

2SHB 2327 - S COMM AMD

By Committee on Early Learning & K-12 Education

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

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

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

15       (2) Subject to the conditions in this section, a certificate of  
16 academic achievement shall be obtained by most students at about the  
17 age of sixteen, and is evidence that the students have successfully met  
18 the state standard in the content areas included in the certificate.  
19 With the exception of students satisfying the provisions of RCW  
20 28A.155.045 or section 6 of this act, acquisition of the certificate is  
21 required for graduation from a public high school but is not the only  
22 requirement for graduation.

23       (3) Beginning with the graduating class of 2008, with the exception  
24 of students satisfying the provisions of RCW 28A.155.045, a student who  
25 meets the state standards on the reading, writing, and mathematics  
26 content areas of the high school Washington assessment of student  
27 learning shall earn a certificate of academic achievement. If a  
28 student does not successfully meet the state standards in one or more  
29 content areas required for the certificate of academic achievement,  
30 then the student may retake the assessment in the content area up to

1 four times at no cost to the student. If the student successfully  
2 meets the state standards on a retake of the assessment then the  
3 student shall earn a certificate of academic achievement. Once  
4 objective alternative assessments are authorized pursuant to subsection  
5 (10) of this section, a student may use the objective alternative  
6 assessments to demonstrate that the student successfully meets the  
7 state standards for that content area (~~((if the student has retaken the  
8 Washington assessment of student learning at least once))~~) as provided  
9 in this section. If the student successfully meets the state standards  
10 on the objective alternative assessments then the student shall earn a  
11 certificate of academic achievement.

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

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

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

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

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

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

36 (8) Students who achieve the standard in a content area of the high  
37 school assessment but who wish to improve their results shall pay for

1 retaking the assessment, using a uniform cost determined by the  
2 superintendent of public instruction.

3 ~~(9) ((Subject to available funding, the superintendent shall pilot~~  
4 ~~opportunities for retaking the high school assessment beginning in the~~  
5 ~~2004-05 school year. Beginning no later than September 2006,))~~  
6 Opportunities to retake the assessment at least twice a year shall be  
7 available to each school district.

8 (10)(a) The office of the superintendent of public instruction  
9 shall develop options for implementing objective alternative  
10 assessments, which may include an appeals process that is separate from  
11 the appeals process through the educational service districts  
12 established in subsection (12) of this section, for students to  
13 demonstrate achievement of the state academic standards. The objective  
14 alternative assessments shall be comparable in rigor to the skills and  
15 knowledge that the student must demonstrate on the Washington  
16 assessment of student learning and be objective in its determination of  
17 student achievement of the state standards. Before any objective  
18 alternative assessments in addition to those authorized in RCW  
19 28A.655.065 or (b) of this subsection are used by a student to  
20 demonstrate that the student has met the state standards in a content  
21 area required to obtain a certificate, the legislature shall formally  
22 approve the use of any objective alternative assessments not provided  
23 in (b) of this subsection through the omnibus appropriations act or by  
24 statute or concurrent resolution.

25 (b) This subsection (10)(b) and RCW 28A.655.065 provide the only  
26 legislatively approved objective alternative assessments for which the  
27 state must provide funding. To be eligible to take an approved  
28 objective alternative assessment, a student must have taken the  
29 Washington assessment of student learning at least once.

30 (i) A student's score on the mathematics, reading or English, or  
31 writing portion of the preliminary scholastic assessment test (PSAT),  
32 the scholastic assessment test (SAT), or the American college test  
33 (ACT) may be used as an objective alternative assessment under this  
34 section for demonstrating that a student has met or exceeded the  
35 ~~((mathematics))~~ state standards for the certificate of academic  
36 achievement. The state board of education shall identify the scores  
37 students must achieve on the ~~((mathematics))~~ relevant portion of the  
38 PSAT, SAT, or ACT to meet or exceed the state standard ~~((for~~

1 ~~mathematics))~~ in the relevant content area on the Washington assessment  
2 of student learning. The state board of education shall identify the  
3 first reading, English, and writing scores by December 1, (~~(2006, and~~  
4 ~~thereafter))~~ 2007. After the first scores are established, the state  
5 board may increase but not decrease the scores required for students to  
6 meet or exceed the state (~~(standard for mathematics))~~ standards.

