

ESSB 6023 - H AMD 615

By Representatives Sullivan and P.

ADOPTED AS AMENDED 4/10/2007

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

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

13 (2) However, students are having difficulty improving their
14 academic achievement in mathematics and science, particularly as
15 measured by the high school Washington assessment of student
16 learning. The legislature finds that corrections are needed in the
17 state's high school assessment system that will improve alignment
18 between learning standards, instruction, diagnosis, and assessment
19 of students' knowledge and skills in high school mathematics and
20 science. The legislature further finds there is a sense of urgency
21 to make these corrections and intends to revise high school
22 graduation requirements in mathematics and science only for the
23 minimum period for corrections to be fully implemented.

24 **Sec. 2.** RCW 28A.655.061 and 2006 c 115 s 4 are each amended to
25 read as follows:

26 (1) The high school assessment system shall include but need
27 not be limited to the Washington assessment of student learning,
28 opportunities for a student to retake the content areas of the
29 assessment in which the student was not successful, and if approved

1 by the legislature pursuant to subsection (10) of this section, one
2 or more objective alternative assessments for a student to
3 demonstrate achievement of state academic standards. The objective
4 alternative assessments for each content area shall be comparable
5 in rigor to the skills and knowledge that the student must
6 demonstrate on the Washington assessment of student learning for
7 each content area.

8 (2) Subject to the conditions in this section, a certificate of
9 academic achievement shall be obtained by most students at about
10 the age of sixteen, and is evidence that the students have
11 successfully met the state standard in the content areas included
12 in the certificate. With the exception of students satisfying the
13 provisions of RCW 28A.155.045 or section 4 of this act, acquisition
14 of the certificate is required for graduation from a public high
15 school but is not the only requirement for graduation.

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

35 (4) Beginning with the graduating class of (~~2010~~) 2013, a
36 student must meet the state standards in science in addition to the
37 other content areas required under subsection (3) of this section
38 on the Washington assessment of student learning or the objective

1 alternative assessments in order to earn a certificate of academic
2 achievement.

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

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

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

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

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

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

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

32 (10)(a) The office of the superintendent of public instruction
33 shall develop options for implementing objective alternative
34 assessments, which may include an appeals process, for students to
35 demonstrate achievement of the state academic standards. The
36 objective alternative assessments shall be comparable in rigor to
37 the skills and knowledge that the student must demonstrate on the
38 Washington assessment of student learning and be objective in its
39 determination of student achievement of the state standards.

1 Before any objective alternative assessments in addition to those
2 authorized in RCW 28A.655.065 or (b) of this subsection are used by
3 a student to demonstrate that the student has met the state
4 standards in a content area required to obtain a certificate, the
5 legislature shall formally approve the use of any objective
6 alternative assessments through the omnibus appropriations act or
7 by statute or concurrent resolution.

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

24 (ii) The superintendent of public instruction shall implement
25 an alternative assessment for mathematics that presents the
26 mathematics essential academic learning requirements in segments;
27 is comparable in content and rigor to the tenth grade mathematics
28 assessment when all segments are considered together; is reliable
29 and valid; and can be used to determine a student's academic
30 performance level. The segmented mathematics assessment authorized
31 under this subsection (10)(b)(ii) may be used as an objective
32 alternative assessment under this section for demonstrating that a
33 student has met the mathematics standards for the certificate of
34 academic achievement.

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

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

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

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

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

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

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

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

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

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

1 student was unsuccessful, and provide strategies to help them
2 improve their student's skills.

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

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

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

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

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

36 NEW SECTION. **Sec. 4.** A new section is added to chapter
37 28A.655 RCW to read as follows:

1 (1) Beginning with the graduating class of 2008 and through the
2 graduating class of 2011, students may graduate from high school
3 without earning a certificate of academic achievement or a
4 certificate of individual achievement if they:

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

9 (b) Have successfully met the state standard in the other
10 content areas required for a certificate under RCW 28A.655.061 or
11 28A.155.045;

12 (c) Have met all other state and school district graduation
13 requirements; and

14 (d)(i) For the graduating class of 2008, successfully earn one
15 additional high school mathematics credit after the student's
16 eleventh grade year designed to increase the individual student's
17 mathematics proficiency toward meeting or exceeding the mathematics
18 standards assessed on the high school Washington assessment of
19 student learning; and

20 (ii) For the remaining graduating classes under this section,
21 successfully earn two additional mathematics credits after the
22 student's tenth grade year designed to increase the individual
23 student's mathematics proficiency toward meeting or exceeding the
24 mathematics standards assessed on the high school Washington
25 assessment of student learning.

26 (2) This section expires August 31, 2012.

