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**ENGROSSED SUBSTITUTE SENATE BILL 6023**

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**State of Washington**

**60th Legislature**

**2007 Regular Session**

**By** Senate Committee on Early Learning & K-12 Education (originally sponsored by Senators McAuliffe and Rasmussen)

READ FIRST TIME 02/28/07.

1           AN ACT Relating to the Washington assessment of student learning;  
2 amending RCW 28A.655.061, 28A.655.065, and 28A.155.045; adding new  
3 sections to chapter 28A.655 RCW; creating new sections; providing  
4 expiration dates; and declaring an emergency.

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

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

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

18           (2) Subject to the conditions in this section, a certificate of  
19 academic achievement shall be obtained by most students at about the

1 age of sixteen, and is evidence that the students have successfully met  
2 the state standard in the content areas included in the certificate.  
3 With the exception of students satisfying the provisions of RCW  
4 28A.155.045 or section 6 of this act, acquisition of the certificate is  
5 required for graduation from a public high school but is not the only  
6 requirement for graduation.

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

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

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

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

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

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

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

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

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

22 (10)(a) The office of the superintendent of public instruction  
23 shall develop options for implementing objective alternative  
24 assessments, which may include an appeals process that is separate from  
25 the appeals process through the educational service districts  
26 established in section 2 of this act, for students to demonstrate  
27 achievement of the state academic standards. The objective alternative  
28 assessments shall be comparable in rigor to the skills and knowledge  
29 that the student must demonstrate on the Washington assessment of  
30 student learning and be objective in its determination of student  
31 achievement of the state standards. Before any objective alternative  
32 assessments in addition to those authorized in RCW 28A.655.065 or (b)  
33 of this subsection are used by a student to demonstrate that the  
34 student has met the state standards in a content area required to  
35 obtain a certificate, the legislature shall formally approve the use of  
36 any objective alternative assessments not provided in (b) of this  
37 subsection through the omnibus appropriations act or by statute or  
38 concurrent resolution.

1       (b) This subsection (10)(b) provides the only legislatively  
2 approved objective alternative assessments for which the state must  
3 provide funding.

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

19       (ii) A student who scores at least a three on the grading scale of  
20 one to five for selected advance placement examinations may use the  
21 score as an objective alternative assessment under this section for  
22 demonstrating that a student has met or exceeded state standards for  
23 the certificate of academic achievement. A score of three on the  
24 advance placement examinations in calculus or statistics may be used as  
25 an alternative assessment for the mathematics portion of the Washington  
26 assessment of student learning. A score of three on the advance  
27 placement examinations in English language and composition may be used  
28 as an alternative assessment for the writing portion of the Washington  
29 assessment of student learning. A score of three on the advance  
30 placement examinations in English literature and composition,  
31 macroeconomics, microeconomics, psychology, United States history,  
32 world history, United States government and politics, or comparative  
33 government and politics may be used as an alternative assessment for  
34 the reading portion of the Washington assessment of student learning.

35       (iii) The state board of education shall approve three tenth  
36 grade-level standardized norm-referenced student achievement tests in  
37 each content area to serve as objective alternative assessments under  
38 this section for demonstrating that a student has met or exceeded state

1 standards for the certificate of academic achievement. Upon the  
2 request of a student who is seeking to use one of the designated tests  
3 as an objective alternative, a school district shall obtain and  
4 administer the test to the student. By September 1, 2007, the state  
5 board of education shall determine the score that a student must obtain  
6 on each designated test for the test for the student to obtain a  
7 certificate of academic achievement.

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

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

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

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

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

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

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

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

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

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

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

20 (1) The legislature has made a commitment to rigorous academic  
21 standards for receipt of a high school diploma. The primary way that  
22 students will demonstrate that they meet the standards in reading(~~(r)~~)  
23 and writing(~~(, mathematics, and science)~~) is through the Washington  
24 assessment of student learning. Once the end-of-course examinations  
25 are developed for mathematics and science, as provided in section 7 of  
26 this act, then these end-of-course examinations shall be the primary  
27 way that students demonstrate they meet the standards in mathematics  
28 and science. Only objective assessments that are comparable in rigor  
29 to the state assessment are authorized as an alternative assessment.  
30 Before seeking an alternative assessment, the legislature expects  
31 students to make a genuine effort to meet state standards, through  
32 (~~retaking the Washington assessment of student learning~~) regular and  
33 consistent attendance at school(~~(r)~~) and participation in extended  
34 learning and other assistance programs.