7 (ii) A student who scores at least a three on the grading scale of  
8 one to five for selected advance placement examinations may use the  
9 score as an objective alternative assessment under this section for  
10 demonstrating that a student has met or exceeded state standards for  
11 the certificate of academic achievement. A score of three on the  
12 advance placement examinations in calculus or statistics may be used as  
13 an alternative assessment for the mathematics portion of the Washington  
14 assessment of student learning. A score of three on the advance  
15 placement examinations in English language and composition may be used  
16 as an alternative assessment for the writing portion of the Washington  
17 assessment of student learning. A score of three on the advance  
18 placement examinations in English literature and composition,  
19 macroeconomics, microeconomics, psychology, United States history,  
20 world history, United States government and politics, or comparative  
21 government and politics may be used as an alternative assessment for  
22 the reading portion of the Washington assessment of student learning.

23 (iii) The state board of education shall approve three tenth  
24 grade-level standardized norm-referenced student achievement tests in  
25 each content area to serve as objective alternative assessments under  
26 this section for demonstrating that a student has met or exceeded state  
27 standards for the certificate of academic achievement. Upon the  
28 request of a student who is seeking to use one of the designated tests  
29 as an objective alternative, a school district shall obtain and  
30 administer the test to the student. By September 1, 2007, the state  
31 board of education shall approve the tests and determine the score that  
32 a student must obtain on each designated test for the student to obtain  
33 a certificate of academic achievement.

34 (iv) As provided in section 7 of this act, the end-of-course  
35 assessments may be used as objective alternative assessments until the  
36 end-of-course assessments become the Washington assessment of student  
37 learning.

38 (11) The state board of education shall review the ACT ASSET and

1 ACT COMPASS test instruments to determine whether a student's score on  
2 the reading, writing, or mathematics portions of the test should be  
3 used as an objective alternative assessment under this section for  
4 demonstrating that the student has met or exceeded the state standards  
5 for the certificate of academic achievement.

6 (12)(a) Each educational service district shall establish an  
7 appeals panel comprised of community members and educators of the  
8 relevant content areas on the Washington assessment of student learning  
9 to review and decide appeals submitted by students who did not meet the  
10 state standard on the tenth grade Washington assessment of student  
11 learning or an objective alternative assessment. The appeal shall not  
12 be an appeal established in RCW 28A.655.065(8), but an appeal by a  
13 student to demonstrate that he or she has a level of understanding of  
14 a content area assessed on the Washington assessment of student  
15 learning to meet the state standard, but due to certain circumstances  
16 was unable to demonstrate this level of understanding on the  
17 assessment.

18 (b) The superintendent of public instruction shall establish  
19 criteria for the panels to use and guidelines for implementation of the  
20 criteria. Before implementation by the educational service districts,  
21 the superintendent shall present the criteria to the state board of  
22 education for review and comment.

23 (c) A student is eligible to access the appeal process if the  
24 student has taken one of the following steps:

- 25 (i) Retaken the Washington assessment of student learning;  
26 (ii) Taken an alternative assessment in the content area in which  
27 the student is appealing; or  
28 (iii) Completed a career and technical education industry  
29 certification program that leads to certification, or is articulated  
30 with a postsecondary program in an accredited community or technical  
31 college that leads to certification.

