τ)~~)
9 and writing(~~(τ, mathematics, and science)~~) is through the Washington
10 assessment of student learning. Once the end-of-course examinations
11 are developed for mathematics and science, as provided in section 7 of
12 this act, then these end-of-course examinations shall be the primary
13 way that students demonstrate they meet the standards in mathematics
14 and science. Only objective assessments that are comparable in rigor
15 to the state assessment are authorized as an alternative assessment.
16 Before seeking an alternative assessment, the legislature expects
17 students to make a genuine effort to meet state standards, through
18 (~~(retaking the Washington assessment of student learning^τ)~~) regular and
19 consistent attendance at school(~~(τ)~~) and participation in extended
20 learning and other assistance programs.

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

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

1 (4) One alternative assessment method shall be a combination of the
2 applicant's grades in applicable courses and the applicant's highest
3 score on the high school Washington assessment of student learning, as
4 provided in this subsection. The superintendent of public instruction
5 shall determine which high school courses are applicable to the
6 alternative assessment method and shall issue guidelines to school
7 districts.

8 (a) Using guidelines prepared by the superintendent of public
9 instruction, a school district shall identify the group of students in
10 the same school as the applicant who took the same high school courses
11 as the applicant in the applicable content area. From the group of
12 students identified in this manner, the district shall select the
13 comparison cohort that shall be those students who met or slightly
14 exceeded the state standard on the Washington assessment of student
15 learning.

16 (b) The district shall compare the applicant's grades in high
17 school courses in the applicable content area to the grades of students
18 in the comparison cohort for the same high school courses. If the
19 applicant's grades are equal to or above the mean grades of the
20 comparison cohort, the applicant shall be deemed to have met the state
21 standard on the alternative assessment.

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

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

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

1 (b) The superintendent shall develop protocols for submission of
2 the collection of work samples that include affidavits from the
3 applicant's teachers and school district that the samples are the work
4 of the applicant and a requirement that a portion of the samples be
5 prepared under the direct supervision of a classroom teacher. The
6 superintendent shall submit the protocols for approval by the state
7 board of education.

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

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

35 (e) By September of 2006, the superintendent of public instruction
36 shall develop informational materials for parents, teachers, and
37 students regarding the collection of work samples and the status of its
38 development as an alternative assessment method. The materials shall

1 provide specific guidance regarding the type and number of work samples
2 likely to be required, include examples of work that meets the state
3 learning standards, and describe the scoring criteria and process for
4 the collection. The materials shall also encourage students in the
5 graduating class of 2008 to begin creating a collection if they believe
6 they may seek to use the collection once it is implemented as an
7 alternative assessment.

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

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

14 (ii) Focuses on the application of academic knowledge and skills
15 within the program;

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

18 (iv) Is related to the essential academic learning requirements and
19 state standards that students must meet to earn a certificate of
20 academic achievement or certificate of individual achievement, but also
21 represents the knowledge and skills that successful individuals in the
22 career and technical field of the approved program are expected to
23 possess.

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

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

34 (7) The superintendent of public instruction shall study the
35 feasibility of using existing mathematics assessments in languages
36 other than English as an additional alternative assessment option. The
37 study shall include an estimation of the cost of translating the tenth

1 grade mathematics assessment into other languages and scoring the
2 assessments should they be implemented.

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

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

6 (b) By January 1, 2007, guidelines and appeal processes for waiving
7 specific requirements in RCW 28A.655.061 pertaining to the certificate
8 of academic achievement and to the certificate of individual
9 achievement for students who: (i) Transfer to a Washington public
10 school in their junior or senior year with the intent of obtaining a
11 public high school diploma, or (ii) have special, unavoidable
12 circumstances.

13 (9)(a) Each educational service district shall establish an appeals
14 panel comprised of educators of the relevant content areas on the
15 Washington assessment of student learning to review and decide appeals
16 submitted by students who did not meet the state standard on the tenth
17 grade Washington assessment of student learning or an objective
18 alternative assessment. The appeal shall not be an appeal established
19 in subsection (8) of this section, but an appeal by a student to
20 demonstrate that he or she has a level of understanding of a content
21 area assessed on the Washington assessment of student learning to meet
22 the state standard, but due to certain circumstances was unable to
23 demonstrate this level of understanding on the assessment.

