
HOUSE BILL 2327

State of Washington 60th Legislature 2007 Regular Session

By Representatives P. Sullivan, Priest, Haler, Quall, Jarrett, Wallace, Kenney, McDermott, Sells, Santos, Wood and Ormsby

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1 AN ACT Relating to a system of standards, instruction, and
2 assessments for mathematics and science; amending RCW 28A.655.061,
3 28A.155.045, 28A.655.070, and 28A.655.200; adding new sections to
4 chapter 28A.655 RCW; adding a new section to chapter 28A.305 RCW;
5 creating new sections; providing an expiration date; and declaring an
6 emergency.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

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

17 (2) However, students are having difficulty improving their
18 academic achievement in mathematics and science, particularly as
19 measured by the high school Washington assessment of student learning.

1 The legislature finds that corrections are needed in the state's high
2 school assessment system that will improve alignment between learning
3 standards, instruction, diagnosis, and assessment of students'
4 knowledge and skills in high school mathematics and science.

5 (3) The legislature further finds there is a sense of urgency to
6 make these corrections. There is not the time or the necessity to
7 build a new set of standards and assessments from the ground up.
8 Rather, the state board of education and the superintendent of public
9 instruction must take advantage of the opportunity to draw on the
10 experience of other states' standards and assessments. There are a
11 number of states that use end-of-course assessments to measure student
12 achievement of mathematics and science standards in high school.

13 (4) Therefore, the legislature intends to direct the state board of
14 education, in collaboration with the superintendent of public
15 instruction, to adopt standards that are aligned with end-of-course
16 assessments and select and implement the assessments in a timely manner
17 so that they are a reliable and valid measure of students' knowledge
18 and skills for purposes of high school graduation. The legislature
19 further intends to revise the high school graduation requirements to
20 allow these corrections to be fully implemented and provide incentives
21 for school districts to implement recommended curricula that are
22 aligned with the standards and assessments.

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
30 alternative assessments for a student to demonstrate achievement of
31 state academic standards. The objective alternative assessments for
32 each content area shall be comparable in rigor to the skills and
33 knowledge that the student must demonstrate on the Washington
34 assessment of student learning for each content area.

35 (2) Subject to the conditions in this section, a certificate of
36 academic achievement shall be obtained by most students at about the
37 age of sixteen, and is evidence that the students have successfully met

1 the state standard in the content areas included in the certificate.
2 With the exception of students satisfying the provisions of RCW
3 28A.155.045 or section 4 of this act, acquisition of the certificate is
4 required for graduation from a public high school but is not the only
5 requirement for graduation.

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

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

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

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

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

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

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

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

15 ~~(9) ((Subject to available funding, the superintendent shall pilot~~
16 ~~opportunities for retaking the high school assessment beginning in the~~
17 ~~2004-05 school year. Beginning no later than September 2006,))~~
18 Opportunities to retake the assessment at least twice a year shall be
19 available to each school district.

20 (10)(a) The office of the superintendent of public instruction
21 shall develop options for implementing objective alternative
22 assessments, which may include an appeals process, for students to
23 demonstrate achievement of the state academic standards. The objective
24 alternative assessments shall be comparable in rigor to the skills and
25 knowledge that the student must demonstrate on the Washington
26 assessment of student learning and be objective in its determination of
27 student achievement of the state standards. Before any objective
28 alternative assessments in addition to those authorized in RCW
29 28A.655.065 or (b) of this subsection are used by a student to
30 demonstrate that the student has met the state standards in a content
31 area required to obtain a certificate, the legislature shall formally
32 approve the use of any objective alternative assessments through the
33 omnibus appropriations act or by statute or concurrent resolution.

34 (b) A student's score on the mathematics portion of the preliminary
35 scholastic assessment test (PSAT), the scholastic assessment test
36 (SAT), or the American college test (ACT) may be used as an objective
37 alternative assessment under this section for demonstrating that a
38 student has met or exceeded the mathematics standards for the

1 certificate of academic achievement. The state board of education
2 shall identify the scores students must achieve on the mathematics
3 portion of the PSAT, SAT, or ACT to meet or exceed the state standard
4 for mathematics. The state board of education shall identify the first
5 scores by December 1, 2006, and thereafter may increase but not
6 decrease the scores required for students to meet or exceed the state
7 standard for mathematics.

