
ENGROSSED SECOND SUBSTITUTE SENATE BILL 5825

State of Washington

56th Legislature

1999 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senator McAuliffe; by request of Commission on Student Learning and Superintendent of Public Instruction)

Read first time 03/05/1999.

1 AN ACT Relating to student assessments; amending RCW 28A.300.310,
2 28A.300.320, 28A.230.190, 28A.230.230, 28A.630.885, 28A.230.250, and
3 28A.230.195; adding a new section to chapter 28A.230 RCW; creating a
4 new section; repealing RCW 28A.230.210, 28A.230.220, and 28A.230.240;
5 repealing 1998 c 225 s 3 (uncodified); repealing 1995 c 209 s 3
6 (uncodified); repealing 1995 c 209 s 2 and 1992 c 141 s 203
7 (uncodified); and declaring an emergency.

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

9

Part 1

10

Second Grade Accuracy and Fluency Assessment

11 **Sec. 101.** RCW 28A.300.310 and 1997 c 262 s 2 are each amended to
12 read as follows:

13 (1) The superintendent of public instruction shall identify a
14 collection of (~~tests~~) reading passages and assessment procedures that
15 can be used to measure second grade oral reading accuracy and fluency
16 skills. The purpose of the second grade reading (~~test~~) assessment is
17 to provide information to parents, teachers, and school administrators
18 on the level of acquisition of oral reading accuracy and fluency skills

1 of each student at the beginning of second grade. The assessment
2 procedures and each of the ((tests)) reading passages in the collection
3 must:

4 (a) Provide a reliable and valid measure of (({a})) a student's
5 oral reading accuracy and fluency skills;

6 (b) Be able to be individually administered;

7 (c) Have been approved by a panel of nationally recognized
8 professionals in the area of beginning reading, whose work has been
9 published in peer-reviewed education research journals, and
10 professionals in the area of measurement and assessment; and

11 (d) Assess student skills in recognition of letter sounds, phonemic
12 awareness, word recognition, and reading connected text. Text used for
13 the test of fluency must be ordered in relation to difficulty.

14 (2) The superintendent of public instruction shall select ((tests))
15 reading passages for use by schools and school districts participating
16 in pilot projects under RCW 28A.300.320 during the 1997-98 school year.
17 The final collection must be selected by June 30, 1998. The
18 superintendent of public instruction may add reading passages to the
19 initial list if the passages are comparable in format to the initial
20 passages approved by the expert panel in subsection (1) of this
21 section.

22 (3) The superintendent of public instruction shall develop a per-
23 pupil cost for ((each of)) the ((tests)) assessments in the collection
24 that details the costs for administering the assessments, booklets,
25 scoring ((services)), and training required to reliably administer the
26 test. To the extent funds are appropriated, the superintendent of
27 public instruction shall pay for the cost of administering and scoring
28 the assessments, booklets or other ((testing)) assessment material,
29 ((scoring services,)) and training required to administer the test.

30 **Sec. 102.** RCW 28A.300.320 and 1998 c 319 s 201 are each amended to
31 read as follows:

32 (1) The superintendent of public instruction shall create a pilot
33 project to identify which second grade reading ((tests)) assessments
34 selected under RCW 28A.300.310 will be included in the final collection
35 of ((tests)) assessments that must be available by June 30, 1998.

36 (2) Schools and school districts may voluntarily participate in the
37 second grade reading test pilot projects in the 1997-98 school year.
38 Schools and school districts voluntarily participating in the pilot

1 project test are not required to have the results available by the fall
2 parent-teacher conference.

3 (3)(a) Starting in the 1998-99 school year, school districts must
4 select ~~((a test))~~ an assessment from the collection adopted by the
5 superintendent of public instruction. Selection must be at the entire
6 school district level ~~((and must remain in place at that school
7 district for at least three years))~~.

8 (b) The second grade reading ~~((test))~~ assessment selected by the
9 school district must be administered annually in the fall beginning
10 with the 1998-99 school year. Students who score substantially below
11 grade level when ~~((tested))~~ assessed in the fall shall be ~~((tested))~~
12 assessed at least one more time during the second grade. ~~((Test))~~
13 Assessment performance deemed to be "substantially below grade level"
14 is to be determined for each ~~((test))~~ passage in the collection by the
15 superintendent of public instruction ~~((during the pilot year of 1997-
16 98))~~.