35 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,  
36 the superintendent of public instruction shall implement objective  
37 alternative assessment methods as provided in this section for students

1 to demonstrate achievement of the state standards in content areas in  
2 which the student has not yet met the standard on the high school  
3 Washington assessment of student learning. A student may access an  
4 alternative if the student meets applicable eligibility criteria in RCW  
5 28A.655.061 and other eligibility criteria established by the  
6 superintendent of public instruction, including but not limited to  
7 attendance criteria and participation in the remediation or  
8 supplemental instruction contained in the student learning plan  
9 developed under RCW 28A.655.061. A school district may waive  
10 attendance and/or remediation criteria for special, unavoidable  
11 circumstances.

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

15 (4) One alternative assessment method shall be a combination of the  
16 applicant's grades in applicable courses and the applicant's highest  
17 score on the high school Washington assessment of student learning, as  
18 provided in this subsection. The superintendent of public instruction  
19 shall determine which high school courses are applicable to the  
20 alternative assessment method and shall issue guidelines to school  
21 districts.

22 (a) Using guidelines prepared by the superintendent of public  
23 instruction, a school district shall identify the group of students in  
24 the same school as the applicant who took the same high school courses  
25 as the applicant in the applicable content area. From the group of  
26 students identified in this manner, the district shall select the  
27 comparison cohort that shall be those students who met or slightly  
28 exceeded the state standard on the Washington assessment of student  
29 learning.

30 (b) The district shall compare the applicant's grades in high  
31 school courses in the applicable content area to the grades of students  
32 in the comparison cohort for the same high school courses. If the  
33 applicant's grades are equal to or above the mean grades of the  
34 comparison cohort, the applicant shall be deemed to have met the state  
35 standard on the alternative assessment.

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

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

6 (a) The superintendent of public instruction shall develop  
7 guidelines for the types and number of work samples in each content  
8 area that may be submitted as a collection of evidence that the  
9 applicant has met the state standard in that content area. Work  
10 samples may be collected from academic, career and technical, or  
11 remedial courses and may include performance tasks as well as written  
12 products. The superintendent shall submit the guidelines for approval  
13 by the state board of education.

14 (b) The superintendent shall develop protocols for submission of  
15 the collection of work samples that include affidavits from the  
16 applicant's teachers and school district that the samples are the work  
17 of the applicant and a requirement that a portion of the samples be  
18 prepared under the direct supervision of a classroom teacher. The  
19 superintendent shall submit the protocols for approval by the state  
20 board of education.

21 (c) The superintendent shall develop uniform scoring criteria for  
22 evaluating the collection of work samples and submit the scoring  
23 criteria for approval by the state board of education. Collections  
24 shall be scored at the state level or regionally by a panel of  
25 educators selected and trained by the superintendent to ensure  
26 objectivity, reliability, and rigor in the evaluation. An educator may  
27 not score work samples submitted by applicants from the educator's  
28 school district. If the panel awards an applicant's collection of work  
29 samples the minimum required score, the applicant shall be deemed to  
30 have met the state standard on the alternative assessment.

31 (d) Using an open and public process that includes consultation  
32 with district superintendents, school principals, and other educators,  
33 the state board of education shall consider the guidelines, protocols,  
34 scoring criteria, and other information regarding the collection of  
35 work samples submitted by the superintendent of public instruction.  
36 The collection of work samples may be implemented as an alternative  
37 assessment after the state board of education has approved the  
38 guidelines, protocols, and scoring criteria and determined that the



1 collection of work samples: (i) Will meet professionally accepted  
2 standards for a valid and reliable measure of the grade level  
3 expectations and the essential academic learning requirements; and (ii)  
4 is comparable to or exceeds the rigor of the skills and knowledge that  
5 a student must demonstrate on the Washington assessment of student  
6 learning in the applicable content area. The state board shall make an  
7 approval decision and determination no later than December 1, 2006, and  
8 thereafter may increase the required rigor of the collection of work  
9 samples.

10 (e) By September of 2006, the superintendent of public instruction  
11 shall develop informational materials for parents, teachers, and  
12 students regarding the collection of work samples and the status of its  
13 development as an alternative assessment method. The materials shall  
14 provide specific guidance regarding the type and number of work samples  
15 likely to be required, include examples of work that meets the state  
16 learning standards, and describe the scoring criteria and process for  
17 the collection. The materials shall also encourage students in the  
18 graduating class of 2008 to begin creating a collection if they believe  
19 they may seek to use the collection once it is implemented as an  
20 alternative assessment.

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

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

27 (ii) Focuses on the application of academic knowledge and skills  
28 within the program;

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

31 (iv) Is related to the essential academic learning requirements and  
32 state standards that students must meet to earn a certificate of  
33 academic achievement or certificate of individual achievement, but also  
34 represents the knowledge and skills that successful individuals in the  
35 career and technical field of the approved program are expected to  
36 possess.