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

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

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

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

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

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

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

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

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

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

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

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

35 When measures other than the high school assessment system as
36 defined in RCW 28A.655.061 are used for high school graduation

1 purposes, the student's high school transcript shall note whether that
2 student has earned a certificate of individual achievement.

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

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

9 For the graduating classes of 2008, 2009, and 2010, students may
10 graduate from high school without earning a certificate of academic
11 achievement or a certificate of individual achievement if they:

12 (1) Have not successfully met the mathematics standard on the high
13 school Washington assessment of student learning, an approved objective
14 alternative assessment, or an alternate assessment developed for
15 eligible special education students;

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

18 (3) Have met all other state and school district graduation
19 requirements; and

20 (4)(a) For the graduating class of 2008, successfully earn one
21 additional high school mathematics credit after the student's eleventh
22 grade year designed to increase the individual student's mathematics
23 proficiency toward meeting or exceeding the mathematics standards
24 assessed on the high school Washington assessment of student learning;
25 and

26 (b) For the graduating classes of 2009 and 2010, successfully earn
27 two additional mathematics credits after the student's tenth grade year
28 designed to increase the individual student's mathematics proficiency
29 toward meeting or exceeding the mathematics standards assessed on the
30 high school Washington assessment of student learning.

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

33 (1) Except for the content areas of mathematics and science at the
34 high school level, the superintendent of public instruction shall
35 develop essential academic learning requirements that identify the
36 knowledge and skills all public school students need to know and be

1 able to do based on the student learning goals in RCW 28A.150.210,
2 develop student assessments, and implement the accountability
3 recommendations and requests regarding assistance, rewards, and
4 recognition of the state board of education. Standards and assessments
5 for the content areas of mathematics and science at the high school
6 level shall be adopted by the state board of education as provided in
7 section 6 of this act.

8 (2) The superintendent of public instruction shall:

9 (a) Periodically revise the essential academic learning
10 requirements, as needed, based on the student learning goals in RCW
11 28A.150.210. By June 30, 2008, the superintendent shall make any
12 necessary revisions to the essential academic learning requirements and
13 grade level expectations in elementary and middle school mathematics to
14 ensure that mathematics standards, expectations, and assessments are
15 sequential and aligned with the high school mathematics standards and
16 assessments adopted under section 6 of this act. By June 30, 2009, the
17 superintendent shall make any such necessary revisions to the essential
18 academic learning requirements and grade level expectations in
19 elementary and middle school science. Goals one and two shall be
20 considered primary. To the maximum extent possible, the superintendent
21 shall integrate goal four and the knowledge and skill areas in the
22 other goals in the essential academic learning requirements; and

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

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

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

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

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

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

34 (7) To assist parents and teachers in their efforts to provide
35 educational support to individual students, the superintendent of
36 public instruction shall provide as much individual student performance
37 information as possible within the constraints of the assessment

1 system's item bank. The superintendent shall also provide to school
2 districts:

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

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

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

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

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

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

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

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

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

30 (1) By December 1, 2007, the state board of education shall adopt
31 a set of high school mathematics standards to be the essential academic
32 learning requirements in high school mathematics. By December 1, 2008,
33 the state board of education shall adopt a set of high school science
34 standards to be the essential academic learning requirements in high
35 school science. The standards adopted shall directly align with the
36 content of end-of-course assessments required under subsection (2) of
37 this section so that the assessments can be selected and implemented

1 within the timeframes required under subsection (2) of this section.
2 The standards adopted shall provide sufficient detail about the
3 knowledge and skills expected of students in each content area to
4 enable school districts to design and offer courses of instruction
5 containing the content to be assessed by the end-of-course assessments.