17 (c) If a student, while taking the ~~((test))~~ assessment, reaches a
18 point at which the student's performance will be considered
19 "substantially below grade level" regardless of the student's
20 performance on the remainder of the ~~((test))~~ assessment, the ~~((test))~~
21 assessment may be discontinued.

22 (d) Each school must have the ~~((test))~~ assessment results available
23 by the fall parent-teacher conference. Schools must notify parents
24 about the second grade reading ~~((test))~~ assessment during the
25 conferences, inform the parents of their students' performance on the
26 ~~((test))~~ assessment, identify actions the school intends to take to
27 improve the child's reading skills, and provide parents with strategies
28 to help the parents improve their child's score.

29 Part 2

30 Changes to Third Grade Basic Skills Norm-Referenced Test

31 **Sec. 201.** RCW 28A.230.190 and 1998 c 319 s 202 are each amended to
32 read as follows:

33 (1) School districts shall ~~((test))~~ assess students for second
34 grade reading accuracy and fluency skills starting in the 1998-99
35 school year as provided in RCW 28A.300.320.

36 (2) The superintendent of public instruction shall prepare and
37 conduct, with the assistance of school districts, a norm-referenced

1 standardized achievement test to be given annually to all pupils in
2 grade three. The test shall assess students' basic skills in reading
3 and mathematics(~~(, and shall focus upon appropriate input variables)~~).
4 Results of such tests and relevant student, school, and district
5 characteristics shall be compiled annually by the superintendent of
6 public instruction, who shall make those results available annually to
7 the public, to the legislature, to all local school districts, and
8 subsequently to parents of those children tested. The results shall
9 allow parents to ascertain the achievement levels (~~(and input~~
10 ~~variables)~~) of their children as compared with the other students
11 within the district, the state, and(~~(, if applicable,)~~) the nation.
12 (~~(3) The superintendent of public instruction shall report~~
13 ~~annually to the legislature on the achievement levels of students in~~
14 ~~grade three.)~~)

15 **Part 3**

16 **Sixth Grade Basic Skills Norm-Referenced Test**

17 NEW SECTION. Sec. 301. A new section is added to chapter 28A.230
18 RCW to read as follows:

19 The superintendent of public instruction shall prepare and conduct,
20 with the assistance of school districts, a norm-referenced standardized
21 achievement test to be given annually to all pupils in grade six. The
22 test shall assess students' basic skills in reading/language arts and
23 mathematics. Results of such tests and relevant student, school, and
24 district characteristics shall be compiled by the superintendent of
25 public instruction, who shall make those results available annually to
26 the public, to the legislature, to all local school districts, and
27 subsequently to parents of those children tested. The results shall
28 allow parents to ascertain the achievement levels of their children as
29 compared with the other students within the district, the state, and
30 the nation.

31 **Part 4**

32 **Ninth Grade Norm-Referenced Test**
33 **and Interest Inventory**

34 **Sec. 401.** RCW 28A.230.230 and 1990 c 101 s 2 are each amended to
35 read as follows:

1 recommendations on what data is necessary for the purposes of
2 accountability and meeting state information needs, and to take other
3 steps necessary to develop a performance-based education system. The
4 commission shall include three members of the state board of education,
5 three members appointed by the governor before July 1, 1992, and five
6 members appointed no later than June 1, 1993, by the governor elected
7 in the November 1992 election. The governor shall appoint a chair from
8 the commission members, and fill any vacancies in gubernatorial
9 appointments that may occur. The state board of education shall fill
10 any vacancies of state board of education appointments that may occur.
11 In making the appointments, educators, business leaders, and parents
12 shall be represented, and nominations from state-wide education,
13 business, and parent organizations shall be requested. Efforts shall
14 be made to ensure that the commission reflects the racial and ethnic
15 diversity of the state's K-12 student population and that the major
16 geographic regions in the state are represented. Appointees shall be
17 qualified individuals who are supportive of educational restructuring,
18 who have a positive record of service, and who will devote sufficient
19 time to the responsibilities of the commission to ensure that the
20 objectives of the commission are achieved.

21 (2) The commission shall establish advisory committees. Membership
22 of the advisory committees shall include, but not necessarily be
23 limited to, professionals from the office of the superintendent of
24 public instruction and the state board of education, and other state
25 and local educational practitioners and student assessment specialists.