24 (b) The state board of education shall establish criteria for the
25 panels to use to make the determinations.

26 (c) A student is eligible to access the appeal process if the
27 student has retaken the Washington assessment of student learning or
28 has taken an alternative assessment in the content area in which the
29 student is appealing.

30 (d) The educational service districts jointly shall annually submit
31 a report to the legislature on the number and types of appeals that are
32 received and the number and type of appeals that are approved.

33 (10)(a) Except for rules implementing subsection (9) of this
34 section, the superintendent of public instruction (~~may~~) shall adopt
35 rules to implement this section.

36 (b) The state board of education shall adopt rules to implement
37 subsection (9) of this section.

1 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.655
2 RCW to read as follows:

3 English language learners who score at the intermediate level two
4 or below on the Washington language proficiency test or the equivalent
5 level of the evaluation used by the superintendent of public
6 instruction to assess the English and academic proficiency of English
7 language learners under RCW 28A.180.090, shall not be required to take
8 the Washington assessment of student learning, except as required by
9 federal law. However, these students are still subject to the
10 graduation requirements established in RCW 28A.655.061.

11 **Sec. 4.** RCW 28A.155.045 and 2004 c 19 s 104 are each amended to
12 read as follows:

13 Beginning with the graduating class of 2008, students served under
14 this chapter, who are not appropriately assessed by the high school
15 Washington assessment system as defined in RCW 28A.655.061, even with
16 accommodations, may earn a certificate of individual achievement. The
17 certificate may be earned using multiple ways to demonstrate skills and
18 abilities commensurate with their individual education programs. The
19 determination of whether the high school assessment system is
20 appropriate shall be made by the student's individual education program
21 team. Except as provided in section 6 of this act, for these students,
22 the certificate of individual achievement is required for graduation
23 from a public high school, but need not be the only requirement for
24 graduation. When measures other than the high school assessment system
25 as defined in RCW 28A.655.061 are used, the measures shall be in
26 agreement with the appropriate educational opportunity provided for the
27 student as required by this chapter. The superintendent of public
28 instruction shall develop the guidelines for determining which students
29 should not be required to participate in the high school assessment
30 system and which types of assessments are appropriate to use.

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

35 Nothing in this section shall be construed to deny a student the
36 right to participation in the high school assessment system as defined

1 in RCW 28A.655.061, and, upon successfully meeting the high school
2 standard, receipt of the certificate of academic achievement.

3 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.655
4 RCW to read as follows:

5 (1)(a) To help assure continued progress in academic achievement as
6 a foundation for high school graduation and to assure that students are
7 on track for high school graduation, each school district shall prepare
8 student success plans for all eighth through twelfth grade students who
9 were not successful on any or all of the content areas of the
10 Washington assessment for student learning during the previous school
11 year. The plan shall be a comprehensive intervention plan to assist
12 the student in continued academic progress and shall include the
13 courses, competencies, and other steps needed to be taken by the
14 student to meet state academic standards and stay on track for
15 graduation.

16 (b) The plan shall require the school district to offer and the
17 student to take a required class or sequence of classes in the content
18 area in which the student did not meet state standards on the
19 Washington assessment of student learning until the student does meet
20 the state standard or graduates or reaches the age of twenty-one. The
21 plan may require the following:

22 (i) The school district to offer and the student to take before-or-
23 after school sessions, Saturday school, and/or summer school; and

24 (ii) A test preparation class to assist the student in preparation
25 for the assessment the student will be taking to earn the certificate
26 of achievement.

27 (c) The parent or guardian of each student with a student success
28 plan shall be notified, preferably through a parent conference, of the
29 student's results on the Washington assessment of student learning,
30 actions the school intends to take to improve the student's skills in
31 any content area in which the student was unsuccessful, strategies to
32 help them improve their student's skills, and the content of the
33 student's plan.

34 (d) The student success plan shall include semiannual academic
35 growth benchmarks for the student to meet. Progress made on the plan
36 and any adjustments to be made to maintain or increase the student's

1 academic growth shall be reported to the student's parents or guardian
2 and the superintendent of public instruction at least semiannually.

