

ESSB 5414 - H COMM AMD
By Committee on Education

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

3 "NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300
4 RCW to read as follows:

5 (1) The legislature finds that a statewide student assessment
6 system should improve and inform classroom instruction, support
7 accountability, and provide useful information to all levels of the
8 educational system, including students, parents, teachers, schools,
9 school districts, and the state. The legislature intends to redesign
10 the current statewide system, in accordance with the recommendations of
11 the Washington assessment of student learning legislative work group,
12 to:

13 (a) Include multiple assessment formats, including both formative
14 and summative, as necessary to provide information to help improve
15 instruction and inform accountability;

16 (b) Enable collection of data that allows both statewide and
17 nationwide comparisons of student learning and achievement; and

18 (c) Be balanced so that the information used to make significant
19 decisions that affect school accountability or student educational
20 progress includes many data points and does not rely on solely the
21 results of a single assessment.

22 (2) The legislature further finds that one component of the
23 assessment system should be instructionally supportive formative
24 assessments. The key design elements or characteristics of an
25 instructionally supportive assessment must:

26 (a) Be aligned to state standards in areas that are being assessed;

27 (b) Measure student growth and competency at multiple points
28 throughout the year in a manner that allows instructors to monitor
29 student progress and have the necessary trend data with which to
30 improve instruction;

- 1 (c) Provide rapid feedback;
- 2 (d) Link student growth with instructional elements in order to
3 gauge the effectiveness of educators and curricula;
- 4 (e) Provide tests that are appropriate to the skill level of the
5 student;
- 6 (f) Support instruction for students of all abilities, including
7 highly capable students and students with learning disabilities;
- 8 (g) Be culturally, linguistically, and cognitively relevant,
9 appropriate, and understandable to each student taking the assessment;
- 10 (h) Inform parents and draw parents into greater participation of
11 the student's study plan;
- 12 (i) Provide a way to analyze the assessment results relative to
13 characteristics of the student such as, but not limited to, English
14 language learners, gender, ethnicity, poverty, age, and disabilities;
- 15 (j) Strive to be computer-based and adaptive; and
- 16 (k) Engage students in their learning.
- 17 (3) The legislature further finds that a second component of the
18 assessment system should be a state-administered summative achievement
19 assessment that can be used as a check on the educational system in
20 order to guide state expectations for the instruction of children and
21 satisfy legislative demands for accountability. The key design
22 elements or characteristics of the state administered achievement
23 assessment must:
- 24 (a) Be aligned to state standards in areas that are being assessed;
- 25 (b) Maintain and increase academic rigor;
- 26 (c) Measure student learning growth over years; and
- 27 (d) Strengthen curriculum.
- 28 (4) The legislature further finds that a third component of the
29 assessment system should include classroom-based assessments, which may
30 be formative, summative, or both. Depending on their use, classroom-
31 based assessments should have the same design elements and
32 characteristics described in this section for formative and summative
33 assessments.
- 34 (5) The legislature further finds that to sustain a strong and
35 viable assessment system, preservice and ongoing training should be
36 provided for teachers and administrators on the effective use of
37 different types of assessments.

1 (6) The legislature further finds that as the statewide data system
2 is developed, data should be collected for all state-required statewide
3 assessments to be used for accountability and to monitor overall
4 student achievement.

5 (7) The superintendent of public instruction, in consultation with
6 the state board of education, shall begin design and development of an
7 overall assessment system that meets the principles and characteristics
8 described in this section. In designing formative and summative
9 assessments, the superintendent shall solicit bids for the use of
10 computerized adaptive testing methodologies.

11 (8) Beginning December 1, 2009, and annually thereafter, the
12 superintendent and state board shall jointly report to the legislature
13 regarding the assessment system, including a cost analysis of any
14 changes and costs to expand availability and use of instructionally
15 supportive formative assessments.

16 NEW SECTION. **Sec. 2.** The superintendent of public instruction
17 shall:

18 (1) Revise the number of open-ended questions and extended
19 responses in the statewide achievement assessment in grades three
20 through eight and ten to reduce the cost and time of administering the
21 assessment while retaining validity and reliability of the assessment
22 and retaining assessment of critical thinking skills. By December 1,
23 2009, the superintendent shall report to the legislature regarding the
24 changes, including a cost analysis of the changes; and

25 (2) Revisit the alternative assessments, the appeals process,
26 including considering authorizing local school districts to determine
27 the outcome of an appeal by a student to demonstrate that he or she has
28 the level of understanding of a content area assessed on the Washington
29 assessment of student learning necessary to meet the state standard but
30 was unable to demonstrate that understanding on the assessment or an
31 alternative assessment, and the Washington alternative assessment
32 system portfolios for students with the most significant cognitive
33 disabilities. By December 1, 2009, the superintendent shall make
34 recommendations to the legislature for improvements.