26 (3) The commission, with the assistance of the advisory committees,
27 shall:

28 (a) Develop essential academic learning requirements based on the
29 student learning goals in RCW 28A.150.210. Essential academic learning
30 requirements shall be developed, to the extent possible, for each of
31 the student learning goals in RCW 28A.150.210. Goals one and two shall
32 be considered primary. Essential academic learning requirements for
33 RCW 28A.150.210(1), goal one, and the mathematics component of RCW
34 28A.150.210(2), goal two, shall be completed no later than March 1,
35 1995. Essential academic learning requirements that incorporate the
36 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and
37 four, shall be completed no later than March 1, 1996. To the maximum
38 extent possible, the commission shall integrate goal four and the

1 knowledge and skill areas in the other goals in the development of the
2 essential academic learning requirements;

3 (b)(i) The commission and superintendent of public instruction
4 ~~shall ((present to the state board of education and superintendent of~~
5 ~~public instruction))~~ develop a state-wide academic assessment system
6 for use in the elementary, middle, and high school years designed to
7 determine if each student has ~~((mastered))~~ learned the essential
8 academic learning requirements identified in (a) of this subsection.
9 The academic assessment system shall include a variety of assessment
10 methods, including criterion-referenced and performance-based measures.
11 Performance standards for determining if a student has successfully
12 completed an assessment shall be ~~((initially))~~ determined by the
13 commission and the superintendent of public instruction in consultation
14 with the advisory committees required in subsection (2) of this
15 section.

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

22 (iii) ~~Assessments measuring the essential academic learning~~
23 ~~requirements ((developed for RCW 28A.150.210(1) and the mathematics~~
24 ~~component of RCW 28A.150.210(2) referred to in this section as reading,~~
25 ~~writing, communications, and mathematics shall be developed and~~
26 ~~initially implemented by the commission before transferring the~~
27 ~~assessment system to the superintendent of public instruction on June~~
28 ~~30, 1999. The elementary assessments for reading, writing,~~
29 ~~communications, and mathematics shall be available for use by school~~
30 ~~districts no later than the 1996-97 school year, the middle school~~
31 ~~assessment no later than the 1997-98 school year, and the high school~~
32 ~~assessment no later than the 1998-99 school year, unless the~~
33 ~~legislature takes action to delay or prevent implementation of the~~
34 ~~assessment system and essential academic learning requirements.~~
35 ~~Assessments measuring the essential academic learning requirements~~
36 ~~developed for the science component of RCW 28A.150.210(2) at the middle~~
37 ~~school and high school levels shall be available for use by districts~~
38 ~~no later than the 1998-99 school year))~~ shall be available for
39 voluntary use by school districts and shall be required to be

1 administered by school districts according to the following schedule
 2 unless the legislature takes action to delay or prevent implementation
 3 of the assessment system and essential academic learning requirements.

	<u>Assessments</u> <u>available for</u> <u>voluntary use</u> <u>(School years)</u>	<u>Assessments</u> <u>required to be</u> <u>administered</u> <u>(School years)</u>
<u>Reading, Writing,</u>		
<u>Communication, Mathematics</u>		
10 - <u>Elementary school</u>	<u>1996-97</u>	<u>1997-98</u>
11 - <u>Middle school</u>	<u>1997-98</u>	<u>2000-01</u>
12 - <u>High school</u>	<u>1998-99</u>	<u>2000-01</u>
<u>Science</u>		
14 - <u>Middle and high school</u>	<u>1999-00</u>	<u>2000-01</u>
15 - <u>Elementary school</u>	<u>2001-02</u>	<u>2004-05</u>
<u>Social Studies</u>		
17 - <u>Elementary, middle,</u> 18 <u>and high school</u>	<u>2002-03</u>	<u>2005-06</u>
<u>Arts</u>		
20 - <u>Middle and high school</u>	<u>2003-04</u>	<u>2006-07</u>
21 - <u>Elementary school</u>	<u>2003-04</u>	<u>2007-08</u>
<u>Health, Fitness</u>		
23 - <u>Middle and high school</u>	<u>2003-04</u>	<u>2006-07</u>
24 - <u>Elementary school</u>	<u>2003-04</u>	<u>2007-08</u>