3 (e) The school shall develop a more intensive plan for any student
4 who does not meet the semiannual benchmarks in consecutive periods.
5 The student, the student's parent or guardian, the student's classroom
6 teacher or teachers, the counselor, and the principal shall meet to
7 develop the plan.

8 (f) If at least ten percent of the students with a student success
9 plan within a school district do not meet the semiannual benchmarks
10 established in the plan as required by this section, then the state
11 board of education shall develop a tiered intervention plan for the
12 school district that provides a graduated series of increasingly
13 intensive intervention strategies for the district and the schools in
14 which the benchmarks are not being met.

15 (2)(a) All fifth and sixth grade students who were not successful
16 in one or more of the content areas of the Washington assessment of
17 student learning shall have a student success plan.

18 (b) The parent or guardian of a student described in this
19 subsection (2) shall be notified, preferably through a parent
20 conference, of the student's results on the Washington assessment of
21 student learning, actions the school intends to take to improve the
22 student's skills in any content area in which the student was
23 unsuccessful, and provide strategies to help them improve their
24 student's skills.

25 (c) Progress made on the student plan shall be reported to the
26 student's parents or guardian at least semiannually and adjustments to
27 the plan made as necessary.

28 (3) All students who are English language learners who score at the
29 intermediate level two or below on the Washington language proficiency
30 test or equivalent level of the evaluation used by the superintendent
31 of public instruction to assess English and academic proficiency shall
32 have a student success plan. The student success plan shall be a
33 comprehensive intervention plan and shall include the courses,
34 competencies, and other steps needed to be taken by the student,
35 school, and school district to assist the student in continued progress
36 towards English and academic proficiency, including obtaining a
37 certificate of academic achievement up to the time the student is age

1 twenty-one. The plan may include before-or-after school sessions,
2 Saturday school, and/or summer school.

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

5 (1) For the graduating classes of 2008 and 2009, students may
6 graduate from high school without earning a certificate of academic
7 achievement or a certificate of individual achievement if they:

8 (a) Have not successfully met the mathematics standard on the high
9 school Washington assessment of student learning, an approved objective
10 alternative assessment in mathematics, or an alternate assessment
11 developed for eligible special education students;

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

14 (c) Have met all other state and school district graduation
15 requirements; and

16 (2) In addition to the requirements under subsection (1) of this
17 section, for the graduating classes of 2008 and 2009, students must:

18 (a) Continue to annually take high school mathematics courses or
19 career and technical courses designed to increase the individual
20 student's mathematics proficiency toward meeting or exceeding the
21 mathematics standards assessed on the high school Washington assessment
22 of student learning. The student and his or her parents or guardians
23 shall meet with one of the student's classroom instructors for the
24 content area in which the student failed to successfully meet the
25 standard and the student's guidance counselor, advisor, or mentor to
26 determine the appropriate coursework and include the information in the
27 student success plan required under RCW 28A.655.061;

28 (b) Obtain at least the equivalent of a C grade in each of the
29 mathematics courses taken; and

30 (c) Continue to take the Washington assessment of student learning
31 or appropriate objective alternative mathematics assessment until
32 graduation.

33 (3) This section expires July 1, 2010.

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

36 (1)(a) The state board of education, in consultation with the

1 superintendent of public instruction, shall select statewide end-of-
2 course assessments for high school mathematics and high school science
3 that measure student achievement of the state mathematics and science
4 standards. Except as provided in (b) of this subsection, the
5 assessments shall be scored outside of the school district at the state
6 level or by a third party chosen by the state board of education.

7 (b) To facilitate ease of scoring and timely return of results, the
8 assessments may rely on multiple choice questions. The assessments
9 that are multiple choice questions may be administered online and may
10 be scored at the district level.

11 (c) When making the selection, the state board shall consider that
12 the results and scores should be returned in time for the information
13 to be used when developing the student plans under RCW 28A.655.061.

14 (d) School districts shall administer the assessments according to
15 a uniform assessment schedule and guidelines adopted by the
16 superintendent to ensure appropriate security of the assessment.

17 (e) Neither the state board of education nor the office of the
18 superintendent of public instruction shall develop any end-of-course
19 examinations for the purposes of this section.