35 **Sec. 3.** RCW 28A.655.066 and 2008 c 163 s 3 are each amended to
36 read as follows:

1 (1) In consultation with the state board of education, the
2 superintendent of public instruction shall develop statewide end-of-
3 course assessments for high school mathematics that measure student
4 achievement of the state mathematics standards. The superintendent
5 shall take steps to ensure that the language of the assessments is
6 responsive to a diverse student population. The superintendent shall
7 develop end-of-course assessments (~~(in algebra I, geometry, integrated~~
8 ~~mathematics I, and integrated mathematics II.~~ The superintendent shall
9 ~~make the algebra I and integrated mathematics I end-of-course~~
10 ~~assessments available to school districts on an optional basis in the~~
11 ~~2009-10 school year.~~ ~~The end-of-course assessments in algebra I,~~
12 ~~geometry, integrated mathematics I, and integrated mathematics II))~~ for
13 the first year of high school mathematics that include the standards
14 common to algebra I and integrated mathematics I and for the second
15 year of high school mathematics that include the standards common to
16 geometry and integrated mathematics II, and the assessments shall be
17 implemented statewide in the 2010-11 school year.

18 (2) For the graduating (~~class of 2013~~) classes of 2013 and 2014
19 and for purposes of the certificate of academic achievement under RCW
20 28A.655.061, a student may use: (a) Results from the (~~algebra I end-~~
21 ~~of-course assessment plus the geometry end-of-course assessment or~~
22 ~~results from the integrated mathematics I end-of-course assessment plus~~
23 ~~the integrated mathematics II end-of-course assessment may be used))
24 end-of-course assessment for the first year of high school mathematics
25 plus the results from the end-of-course assessment for the second year
26 of high school mathematics; or (b) results from the comprehensive
27 mathematics assessment to demonstrate that a student meets the state
28 standard on the mathematics content area of the high school Washington
29 assessment of student learning.~~

30 (3) Beginning with the graduating class of (~~2014~~) 2015 and for
31 purposes of the certificate of academic achievement under RCW
32 28A.655.061, the mathematics content area of the Washington assessment
33 of student learning shall be assessed using (~~either the algebra I end-~~
34 ~~of-course assessment plus the geometry end-of-course assessment or the~~
35 ~~integrated mathematics I end-of-course assessment plus the integrated~~
36 ~~mathematics II end-of-course assessment)) the end-of-course assessment
37 for the first year of high school mathematics plus the end-of-course
38 assessment for the second year of high school mathematics. All of the~~

1 objective alternative assessments available to students under RCW
2 28A.655.061 and 28A.655.065 shall be available to any student who has
3 taken the sequence of end-of-course assessments once but does not meet
4 the state mathematics standard on the sequence of end-of-course
5 assessments.

6 (4) The superintendent of public instruction shall report at least
7 annually or more often if necessary to keep the education committees of
8 the legislature informed on each step of the development and
9 implementation process under this section.

10 NEW SECTION. **Sec. 4.** (1) The office of the superintendent of
11 public instruction, in consultation with the state board of education
12 and the professional educator standards board, shall develop an
13 implementation plan and strategies to ensure that all students have the
14 opportunity to learn the new science and mathematics standards. The
15 plan must include the following components:

16 (a) Strategies to help districts improve their alignment of
17 curriculum and teacher instruction to the new standards;

18 (b) Identification of effective intervention programs and
19 strategies for struggling students; and

20 (c) An assessment of the feasibility of implementing the current
21 timelines for students to demonstrate that they have met state
22 mathematics and science standards on the statewide high school
23 assessments.

24 (2) The office of the superintendent of public instruction, in
25 consultation with the state board of education, shall also recommend
26 whether to use a comprehensive assessment or end-of-course assessments,
27 including the costs for developing and implementing these assessments,
28 for the high school assessment for students to demonstrate that they
29 have achieved proficiency on the state's science standards.

30 (3) The office of the superintendent of public instruction shall
31 report to the governor and legislature by December 1, 2009, on the
32 implementation plan and the recommended method of assessment for
33 science.