6 (2) The state board of education, in consultation with the
7 superintendent of public instruction, shall select statewide end-of-
8 course assessments for high school mathematics and high school science
9 that measure student achievement of the standards adopted under
10 subsection (1) of this section. To facilitate ease of scoring and
11 timely return of results, the assessments shall rely on multiple choice
12 questions. The assessments shall be able to be administered online.
13 School districts shall administer the assessments according to a
14 uniform assessment schedule and guidelines adopted by the
15 superintendent to ensure appropriate security of the assessment.

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

22 (b) The end-of-course assessments in high school mathematics shall
23 cover algebra I and geometry. The superintendent shall make the
24 mathematics assessments available, and school districts shall implement
25 them beginning with the 2008-09 school year. The end-of-course
26 assessment in algebra I implemented under this section shall be the
27 Washington assessment of student learning in mathematics for purposes
28 of the certificate of academic achievement under RCW 28A.655.061,
29 beginning with the graduating class of 2011. The end-of-course
30 assessment in algebra I and the end-of-course assessment in geometry
31 implemented under this section shall be the Washington assessment of
32 student learning in mathematics for purposes of the certificate of
33 academic achievement under RCW 28A.655.061, beginning with the
34 graduating class of 2012.

35 (c) The end-of-course assessment in high school science shall cover
36 biology. The superintendent shall make the science assessment
37 available, and school districts shall implement it beginning with the
38 2009-10 school year. The end-of-course assessment in biology

1 implemented under this section shall be the Washington assessment of
2 student learning in science for purposes of the certificate of academic
3 achievement under RCW 28A.655.061.

4 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.305
5 RCW to read as follows:

6 (1) The state board of education shall:

7 (a) By September 1, 2008, identify no more than three recommended
8 mathematics curricula for elementary, middle, and high school that
9 align with the essential academic learning requirements in mathematics,
10 revised as directed by RCW 28A.655.070 and section 6 of this act; and

11 (b) By September 1, 2009, identify no more than three recommended
12 science curricula for elementary, middle, and high school that align
13 with the essential academic learning requirements in science, revised
14 as directed by RCW 28A.655.070 and section 6 of this act.

15 (2) To the extent possible, the state board of education shall
16 select curricula with research findings that demonstrate a positive
17 association with improved student achievement in mathematics and
18 science.

19 (3) For the purposes of this section, "curricula" includes
20 textbooks, online materials, diagnostic and classroom-based
21 assessments, professional development guides, or other associated
22 instructional materials.

23 (4) Subject to funds appropriated for this purpose, school
24 districts that adopt one or more of the recommended curricula after the
25 curricula have been identified by the state board of education shall be
26 reimbursed by the office of the superintendent of public instruction
27 for the cost of purchasing the curricula.

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

30 (1) (~~In the absence of mandatory, statewide, norm-referenced~~
31 ~~assessments,~~) The legislature intends to permit school districts to
32 offer norm-referenced assessments, make diagnostic tools available to
33 school districts, and provide funding for diagnostic assessments to
34 enhance (~~guidance and planning for students and to~~) student learning
35 at all grade levels and provide early intervention before the high
36 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 and middle school
13 grades available to school districts (~~(diagnostic assessments that)~~).
14 The office of the superintendent of public instruction shall also
15 provide funding to school districts for administration of diagnostic
16 assessments to help improve student learning, identify academic
17 weaknesses, enhance student planning and guidance, and develop targeted
18 instructional strategies to assist students before the high school
19 Washington assessment of student learning. To the greatest extent
20 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.** (1) Beginning in 2007, the state board of
7 education and the superintendent of public instruction shall report
8 annually by December 1st to the education committees of the legislature
9 on the status and progress of implementation of their responsibilities
10 under this act.

11 (2) This section expires June 30, 2010.

12 NEW SECTION. **Sec. 10.** Sections 2 through 4 of this act are
13 necessary for the immediate preservation of the public peace, health,
14 or safety, or support of the state government and its existing public
15 institutions, and take effect immediately.

--- END ---