25 The completed assessments and assessments still in development
 26 shall be transferred by the commission on student learning to the
 27 superintendent of public instruction by June 30, 1999(, unless the
 28 legislature takes action to delay implementation of the assessment
 29 system and essential academic learning requirements. The
 30 superintendent shall continue the development of assessments on the
 31 following schedule: The history, civics, and geography assessments at
 32 the middle and high school levels shall be available for use by
 33 districts no later than the 2000-01 school year; the arts assessment
 34 for middle and high school levels shall be available for use by
 35 districts no later than the 2000-01 school year; and the health and
 36 fitness assessments for middle and high school levels shall be

1 available no later than the 2001-02 school year. The elementary
2 science assessment shall be available for use by districts not later
3 than the 2001-02 school year. The commission or the superintendent, as
4 applicable, shall upon request, provide opportunities for the education
5 committees of the house of representatives and the senate to review the
6 assessments and proposed modifications to the essential academic
7 learning requirements before the modifications are adopted. By
8 December 15, 1998, the commission on student learning shall recommend
9 to the appropriate committees of the legislature a revised timeline for
10 implementing these assessments and when the school districts should be
11 required to participate. All school districts shall be required to
12 participate in the history, civics, geography, arts, health, fitness,
13 and elementary science assessments in the third year after the
14 assessments are available to school districts).

15 (iv) To the maximum extent possible, the commission and the
16 superintendent of public instruction shall integrate knowledge and
17 skill areas in development of the assessments.

18 ((iv)) Assessments for goals three and four of RCW 28A.150.210
19 shall be integrated in the essential academic learning requirements and
20 assessments for goals one and two. ((Before the 1997-98 school year,
21 the elementary assessment system in reading, writing, communications,
22 and mathematics shall be optional. School districts that desire to
23 participate before the 1997-98 school year shall notify the commission
24 on student learning in a manner determined by the commission.
25 Beginning in the 1997-98 school year, school districts shall be
26 required to participate in the elementary assessment system for
27 reading, writing, communications, and mathematics. Before the 2000-01
28 school year, participation by school districts in the middle school and
29 high school assessment system for reading, writing, communications,
30 mathematics, and science shall be optional. School districts that
31 desire to participate before the 1998-99 school year shall notify the
32 commission on student learning in a manner determined by the commission
33 on student learning. Schools that desire to participate after the
34 1998-99 school year, shall notify the superintendent of public
35 instruction in a manner determined by the superintendent. Beginning in
36 the 2000-01 school year, all school districts shall be required to
37 participate in the assessment system for reading, writing,
38 communications, mathematics, and science.))

1 (v) The commission on student learning may modify the essential
2 academic learning requirements and the assessments (~~for reading,~~
3 ~~writing, communications, mathematics, and science~~), as needed, before
4 June 30, 1999. The superintendent of public instruction may modify the
5 essential academic learning requirements and the assessments, as
6 needed, after June 30, 1999. The commission and superintendent shall,
7 upon request, provide opportunities for the education committees of the
8 house of representatives and the senate to review the assessments and
9 proposed modifications to the essential academic learning requirements
10 before the modifications are adopted.

11 (vi) The commission and the superintendent of public instruction
12 shall develop assessments that are directly related to the essential
13 academic learning requirements, and are not biased toward persons with
14 different learning styles, racial or ethnic backgrounds, or on the
15 basis of gender;

16 (c) After a determination is made by the state board of education
17 that the high school assessment system has been implemented and that it
18 is sufficiently reliable and valid, successful completion of the high
19 school assessment shall lead to a certificate of mastery. The
20 certificate of mastery shall be obtained by most students at about the
21 age of sixteen, and is evidence that the student has successfully
22 mastered the essential academic learning requirements during his or her
23 educational career. The certificate of mastery shall be required for
24 graduation but shall not be the only requirement for graduation. The
25 commission shall make recommendations to the state board of education
26 regarding the relationship between the certificate of mastery and high
27 school graduation requirements. Upon achieving the certificate of
28 mastery, schools shall provide students with the opportunity to pursue
29 career and educational objectives through educational pathways that
30 emphasize integration of academic and vocational education.
31 Educational pathways may include, but are not limited to, programs such
32 as work-based learning, school-to-work transition, tech prep,
33 vocational-technical education, running start, and preparation for
34 technical college, community college, or university education. Any
35 middle school, junior high school, or high school using educational
36 pathways shall ensure that all participating students will continue to
37 have access to the courses and instruction necessary to meet admission
38 requirements at baccalaureate institutions. Students shall be allowed
39 to enter the educational pathway of their choice. Before accepting a