37 (b) To meet the state standard on the alternative assessment under

1 this subsection (6), an applicant must also attain the state or  
2 nationally recognized certificate or credential associated with the  
3 approved career and technical program.

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

10 (7) The superintendent of public instruction shall study the  
11 feasibility of using existing mathematics assessments in languages  
12 other than English as an additional alternative assessment option. The  
13 study shall include an estimation of the cost of translating the tenth  
14 grade mathematics assessment into other languages and scoring the  
15 assessments should they be implemented.

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

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

19 (b) By January 1, 2007, guidelines and appeal processes for waiving  
20 specific requirements in RCW 28A.655.061 pertaining to the certificate  
21 of academic achievement and to the certificate of individual  
22 achievement for students who: (i) Transfer to a Washington public  
23 school in their junior or senior year with the intent of obtaining a  
24 public high school diploma, or (ii) have special, unavoidable  
25 circumstances.

26 (9)(a) Each educational service district shall establish an appeals  
27 panel comprised of educators of the relevant content areas on the  
28 Washington assessment of student learning to review and decide appeals  
29 submitted by students who did not meet the state standard on the tenth  
30 grade Washington assessment of student learning or an objective  
31 alternative assessment. The appeal shall not be an appeal established  
32 in subsection (8) of this section, but an appeal by a student to  
33 demonstrate that he or she has a level of understanding of a content  
34 area assessed on the Washington assessment of student learning to meet  
35 the state standard, but due to certain circumstances was unable to  
36 demonstrate this level of understanding on the assessment.

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

1 (c) A student is eligible to access the appeal process if the  
2 student has retaken the Washington assessment of student learning or  
3 has taken an alternative assessment in the content area in which the  
4 student is appealing.

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

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

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

13 NEW SECTION. Sec. 3. A new section is added to chapter 28A.655  
14 RCW to read as follows:

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

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

25 Beginning with the graduating class of 2008, students served under  
26 this chapter, who are not appropriately assessed by the high school  
27 Washington assessment system as defined in RCW 28A.655.061, even with  
28 accommodations, may earn a certificate of individual achievement. The  
29 certificate may be earned using multiple ways to demonstrate skills and  
30 abilities commensurate with their individual education programs. The  
31 determination of whether the high school assessment system is  
32 appropriate shall be made by the student's individual education program  
33 team. Except as provided in section 6 of this act, for these students,  
34 the certificate of individual achievement is required for graduation  
35 from a public high school, but need not be the only requirement for  
36 graduation. When measures other than the high school assessment system

1 as defined in RCW 28A.655.061 are used, the measures shall be in  
2 agreement with the appropriate educational opportunity provided for the  
3 student as required by this chapter. The superintendent of public  
4 instruction shall develop the guidelines for determining which students  
5 should not be required to participate in the high school assessment  
6 system and which types of assessments are appropriate to use.

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

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

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

17 (1)(a) To help assure continued progress in academic achievement as  
18 a foundation for high school graduation and to assure that students are  
19 on track for high school graduation, each school district shall prepare  
20 student success plans for all eighth through twelfth grade students who  
21 were not successful on any or all of the content areas of the  
22 Washington assessment for student learning during the previous school  
23 year. The plan shall be a comprehensive intervention plan to assist  
24 the student in continued academic progress and shall include the  
25 courses, competencies, and other steps needed to be taken by the  
26 student to meet state academic standards and stay on track for  
27 graduation.

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

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

36 (ii) A test preparation class to assist the student in preparation

1 for the assessment the student will be taking to earn the certificate  
2 of achievement.

3 (c) The parent or guardian of each student with a student success  
4 plan shall be notified, preferably through a parent conference, of the  
5 student's results on the Washington assessment of student learning,  
6 actions the school intends to take to improve the student's skills in  
7 any content area in which the student was unsuccessful, strategies to  
8 help them improve their student's skills, and the content of the  
9 student's plan.

10 (d) The student success plan shall include semiannual academic  
11 growth benchmarks for the student to meet. Progress made on the plan  
12 and any adjustments to be made to maintain or increase the student's  
13 academic growth shall be reported to the student's parents or guardian  
14 and the superintendent of public instruction at least semiannually.

15 (e) The school shall develop a more intensive plan for any student  
16 who does not meet the semiannual benchmarks in consecutive periods.  
17 The student, the student's parent or guardian, the student's classroom  
18 teacher or teachers, the counselor, and the principal shall meet to  
19 develop the plan.

20 (f) If at least ten percent of the students with a student success  
21 plan within a school district do not meet the semiannual benchmarks  
22 established in the plan as required by this section, then the state  
23 board of education shall develop a tiered intervention plan for the  
24 school district that provides a graduated series of increasingly  
25 intensive intervention strategies for the district and the schools in  
26 which the benchmarks are not being met.