34 **Sec. 5.** RCW 28A.305.215 and 2008 c 274 s 2 and 2008 c 172 s 2 are
35 each reenacted and amended to read as follows:

36 (1) The activities in this section revise and strengthen the state

1 learning standards that implement the goals of RCW 28A.150.210, known
2 as the essential academic learning requirements, and improve alignment
3 of school district curriculum to the standards.

4 (2) The state board of education shall be assisted in its work
5 under subsections (3), (4), and (5) of this section by: (a) An expert
6 national consultant in each of mathematics and science retained by the
7 state board; and (b) the mathematics and science advisory panels
8 created under RCW 28A.305.219, as appropriate, which shall provide
9 review and formal comment on proposed recommendations to the
10 superintendent of public instruction and the state board of education
11 on new revised standards and curricula.

12 (3) By September 30, 2007, the state board of education shall
13 recommend to the superintendent of public instruction revised essential
14 academic learning requirements and grade level expectations in
15 mathematics. The recommendations shall be based on:

16 (a) Considerations of clarity, rigor, content, depth, coherence
17 from grade to grade, specificity, accessibility, and measurability;

18 (b) Study of:

19 (i) Standards used in countries whose students demonstrate high
20 performance on the trends in international mathematics and science
21 study and the programme for international student assessment;

22 (ii) College readiness standards;

23 (iii) The national council of teachers of mathematics focal points
24 and the national assessment of educational progress content frameworks;
25 and

26 (iv) Standards used by three to five other states, including
27 California, and the nation of Singapore; and

28 (c) Consideration of information presented during public comment
29 periods.

30 (4)(a) By February 29, 2008, the superintendent of public
31 instruction shall revise the essential academic learning requirements
32 and the grade level expectations for mathematics and present the
33 revised standards to the state board of education and the education
34 committees of the senate and the house of representatives as required
35 by RCW 28A.655.070(4).

36 (b) The state board of education shall direct an expert national
37 consultant in mathematics to:

1 (i) Analyze the February 2008 version of the revised standards,
2 including a comparison to exemplar standards previously reviewed under
3 this section;

4 (ii) Recommend specific language and content changes needed to
5 finalize the revised standards; and

6 (iii) Present findings and recommendations in a draft report to the
7 state board of education.

8 (c) By May 15, 2008, the state board of education shall review the
9 consultant's draft report, consult the mathematics advisory panel, hold
10 a public hearing to receive comment, and direct any subsequent
11 modifications to the consultant's report. After the modifications are
12 made, the state board of education shall forward the final report and
13 recommendations to the superintendent of public instruction for
14 implementation.

15 (d) By July 1, 2008, the superintendent of public instruction shall
16 revise the mathematics standards to conform precisely to and
17 incorporate each of the recommendations of the state board of education
18 under (~~(subsection (4))~~)(c) of this (~~(section)~~) subsection and submit
19 the revisions to the state board of education.

20 (e) By July 31, 2008, the state board of education shall either
21 approve adoption by the superintendent of public instruction of the
22 final revised standards as the essential academic learning requirements
23 and grade level expectations for mathematics, or develop a plan for
24 ensuring that the recommendations under (~~(subsection (4))~~)(c) of this
25 (~~(section)~~) subsection are implemented so that final revised
26 mathematics standards can be adopted by September 25, 2008.

27 (5) By June 30, 2008, the state board of education shall recommend
28 to the superintendent of public instruction revised essential academic
29 learning requirements and grade level expectations in science. The
30 recommendations shall be based on:

31 (a) Considerations of clarity, rigor, content, depth, coherence
32 from grade to grade, specificity, accessibility, and measurability;

33 (b) Study of standards used by three to five other states and in
34 countries whose students demonstrate high performance on the trends in
35 international mathematics and science study and the programme for
36 international student assessment; and

37 (c) Consideration of information presented during public comment
38 periods.

1 (6) By December 1, 2008, the superintendent of public instruction
2 shall revise the essential academic learning requirements and the grade
3 level expectations for science and present the revised standards to the
4 state board of education and the education committees of the senate and
5 the house of representatives as required by RCW 28A.655.070(4). The
6 superintendent shall adopt the revised essential academic learning
7 requirements and grade level expectations unless otherwise directed by
8 the legislature during the 2009 legislative session.