1 student into an educational pathway, the school shall inform the
2 student's parent of the pathway chosen, the opportunities available to
3 the student through the pathway, and the career objectives the student
4 will have exposure to while pursuing the pathway. Parents and students
5 dissatisfied with the opportunities available through the selected
6 educational pathway shall be provided with the opportunity to transfer
7 the student to any other pathway provided in the school. Schools may
8 not develop educational pathways that retain students in high school
9 beyond the date they are eligible to graduate, and may not require
10 students who transfer between pathways to complete pathway requirements
11 beyond the date the student is eligible to graduate;

12 (d) Consider methods to address the unique needs of special
13 education students when developing the assessments in (b) and (c) of
14 this subsection;

15 (e) Consider methods to address the unique needs of highly capable
16 students when developing the assessments in (b) and (c) of this
17 subsection;

18 (f) Develop recommendations on the time, support, and resources,
19 including technical assistance, needed by schools and school districts
20 to help students achieve the essential academic learning requirements.
21 These recommendations shall include an estimate for the legislature,
22 superintendent of public instruction, and governor on the expected cost
23 of implementing the academic assessment system;

24 (g) Develop recommendations for consideration by the higher
25 education coordinating board for adopting college and university
26 entrance requirements for public school students that are consistent
27 with the essential academic learning requirements and the certificate
28 of mastery;

29 (h) Review current school district data reporting requirements for
30 the purposes of accountability and meeting state information needs.
31 The commission on student learning shall report recommendations to the
32 joint select committee on education restructuring by September 15,
33 1996, on:

34 (i) What data is necessary to compare how school districts are
35 performing before the essential academic learning requirements and the
36 assessment system are implemented with how school districts are
37 performing after the essential academic learning requirements and the
38 assessment system are implemented; and

1 (ii) What data is necessary pertaining to school district reports
2 under the accountability systems developed by the commission on student
3 learning under this section;

4 (i) Recommend to the legislature, governor, state board of
5 education, and superintendent of public instruction:

6 (i) A state-wide accountability system to monitor and evaluate
7 accurately and fairly at elementary, middle, and high schools the level
8 of learning occurring in individual schools and school districts with
9 regard to the goals included in RCW 28A.150.210 (1) through (4). The
10 accountability system must assess each school individually against its
11 own baseline, schools with similar characteristics, and schools state-
12 wide. The system shall include school-site, school district, and
13 state-level accountability reports;

14 (ii) A school assistance program to help schools and school
15 districts that are having difficulty helping students meet the
16 essential academic learning requirements as measured by performance on
17 the elementary, middle school, and high school assessments;

18 (iii) A system to intervene in schools and school districts in
19 which significant numbers of students persistently fail to learn the
20 essential academic learning requirements or meet the standards
21 established for the elementary, middle school, and high school
22 assessments; and

23 (iv) An awards program to provide incentives to school staff to
24 help their students learn the essential academic learning requirements,
25 with each school being assessed individually against its own baseline,
26 schools with similar characteristics, and the state-wide average.
27 Incentives shall be based on the rate of percentage change of students
28 achieving the essential academic learning requirements and progress on
29 meeting the state-wide average. School staff shall determine how the
30 awards will be spent.

31 The commission shall make recommendations regarding a state-wide
32 accountability system for reading in grades kindergarten through four
33 by November 1, 1997. Recommendations for an accountability system in
34 the other subject areas and grade levels shall be made no later than
35 June 30, 1999;

36 (j) Report annually by December 1st to the legislature, the
37 governor, the superintendent of public instruction, and the state board
38 of education on the progress, findings, and recommendations of the
39 commission; and

1 (k) Make recommendations to the legislature and take other actions
2 necessary or desirable to help students meet the student learning
3 goals.

4 (4) The commission shall coordinate its activities with the state
5 board of education and the office of the superintendent of public
6 instruction.

7 (5) The commission shall seek advice broadly from the public and
8 all interested educational organizations in the conduct of its work,
9 including holding periodic regional public hearings.

10 (6) The commission shall select an entity to provide staff support
11 and the office of the superintendent of public instruction shall
12 provide administrative oversight and be the fiscal agent for the
13 commission. The commission may direct the office of the superintendent
14 of public instruction to enter into subcontracts, within the
15 commission's resources, with school districts, teachers, higher
16 education faculty, state agencies, business organizations, and other
17 individuals and organizations to assist the commission in its
18 deliberations.