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

29 (1) The superintendent of public instruction shall develop
30 essential academic learning requirements that identify the
31 knowledge and skills all public school students need to know and be
32 able to do based on the student learning goals in RCW 28A.150.210,
33 develop student assessments, and implement the accountability
34 recommendations and requests regarding assistance, rewards, and
35 recognition of the state board of education.

36 (2) The superintendent of public instruction shall:

37 (a) Periodically revise the essential academic learning
38 requirements, as needed, based on the student learning goals in RCW

1 28A.150.210. Goals one and two shall be considered primary. To
2 the maximum extent possible, the superintendent shall integrate
3 goal four and the knowledge and skill areas in the other goals in
4 the essential academic learning requirements; and

5 (b) Review and prioritize the essential academic learning
6 requirements and identify, with clear and concise descriptions, the
7 grade level content expectations to be assessed on the Washington
8 assessment of student learning and used for state or federal
9 accountability purposes. The review, prioritization, and
10 identification shall result in more focus and targeting with an
11 emphasis on depth over breadth in the number of grade level content
12 expectations assessed at each grade level. Grade level content
13 expectations shall be articulated over the grades as a sequence of
14 expectations and performances that are logical, build with
15 increasing depth after foundational knowledge and skills are
16 acquired, and reflect, where appropriate, the sequential nature of
17 the discipline. The office of the superintendent of public
18 instruction, within seven working days, shall post on its web site
19 any grade level content expectations provided to an assessment
20 vendor for use in constructing the Washington assessment of student
21 learning.

22 (3) In consultation with the state board of education, the
23 superintendent of public instruction shall maintain and continue to
24 develop and revise a statewide academic assessment system in the
25 content areas of reading, writing, mathematics, and science for use
26 in the elementary, middle, and high school years designed to
27 determine if each student has mastered the essential academic
28 learning requirements identified in subsection (1) of this section.
29 School districts shall administer the assessments under guidelines
30 adopted by the superintendent of public instruction. The academic
31 assessment system (~~shall~~) may include a variety of assessment
32 methods, including criterion-referenced and performance-based
33 measures.

34 (4) If the superintendent proposes any modification to the
35 essential academic learning requirements or the statewide
36 assessments, then the superintendent shall, upon request, provide
37 opportunities for the education committees of the house of
38 representatives and the senate to review the assessments and

1 proposed modifications to the essential academic learning
2 requirements before the modifications are adopted.

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

9 (~~((b) Assessments measuring the essential academic learning
10 requirements in the content area of science shall be available for
11 mandatory use in middle schools and high schools by the 2003-04
12 school year and for mandatory use in elementary schools by the
13 2004-05 school year unless the legislature takes action to delay or
14 prevent implementation of the assessment.))~~)

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

19 (7) To assist parents and teachers in their efforts to provide
20 educational support to individual students, the superintendent of
21 public instruction shall provide as much individual student
22 performance information as possible within the constraints of the
23 assessment system's item bank. The superintendent shall also
24 provide to school districts:

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

28 (b) A collection of diagnostic tools that educators may use to
29 evaluate the academic status of individual students. The tools
30 shall be designed to be inexpensive, easily administered, and
31 quickly and easily scored, with results provided in a format that
32 may be easily shared with parents and students.

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

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

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

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

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

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

14 **Sec. 6.** RCW 28A.655.063 and 2006 c 115 s 5 are each amended to
15 read as follows:

16 Subject to the availability of funds appropriated for this
17 purpose, (~~school districts shall reimburse~~) the office of the
18 superintendent of public instruction shall provide funds to school
19 districts, arrange for students to receive a testing fee waiver, or
20 make other arrangements to compensate students for the cost of
21 taking the tests in RCW 28A.655.061(10)(b) when the students take
22 the tests for the purpose of using the (~~mathematics~~) results as
23 an objective alternative assessment.

24 **Sec. 7.** RCW 28A.655.200 and 2006 c 117 s 4 are each amended to
25 read as follows:

26 (1) (~~In the absence of mandatory, statewide, norm-referenced~~
27 ~~assessments,~~) The legislature intends to permit school districts
28 to offer norm-referenced assessments, make diagnostic tools
29 available to school districts, and provide funding for diagnostic
30 assessments to enhance (~~guidance and planning for students and~~
31 ~~to~~) student learning at all grade levels and provide early
32 intervention before the high school Washington assessment of
33 student learning.

34 (2) In addition to the diagnostic assessments provided under
35 (~~subsection (5) of~~) this section, school districts may, at their
36 own expense, administer norm-referenced assessments to students.

1 (3)((~~By September 1, 2005, subject to available funds,~~) The
2 office of the superintendent of public instruction shall post on
3 its web site for voluntary use by school districts, a guide of
4 diagnostic assessments. The assessments in the guide, to the
5 extent possible, shall include the characteristics listed in
6 subsection (4) of this section.