9 (7)(a) Within six months after the standards under subsection (4)
10 of this section are adopted, the superintendent of public instruction
11 shall present to the state board of education recommendations for no
12 more than three basic mathematics curricula each for elementary,
13 middle, and high school grade spans.

14 (b) Within two months after the presentation of the recommended
15 curricula, the state board of education shall provide official comment
16 and recommendations to the superintendent of public instruction
17 regarding the recommended mathematics curricula. The superintendent of
18 public instruction shall make any changes based on the comment and
19 recommendations from the state board of education and adopt the
20 recommended curricula.

21 (c) By (~~May 15~~) June 30, 2009, the superintendent of public
22 instruction shall present to the state board of education
23 recommendations for no more than three basic science curricula each for
24 elementary(~~(7)~~) and middle(~~(7-and-high)~~) school grade spans and not
25 more than three recommendations for each of the major high school
26 courses within the following science domains: Earth and space science,
27 physical science, and life science.

28 (d) (~~By June 30, 2009~~) Within two months after the presentation
29 of the recommended curricula, the state board of education shall
30 provide official comment and recommendations to the superintendent of
31 public instruction regarding the recommended science curricula. The
32 superintendent of public instruction shall make any changes based on
33 the comment and recommendations from the state board of education and
34 adopt the recommended curricula.

35 (e) In selecting the recommended curricula under this subsection
36 (7), the superintendent of public instruction shall provide information
37 to the mathematics and science advisory panels created under RCW

1 28A.305.219, as appropriate, and seek the advice of the appropriate
2 panel regarding the curricula that shall be included in the
3 recommendations.

4 (f) The recommended curricula under this subsection (7) shall align
5 with the revised essential academic learning requirements and grade
6 level expectations. In addition to the recommended basic curricula,
7 appropriate diagnostic and supplemental materials shall be identified
8 as necessary to support each curricula.

9 (g) Subject to funds appropriated for this purpose and availability
10 of the curricula, at least one of the curricula in each grade span and
11 in each of mathematics and science shall be available to schools and
12 parents online at no cost to the school or parent.

13 (8) By December 1, 2007, the state board of education shall revise
14 the high school graduation requirements under RCW 28A.230.090 to
15 include a minimum of three credits of mathematics, one of which may be
16 a career and technical course equivalent in mathematics, and prescribe
17 the mathematics content in the three required credits.

18 (9) Nothing in this section requires a school district to use one
19 of the recommended curricula under subsection (7) of this section.
20 However, the statewide accountability plan adopted by the state board
21 of education under RCW 28A.305.130 shall recommend conditions under
22 which school districts should be required to use one of the recommended
23 curricula. The plan shall also describe the conditions for exception
24 to the curriculum requirement, such as the use of integrated academic
25 and career and technical education curriculum. Required use of the
26 recommended curricula as an intervention strategy must be authorized by
27 the legislature as required by RCW 28A.305.130(4)(e) before
28 implementation.

29 (10) The superintendent of public instruction shall conduct a
30 comprehensive survey of the mathematics curricula being used by school
31 districts at all grade levels and the textbook and curriculum
32 purchasing cycle of the districts and report the results of the survey
33 to the education committees of the legislature by November 15, 2008.

34 NEW SECTION. **Sec. 6.** Section 5 of this act is necessary for the
35 immediate preservation of the public peace, health, or safety, or
36 support of the state government and its existing public institutions,
37 and takes effect immediately."

EFFECT: Removes provisions that require students to pass the mathematics and science WASL for graduation purposes after the State Board of Education (SBE) makes a determination that the assessment is sufficiently reliable and valid, and requiring the SBE to adopt such a determination by September 1st of the freshman year of the graduating class to which the requirement would apply.

Requires the Superintendent of Public Instruction to include, in an implementation plan, strategies to ensure students have the opportunity to learn both the new science and math standards (instead of only the science standards).

Removes a requirement that the plan include development of instructional models to help teachers.

Includes in the plan an assessment of the feasibility of the current timelines for students to demonstrate they have met the standards on the high school assessments.

Clarifies that the SPI should recommend rather than determine whether science should be assessed with an end-of-course assessment.

Replaces two sequences of end-of-course assessments in high school mathematics (Algebra I and Geometry as well as Integrated Mathematics I and II) with one sequence of end-of-course assessments: An assessment for the first year of high school mathematics including standards common to Algebra I and Integrated Mathematics I, and an assessment for the second year of high school mathematics including standards common to Geometry and Integrated Mathematics II.

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