20 (2) The legislature's intent is that students receive instruction
21 through credited high school courses in the content areas to be
22 assessed and have their knowledge and skills assessed after they
23 complete the courses. However, school districts shall be responsible
24 for designing and implementing the courses. School districts may
25 provide instruction in the content areas through integrated courses.

26 (3) The end-of-course assessments in high school mathematics shall
27 cover algebra I and geometry. The superintendent shall make the end-
28 of-course assessments in algebra I available to school districts as an
29 objective alternative assessment to the Washington assessment of
30 student learning in the 2008-09 school year. The superintendent shall
31 make the end-of-course assessments in geometry available to school
32 districts as an objective alternative assessment to the Washington
33 assessment of student learning in the 2009-10 school year. The end-of-
34 course assessment in algebra I implemented under this section shall be
35 the Washington assessment of student learning in mathematics for
36 purposes of the certificate of academic achievement under RCW
37 28A.655.061, beginning with the graduating class of 2013. The end-of-
38 course assessment in algebra I and the end-of-course assessment in

1 geometry implemented under this section shall be the Washington
2 assessment of student learning in mathematics for purposes of the
3 certificate of academic achievement under RCW 28A.655.061, beginning
4 with the graduating class of 2014.

5 (4) The end-of-course assessment in high school science shall cover
6 biology. The superintendent shall make the science assessment
7 available to school districts as an objective alternative assessment to
8 the Washington assessment of student learning in the 2009-10 school
9 year. The end-of-course assessment in biology implemented under this
10 section shall be the Washington assessment of student learning in
11 science for purposes of the certificate of academic achievement under
12 RCW 28A.655.061, beginning with the graduating class of 2013.

13 NEW SECTION. **Sec. 8.** (1) Beginning in 2007, the state board of
14 education and the superintendent of public instruction shall report
15 annually by December 1st to the education committees of the legislature
16 on the status and progress of implementation of their responsibilities
17 under this act.

18 (2)(a) By January 5, 2009, the state board of education shall
19 submit a finding to the governor and the legislature regarding whether
20 the implementation timelines established under section 7 of this act
21 can be feasibly met. The board shall consider the following factors in
22 making such a finding:

23 (i) The expected validity, reliability, and rigor of the end-of-
24 course assessments for use in making individual student high school
25 graduation determinations, based on information from independent
26 national assessment experts;

27 (ii) Adequate notice to the graduating class of students who will
28 be required to meet state standards on the end-of-course assessments
29 for purposes of the certificate of academic achievement; and

30 (iii) Other possible factors that are supported by clear and
31 convincing evidence.

32 (b) If the state board of education finds that one or more of the
33 timelines cannot be met, the board shall:

34 (i) State the reasons for the finding, along with the supporting
35 evidence;

36 (ii) Recommend a revised timeline or timelines, with specific
37 dates; and

1 (iii) Recommend specific actions that must be taken by the board,
2 the superintendent of public instruction, school districts, the
3 legislature, or other entities to ensure that a revised timeline can be
4 met.

5 (3) This section expires June 30, 2010.

6 NEW SECTION. **Sec. 9.** If specific funding for the purposes of
7 section 2 of this act, referencing section 2 of this act by bill or
8 chapter number and section number, is not provided by June 30, 2007, in
9 the omnibus appropriations act, section 2 of this act is null and void.

10 NEW SECTION. **Sec. 10.** If specific funding for the purposes of
11 section 5 of this act, referencing section 5 of this act by bill or
12 chapter number and section number, is not provided by June 30, 2007, in
13 the omnibus appropriations act, section 5 of this act is null and void.

14 NEW SECTION. **Sec. 11.** This act is necessary for the immediate
15 preservation of the public peace, health, or safety, or support of the
16 state government and its existing public institutions, and takes effect
17 immediately."

SSB 6023 - S AMD

By Senators Tom, Holmquist, McAuliffe

ADOPTED 03/12/2007

18 On page 1, line 1 of the title, after "learning;" strike the
19 remainder of the title and insert "amending RCW 28A.655.061,
20 28A.655.065, and 28A.155.045; adding new sections to chapter 28A.655
21 RCW; creating new sections; providing expiration dates; and declaring
22 an emergency."

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