7 (4) Beginning September 1, 2007, the office of the
8 superintendent of public instruction shall make diagnostic
9 assessments in reading, writing, mathematics, and science in
10 elementary and middle school grades available to school districts
11 ~~((diagnostic assessments that))~~. Subject to funds appropriated for
12 this purpose, the office of the superintendent of public
13 instruction shall also provide funding to school districts for
14 administration of diagnostic assessments to help improve student
15 learning, identify academic weaknesses, enhance student planning
16 and guidance, and develop targeted instructional strategies to
17 assist students before the high school Washington assessment of
18 student learning. To the greatest extent possible, the assessments
19 shall be:

20 (a) Aligned to the state's grade level expectations;

21 (b) Individualized to each student's performance level;

22 (c) Administered efficiently to provide results either
23 immediately or within two weeks;

24 (d) Capable of measuring individual student growth over time
25 and allowing student progress to be compared to other students
26 across the country;

27 (e) Readily available to parents; and

28 (f) Cost-effective.

29 (5) ~~((Beginning with the 2006-07 school year, the~~
30 ~~superintendent of public instruction shall reimburse school~~
31 ~~districts for administration of diagnostic assessments in grade~~
32 ~~nine for the purpose of identifying academic weaknesses, enhancing~~
33 ~~student planning and guidance, and developing targeted~~
34 ~~instructional strategies to assist students before the high school~~
35 ~~Washington assessment of student learning.~~

36 ~~—(6))~~ The office of the superintendent of public instruction
37 ~~((is encouraged to))~~ shall offer training at statewide and regional
38 staff development activities ~~((training opportunities that would~~
39 ~~assist practitioners))~~ in:

- 1 (a) The interpretation of diagnostic assessments; and
2 (b) Application of instructional strategies that will increase
3 student learning based on diagnostic assessment data.

4 NEW SECTION. **Sec. 8.** (1) The legislature's intent is to make
5 significant improvements in the high school Washington assessment
6 of student learning in the content areas of mathematics and science
7 before requiring students to meet the state standard on the
8 assessment for graduation purposes. The legislature believes that
9 a high school assessment system where students receive instruction
10 through credited high school mathematics and science courses and
11 have their knowledge and skills assessed after they complete the
12 courses represents a superior assessment system than the current
13 form of the Washington assessment of student learning. The
14 legislature also believes that end-of-course assessments offer
15 better diagnostic information and would improve the alignment of
16 curriculum, instruction, and assessment. However, the legislature
17 acknowledges that replacing the current form of the Washington
18 assessment of student learning in mathematics and science with end-
19 of-course assessments represents a significant change that should
20 be thoroughly evaluated, along with other possible changes, by an
21 independent third party and that members of the education community
22 and the public should have ample opportunity to provide input.

23 (2)(a) The state board of education, in consultation with the
24 superintendent of public instruction, shall contract with an
25 independent regional educational research organization that has
26 experience with Washington's education and assessment system to
27 examine and recommend changes to the high school Washington
28 assessment of student learning in the content areas of mathematics
29 and science.

30 (b) The primary change to be examined under this subsection (2)
31 shall be replacing the current high school Washington assessment of
32 student learning with a limited series of end-of-course assessments
33 in mathematics and science. The examination of end-of-course
34 assessments shall include:

35 (i) An objective analysis of the potential strengths and
36 weaknesses of end-of-course assessments as the primary high school
37 assessment tool for student and school accountability;

1 (ii) Analysis of the possible impact of end-of-course
2 assessments on curriculum and instruction in mathematics and
3 science;

4 (iii) The appropriate mathematics and science content to be
5 covered by end-of-course assessments;

6 (iv) Recommended implementation timelines and issues to be
7 addressed in replacing the current assessment; and

8 (v) A detailed analysis of the cost-effectiveness of adopting
9 end-of-course assessments compared to continuing to refine and
10 improve the Washington assessment of student learning, associated
11 diagnostic tools, and other teaching support measures.

12 (b) In addition, the examination shall identify other possible
13 changes to the Washington assessment of student learning that
14 address, at a minimum, the following issues:

15 (i) Timeliness of the return of score results;

16 (ii) The diagnostic value of score results;

17 (iii) Cost of administration of the assessment and the burden
18 on school districts; and

19 (iv) Opportunities to improve alignment of curriculum,
20 instruction, and the assessment.

21 (3) In conducting the examination under subsection (2) of this
22 section, the state board of education shall ensure that the
23 regional educational research organization seeks input from other
24 independent national assessment experts and examines the experience
25 of other states, particularly states that have implemented end-of-
26 course assessments.