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

30 (b) The parent or guardian of a student described in this  
31 subsection (2) shall be notified, preferably through a parent  
32 conference, of the student's results on the Washington assessment of  
33 student learning, actions the school intends to take to improve the  
34 student's skills in any content area in which the student was  
35 unsuccessful, and provide strategies to help them improve their  
36 student's skills.

37 (c) Progress made on the student plan shall be reported to the

1 student's parents or guardian at least semiannually and adjustments to  
2 the plan made as necessary.

3 (3) All students who are English language learners who score at the  
4 intermediate level two or below on the Washington language proficiency  
5 test or equivalent level of the evaluation used by the superintendent  
6 of public instruction to assess English and academic proficiency shall  
7 have a student success plan. The student success plan shall be a  
8 comprehensive intervention plan and shall include the courses,  
9 competencies, and other steps needed to be taken by the student,  
10 school, and school district to assist the student in continued progress  
11 towards English and academic proficiency, including obtaining a  
12 certificate of academic achievement up to the time the student is age  
13 twenty-one. The plan may include before-or-after school sessions,  
14 Saturday school, and/or summer school.

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

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

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

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

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

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

30 (a) Continue to annually take high school mathematics courses or  
31 career and technical courses designed to increase the individual  
32 student's mathematics proficiency toward meeting or exceeding the  
33 mathematics standards assessed on the high school Washington assessment  
34 of student learning. The student and his or her parents or guardians  
35 shall meet with one of the student's classroom instructors for the  
36 content area in which the student failed to successfully meet the

1 standard and the student's guidance counselor, advisor, or mentor to  
2 determine the appropriate coursework and include the information in the  
3 student success plan required under RCW 28A.655.061;

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

6 (c) Continue to take the Washington assessment of student learning  
7 or appropriate objective alternative mathematics assessment until  
8 graduation.

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

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

12 (1)(a) The state board of education, in consultation with the  
13 superintendent of public instruction, shall select statewide end-of-  
14 course assessments for high school mathematics and high school science  
15 that measure student achievement of the state mathematics and science  
16 standards. Except as provided in (b) of this subsection, the  
17 assessments shall be scored outside of the school district at the state  
18 level or by a third party chosen by the state board of education.

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

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

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

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

32 (2) The legislature's intent is that students receive instruction  
33 through credited high school courses in the content areas to be  
34 assessed and have their knowledge and skills assessed after they  
35 complete the courses. However, school districts shall be responsible  
36 for designing and implementing the courses. School districts may  
37 provide instruction in the content areas through integrated courses.

1 (3) The end-of-course assessments in high school mathematics shall  
2 cover algebra I and geometry. The superintendent shall make the end-  
3 of-course assessments in algebra I available to school districts as an  
4 objective alternative assessment to the Washington assessment of  
5 student learning in the 2008-09 school year. The superintendent shall  
6 make the end-of-course assessments in geometry available to school  
7 districts as an objective alternative assessment to the Washington  
8 assessment of student learning in the 2009-10 school year. The end-of-  
9 course assessment in algebra I implemented under this section shall be  
10 the Washington assessment of student learning in mathematics for  
11 purposes of the certificate of academic achievement under RCW  
12 28A.655.061, beginning with the graduating class of 2013. The end-of-  
13 course assessment in algebra I and the end-of-course assessment in  
14 geometry implemented under this section shall be the Washington  
15 assessment of student learning in mathematics for purposes of the  
16 certificate of academic achievement under RCW 28A.655.061, beginning  
17 with the graduating class of 2014.

18 (4) The end-of-course assessment in high school science shall cover  
19 biology. The superintendent shall make the science assessment  
20 available to school districts as an objective alternative assessment to  
21 the Washington assessment of student learning in the 2009-10 school  
22 year. The end-of-course assessment in biology implemented under this  
23 section shall be the Washington assessment of student learning in  
24 science for purposes of the certificate of academic achievement under  
25 RCW 28A.655.061, beginning with the graduating class of 2013.

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

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

36 (i) The expected validity, reliability, and rigor of the end-of-



1 course assessments for use in making individual student high school  
2 graduation determinations, based on information from independent  
3 national assessment experts;

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

7 (iii) Other possible factors that are supported by clear and  
8 convincing evidence.

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

11 (i) State the reasons for the finding, along with the supporting  
12 evidence;

13 (ii) Recommend a revised timeline or timelines, with specific  
14 dates; and

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

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

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

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

28 NEW SECTION. **Sec. 11.** This act is necessary for the immediate  
29 preservation of the public peace, health, or safety, or support of the  
30 state government and its existing public institutions, and takes effect  
31 immediately.

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