19 (7) Members of the commission shall be reimbursed for travel
20 expenses as provided in RCW 43.03.050 and 43.03.060.

21 (8)(a) By September 30, 1997, the commission on student learning,
22 the state board of education, and the superintendent of public
23 instruction shall jointly present recommendations to the education
24 committees of the house of representatives and the senate regarding the
25 high school assessments, the certificate of mastery, and high school
26 graduation requirements.

27 In preparing recommendations, the commission on student learning
28 shall convene an ad hoc working group to address questions, including:

29 (i) What type of document shall be used to identify student
30 performance and achievement and how will the document be described?

31 (ii) Should the students be required to pass the high school
32 assessments in all skill and content areas, or only in select skill and
33 content areas, to graduate?

34 (iii) How will the criteria for establishing the standards for
35 passing scores on the assessments be determined?

36 (iv) What timeline should be used in phasing-in the assessments as
37 a graduation requirement?

38 (v) What options may be used in demonstrating how the results of
39 the assessments will be displayed in a way that is meaningful to

1 students, parents, institutions of higher education, and potential
2 employers?

3 (vi) Are there other or additional methods by which the assessments
4 could be used to identify achievement such as endorsements, standards
5 of proficiency, merit badges, or levels of achievement?

6 (vii) Should the assessments and certificate of mastery be used to
7 satisfy college or university entrance criteria for public school
8 students? If yes, how should these methods be phased-in?

9 (b) The ad hoc working group shall report its recommendations to
10 the commission on student learning, the state board of education, and
11 the superintendent of public instruction by June 15, 1997. The
12 commission shall report the ad hoc working group's recommendations to
13 the education committees of the house of representatives and senate by
14 July 15, 1997. Final recommendations of the commission on student
15 learning, the state board of education, and the superintendent of
16 public instruction shall be presented to the education committees of
17 the house of representatives and the senate by September 30, 1997.

18 (9) The Washington commission on student learning shall expire on
19 June 30, 1999.

20 **Part 6**
21 **Miscellaneous**

22 NEW SECTION. **Sec. 601.** Part headings used in this act are not any
23 part of the law.

24 **Sec. 602.** RCW 28A.230.250 and 1990 c 101 s 4 are each amended to
25 read as follows:

26 The superintendent of public instruction shall coordinate both the
27 procedures and the content of the ~~((eighth and eleventh grade~~
28 ~~assessments))~~ tests and assessments required by the state to maximize
29 the value of the information provided to students as they progress
30 ~~((from eighth grade through high school))~~ and to teachers and parents
31 about students' talents, interests, and academic needs or deficiencies
32 so that appropriate programs can be provided to enhance the likelihood
33 of students' success both in ~~((terms of high))~~ school ~~((graduation))~~
34 and beyond ~~((high school))~~.

1 **Sec. 603.** RCW 28A.230.195 and 1992 c 141 s 401 are each amended to
2 read as follows:

3 (1) If students' scores on the test or assessments under RCW
4 28A.230.190, 28A.230.230, and (~~(28A.230.240)~~) 28A.630.885 indicate that
5 students need help in identified areas, the school district shall
6 (~~(adjust the curriculum in the identified areas)~~) evaluate its
7 instructional practices and make appropriate adjustments.

8 (2) Each school district shall notify the parents of each student
9 of their child's performance on the test and assessments conducted
10 under this chapter.

11 NEW SECTION. **Sec. 604.** The following acts or parts of acts are
12 each repealed:

13 (1) RCW 28A.230.210 (Washington life skills test--Development and
14 review--Use by school districts) and 1984 c 278 s 11;

15 (2) RCW 28A.230.220 (High school and beyond assessment program) and
16 1990 c 101 s 1; and

17 (3) RCW 28A.230.240 (Annual assessment of eleventh grade students)
18 and 1990 c 101 s 3.

19 NEW SECTION. **Sec. 605.** The following acts or parts of acts are
20 each repealed:

21 (1) 1998 c 225 s 3 (uncodified);

22 (2) 1995 c 209 s 3 (uncodified); and

23 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

24 NEW SECTION. **Sec. 606.** Section 605 of this act is necessary for
25 the immediate preservation of the public peace, health, or safety, or
26 support of the state government and its existing public institutions,
27 and takes effect immediately.

--- END ---