27 (4) In any request for proposals for a new testing contractor
28 for the Washington assessment of student learning, the
29 superintendent of public instruction shall include the possible
30 changes being examined by the regional educational research
31 organization so that additional information about the cost and
32 feasibility of the changes can be provided by prospective testing
33 contractors.

34 (5) A report with findings and recommendations from the
35 regional educational research organization on the issues required
36 to be examined under subsection (2) of this section shall be
37 presented to the state board of education, the superintendent of
38 public instruction, the governor, and the education committees of
39 the legislature by January 10, 2008.

1 (6) The state board of education shall consider the findings
2 and recommendations from the regional educational research
3 organization using a deliberative public process to ensure ample
4 input from teachers, school and district administrators, the
5 business community, parents, and other interested individuals and
6 organizations. The state board of education shall submit a final
7 report to the superintendent of public instruction, the governor,
8 and the education committees of the legislature by September 15,
9 2008, that includes recommendations for changes to the high school
10 Washington assessment of student learning in mathematics and
11 science and a recommended timeline that provides for expedited
12 implementation of the recommended changes.

13 (7) The legislature intends that the changes recommended by
14 the state board of education under this section shall be able to be
15 implemented no later than the 2009-10 school year in order to apply
16 to the graduating class of 2012. If the state board of education
17 finds that the changes cannot feasibly be implemented by the 2009-
18 10 school year, the state board shall state the specific reasons
19 for such a finding, along with supporting evidence, and recommend
20 a revised expedited timeline.

21 (8) For its final report, the state board of education shall
22 also examine and make recommendations regarding:

23 (a) The effectiveness of current authorized alternative
24 assessments; and

25 (b) Opportunities for additional alternative assessments,
26 including the possible use of one or more standardized norm-
27 referenced student achievement tests and the possible use of the
28 reading, writing, or mathematics portions of the ACT ASSET and ACT
29 COMPASS test instruments as objective alternative assessments for
30 demonstrating that a student has met the state standards for the
31 certificate of academic achievement.

32 (9) This section expires June 30, 2009.

33 NEW SECTION. **Sec. 9.** A new section is added to chapter
34 28A.655 RCW to read as follows:

35 (1) In allocating state funds for the promoting academic
36 success program, the legislature has recognized that high school
37 students whose scores represent a near miss of the state standard
38 on the Washington assessment of student learning require fewer

1 remedial resources to ensure that they meet the state standard on
2 the next attempt. However, there is significant variation among
3 the remaining students whose scores represent a far miss of the
4 state standard regarding their levels of knowledge and skills, and
5 consequently the levels of remediation they will need.

6 (2) School districts receiving funding allocations through the
7 promoting academic success program for high school students scoring
8 more than one standard error of measurement from meeting the state
9 standard shall assign more resources per student to support
10 students scoring at level one on the Washington assessment of
11 student learning than are assigned to support students scoring at
12 level two."

13 Correct the title.

EFFECT: Allows students in the graduating classes of 2008 through 2011, rather than the classes of 2008 and 2009 only, to graduate without a Certificate of Academic Achievement as a result of not passing the math WASL if they meet other graduation requirements and take additional math courses. Delays the requirement for students to pass the science WASL to 2013, rather than 2011 in the underlying bill.

Declares Legislative intent to make significant improvements in the high school WASL in math and science, and a belief that end-of-course assessments represent a superior assessment system, but acknowledges that such changes should be evaluated by an independent third party.

Rather than specifying a timeline for implementation of end-of-course assessments for high school math and science (first as an alternative assessment and then as replacements for the WASL), directs the State Board of Education to contract with a regional educational research organization to examine and make recommendations for changes to the WASL. Requires the primary change examined to be replacing the WASL with end-of-course assessments in mathematics and science.

Requires a report from the research organization in January 2008. Requires the SBE to consider the report through a public process and issue a final report with recommendations in September 2008. States that the Legislative intent is that recommended changes must be able to be implemented no later than the 2009-10 school year in order to apply to the graduating class of 2012. Specifies that if the SBE finds this intent cannot feasibly be met by 2009-10, the SBE must recommend a revised timeline.

Also requires the SBE to examine current alternative assessments and possible additional ones, including norm-referenced tests and the ACT ASSET and COMPASS tests.

Allows students to access an alternative assessment after taking the WASL once. Authorizes the use of a segmented math test as an alternative assessment. Removes three other new alternative assessments: AP exams, scores on standardized, norm-referenced tests, and end-of-course assessments in Algebra I, Geometry, and Biology. Removes provisions creating a regional appeals process at each ESD, expanded requirements for Student Learning Plans, and an exemption for certain English Language Learners from taking the WASL.

Adds provisions regarding diagnostic assessments and the prioritization of Promoting Academic Success allocations on Level I students.