32 (d) The educational service districts jointly shall annually submit  
33 a report to the legislature on the number and types of appeals that are  
34 received and the number and type of appeals that are approved. By  
35 December 15, 2004, the house of representatives and senate education  
36 committees shall obtain information and conclusions from recognized,  
37 independent, national assessment experts regarding the validity and

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

4 ~~((12))~~ (13) Subject to the availability of funds, to help assure  
5 continued progress in academic achievement as a foundation for high  
6 school graduation and to assure that students are on track for high  
7 school graduation, each school district shall prepare student success  
8 plans for ~~((students as provided in this subsection (12)).~~

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

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

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

23 ~~(iii))~~

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

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

32 (ii) A test preparation class to assist the student in preparation  
33 for the assessment the student will be taking to earn the certificate  
34 of achievement.

35 (b) The parent or guardian of each student with a student success  
36 plan shall be notified, preferably through a parent conference, of the  
37 student's results on the Washington assessment of student learning,  
38 actions the school intends to take to improve the student's skills in

1 any content area in which the student was unsuccessful, strategies to  
2 help them improve their student's skills, and the content of the  
3 student's plan.

4 ~~((iv))~~ (c) The student success plan shall include semiannual  
5 academic growth benchmarks for the student to meet. Progress made on  
6 the ~~((student))~~ plan and any adjustments to be made to maintain or  
7 increase the student's academic growth shall be reported to the  
8 student's parents or guardian and the superintendent of public  
9 instruction at least semiannually ~~((and adjustments to the plan made as~~  
10 ~~necessary))~~.

11 ~~((b) Beginning with the 2005-06 school year and every year~~  
12 ~~thereafter,)~~ (d) The school shall develop a more intensive plan for  
13 any student who does not meet the semiannual benchmarks in consecutive  
14 periods. The student, the student's parent or guardian, the student's  
15 classroom teacher or teachers, the counselor, and the principal shall  
16 meet to develop the plan.

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

24 (14) All fifth grade students who were not successful in one or  
25 more of the content areas of the ~~((fourth grade)) Washington assessment~~  
26 of student learning shall have a student ~~((learning))~~ success plan.

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

34 ~~((ii))~~ (b) Progress made on the student plan shall be reported to  
35 the student's parents or guardian at least semiannually and adjustments  
36 to the plan made as necessary.

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

3       (1) The legislature has made a commitment to rigorous academic  
4 standards for receipt of a high school diploma. The primary way that  
5 students will demonstrate that they meet the standards in reading(~~(τ)~~)  
6 and writing(~~(τ, mathematics, and science)~~) is through the Washington  
7 assessment of student learning. Once the end-of-course examinations  
8 are required for mathematics and science, as provided in section 7 of  
9 this act, these end-of-course examinations shall be the primary way  
10 that students demonstrate they meet the standards in mathematics and  
11 science. Only objective assessments that are comparable in rigor to  
12 the state assessment are authorized as an alternative assessment.  
13 Before seeking an alternative assessment, the legislature expects  
14 students to make a genuine effort to meet state standards, through  
15 (~~(retaking the Washington assessment of student learning)~~) regular and  
16 consistent attendance at school(~~(τ)~~) and participation in extended  
17 learning and other assistance programs.

18       (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,  
19 the superintendent of public instruction shall implement objective  
20 alternative assessment methods as provided in this section for students  
21 to demonstrate achievement of the state standards in content areas in  
22 which the student has not yet met the standard on the high school  
23 Washington assessment of student learning. A student may access an  
24 alternative if the student meets applicable eligibility criteria in RCW  
25 28A.655.061 and other eligibility criteria established by the  
26 superintendent of public instruction, including but not limited to  
27 attendance criteria and participation in the remediation or  
28 supplemental instruction contained in the student learning plan  
29 developed under RCW 28A.655.061. For the purposes of the alternative  
30 assessment in subsection (4) of this section, the student must have a  
31 grade point average of at least 3.2 to be eligible to access the  
32 alternative. A school district may waive attendance and/or remediation  
33 criteria for special, unavoidable circumstances.

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

37       (4) One alternative assessment method shall be a combination of the  
38 applicant's grades in applicable courses and the applicant's highest



1 score on the high school Washington assessment of student learning, as  
2 provided in this subsection. A student is eligible to apply for this  
3 alternative assessment method if the student has a grade point average  
4 of at least 3.2. The superintendent of public instruction shall  
5 determine which high school courses are applicable to the alternative  
6 assessment method and shall issue guidelines to school districts.

7 (a) Using guidelines prepared by the superintendent of public  
8 instruction, a school district shall identify the group of students in  
9 the same school as the applicant who took the same high school courses  
10 as the applicant in the applicable content area. From the group of  
11 students identified in this manner, the district shall select the  
12 comparison cohort that shall be those students who met or slightly  
13 exceeded the state standard on the Washington assessment of student  
14 learning.

15 (b) The district shall compare the applicant's grades in high  
16 school courses in the applicable content area to the grades of students  
17 in the comparison cohort for the same high school courses. If the  
18 applicant's grades are equal to or above the mean grades of the  
19 comparison cohort, the applicant shall be deemed to have met the state  
20 standard on the alternative assessment.

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

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

29 (a) The superintendent of public instruction shall develop  
30 guidelines for the types and number of work samples in each content  
31 area that may be submitted as a collection of evidence that the  
32 applicant has met the state standard in that content area. Work  
33 samples may be collected from academic, career and technical, or  
34 remedial courses and may include performance tasks as well as written  
35 products. The superintendent shall submit the guidelines for approval  
36 by the state board of education.

37 (b) The superintendent shall develop protocols for submission of  
38 the collection of work samples that include affidavits from the

1 applicant's teachers and school district that the samples are the work  
2 of the applicant and a requirement that a portion of the samples be  
3 prepared under the direct supervision of a classroom teacher. The  
4 superintendent shall submit the protocols for approval by the state  
5 board of education.

6 (c) The superintendent shall develop uniform scoring criteria for  
7 evaluating the collection of work samples and submit the scoring  
8 criteria for approval by the state board of education. Collections  
9 shall be scored at the state level or regionally by a panel of  
10 educators selected and trained by the superintendent to ensure  
11 objectivity, reliability, and rigor in the evaluation. An educator may  
12 not score work samples submitted by applicants from the educator's  
13 school district. If the panel awards an applicant's collection of work  
14 samples the minimum required score, the applicant shall be deemed to  
15 have met the state standard on the alternative assessment.

16 (d) Using an open and public process that includes consultation  
17 with district superintendents, school principals, and other educators,  
18 the state board of education shall consider the guidelines, protocols,  
19 scoring criteria, and other information regarding the collection of  
20 work samples submitted by the superintendent of public instruction.  
21 The collection of work samples may be implemented as an alternative  
22 assessment after the state board of education has approved the  
23 guidelines, protocols, and scoring criteria and determined that the  
24 collection of work samples: (i) Will meet professionally accepted  
25 standards for a valid and reliable measure of the grade level  
26 expectations and the essential academic learning requirements; and (ii)  
27 is comparable to or exceeds the rigor of the skills and knowledge that  
28 a student must demonstrate on the Washington assessment of student  
29 learning in the applicable content area. The state board shall make an  
30 approval decision and determination no later than December 1, 2006, and  
31 thereafter may increase the required rigor of the collection of work  
32 samples.

33 (e) By September of 2006, the superintendent of public instruction  
34 shall develop informational materials for parents, teachers, and  
35 students regarding the collection of work samples and the status of its  
36 development as an alternative assessment method. The materials shall  
37 provide specific guidance regarding the type and number of work samples  
38 likely to be required, include examples of work that meets the state

1 learning standards, and describe the scoring criteria and process for  
2 the collection. The materials shall also encourage students in the  
3 graduating class of 2008 to begin creating a collection if they believe  
4 they may seek to use the collection once it is implemented as an  
5 alternative assessment.

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

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

12 (ii) Focuses on the application of academic knowledge and skills  
13 within the program;

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

16 (iv) Is related to the essential academic learning requirements and  
17 state standards that students must meet to earn a certificate of  
18 academic achievement or certificate of individual achievement, but also  
19 represents the knowledge and skills that successful individuals in the  
20 career and technical field of the approved program are expected to  
21 possess.

22 (b) To meet the state standard on the alternative assessment under  
23 this subsection (6), an applicant must also attain the state or  
24 nationally recognized certificate or credential associated with the  
25 approved career and technical program.

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

32 (7) The superintendent of public instruction shall study the  
33 feasibility of using existing mathematics assessments in languages  
34 other than English as an additional alternative assessment option. The  
35 study shall include an estimation of the cost of translating the tenth  
36 grade mathematics assessment into other languages and scoring the  
37 assessments should they be implemented.

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

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

3 (b) By January 1, 2007, guidelines and appeal processes for waiving  
4 specific requirements in RCW 28A.655.061 pertaining to the certificate  
5 of academic achievement and to the certificate of individual  
6 achievement for students who: (i) Transfer to a Washington public  
7 school in their junior or senior year with the intent of obtaining a  
8 public high school diploma, or (ii) have special, unavoidable  
9 circumstances.

10 (9) The superintendent of public instruction (~~may~~) shall adopt  
11 rules to implement this section.

12 **Sec. 3.** RCW 28A.655.070 and 2005 c 497 s 106 are each amended to  
13 read as follows:

14 (1) The superintendent of public instruction shall develop  
15 essential academic learning requirements that identify the knowledge  
16 and skills all public school students need to know and be able to do  
17 based on the student learning goals in RCW 28A.150.210, develop student  
18 assessments, and implement the accountability recommendations and  
19 requests regarding assistance, rewards, and recognition of the state  
20 board of education. Assessments for the content areas of mathematics  
21 and science at the high school level shall be adopted by the state  
22 board of education as provided in section 7 of this act.

23 (2) The superintendent of public instruction shall:

24 (a) Periodically revise the essential academic learning  
25 requirements, as needed, based on the student learning goals in RCW  
26 28A.150.210. Goals one and two shall be considered primary. To the  
27 maximum extent possible, the superintendent shall integrate goal four  
28 and the knowledge and skill areas in the other goals in the essential  
29 academic learning requirements; and

30 (b) Review and prioritize the essential academic learning  
31 requirements and identify, with clear and concise descriptions, the  
32 grade level content expectations to be assessed on the Washington  
33 assessment of student learning and used for state or federal  
34 accountability purposes. The review, prioritization, and  
35 identification shall result in more focus and targeting with an  
36 emphasis on depth over breadth in the number of grade level content  
37 expectations assessed at each grade level. Grade level content

1 expectations shall be articulated over the grades as a sequence of  
2 expectations and performances that are logical, build with increasing  
3 depth after foundational knowledge and skills are acquired, and  
4 reflect, where appropriate, the sequential nature of the discipline.  
5 The office of the superintendent of public instruction, within seven  
6 working days, shall post on its web site any grade level content  
7 expectations provided to an assessment vendor for use in constructing  
8 the Washington assessment of student learning.

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

20 (4) If the superintendent proposes any modification to the  
21 essential academic learning requirements or the statewide assessments,  
22 then the superintendent shall, upon request, provide opportunities for  
23 the education committees of the house of representatives and the senate  
24 to review the assessments and proposed modifications to the essential  
25 academic learning requirements before the modifications are adopted.

26 (5)((+a)) The assessment system shall be designed so that the  
27 results under the assessment system are used by educators as tools to  
28 evaluate instructional practices, and to initiate appropriate  
29 educational support for students who have not mastered the essential  
30 academic learning requirements at the appropriate periods in the  
31 student's educational development.

32 ~~((b) Assessments measuring the essential academic learning~~  
33 ~~requirements in the content area of science shall be available for~~  
34 ~~mandatory use in middle schools and high schools by the 2003-04 school~~  
35 ~~year and for mandatory use in elementary schools by the 2004-05 school~~  
36 ~~year unless the legislature takes action to delay or prevent~~  
37 ~~implementation of the assessment.))~~

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

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

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

13 (b) A collection of diagnostic tools that educators may use to  
14 evaluate the academic status of individual students. The tools shall  
15 be designed to be inexpensive, easily administered, and quickly and  
16 easily scored, with results provided in a format that may be easily  
17 shared with parents and students.

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

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

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

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

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

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

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

1 English language learners who score at the intermediate level two  
2 or below on the Washington language proficiency test or the equivalent  
3 level of the evaluation used by the superintendent of public  
4 instruction to assess the English and academic proficiency of English  
5 language learners under RCW 28A.180.090, shall not be required to take  
6 the Washington assessment of student learning, except as required by  
7 federal law. However, these students are still subject to the  
8 graduation requirements established in RCW 28A.655.061.

9 **Sec. 5.** RCW 28A.155.045 and 2004 c 19 s 104 are each amended to  
10 read as follows:

11 Beginning with the graduating class of 2008, students served under  
12 this chapter, who are not appropriately assessed by the high school  
13 Washington assessment system as defined in RCW 28A.655.061, even with  
14 accommodations, may earn a certificate of individual achievement. The  
15 certificate may be earned using multiple ways to demonstrate skills and  
16 abilities commensurate with their individual education programs. The  
17 determination of whether the high school assessment system is  
18 appropriate shall be made by the student's individual education program  
19 team. Except as provided in section 6 of this act, for these students,  
20 the certificate of individual achievement is required for graduation  
21 from a public high school, but need not be the only requirement for  
22 graduation. When measures other than the high school assessment system  
23 as defined in RCW 28A.655.061 are used, the measures shall be in  
24 agreement with the appropriate educational opportunity provided for the  
25 student as required by this chapter. The superintendent of public  
26 instruction shall develop the guidelines for determining which students  
27 should not be required to participate in the high school assessment  
28 system and which types of assessments are appropriate to use.

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

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

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

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

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

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

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

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

16            (a) Continue to annually take high school mathematics courses or  
17 career and technical courses, designed to increase the individual  
18 student's mathematics proficiency toward meeting or exceeding the  
19 mathematics standards assessed on the high school Washington assessment  
20 of student learning. The courses may include the course developed by  
21 the office of the superintendent of public instruction that presents  
22 the mathematics essential academic learning requirements in segments.  
23 The student and his or her parents or guardians shall meet with one of  
24 the student's classroom instructors for the content area in which the  
25 student failed to successfully meet the standard and the student's  
26 guidance counselor, advisor, or mentor to determine the appropriate  
27 coursework and include the information in the student success plan  
28 required under RCW 28A.155.045;

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

31            (c) Continue to take the Washington assessment of student learning  
32 or appropriate objective alternative mathematics assessment until  
33 graduation.

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

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

37        (1)(a) The state board of education, in consultation with the



1 superintendent of public instruction, shall select statewide end-of-  
2 course assessments for high school mathematics and high school science  
3 that measure student achievement of the state mathematics and science  
4 standards. Except as provided in (b) of this subsection, the  
5 assessments shall be scored outside of the school district at the state  
6 level or by a third party chosen by the state board of education.

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

11 (c) When making the selection, the state board shall consider that  
12 the results and scores should be returned in time for the information  
13 to be used when developing the student plans under RCW 28A.155.045.

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

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

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

26 (3) The end-of-course assessments in high school mathematics shall  
27 cover algebra I and geometry. The superintendent shall make the end-  
28 of-course assessments in algebra I available to school districts as an  
29 objective alternative assessment to the Washington assessment of  
30 student learning in the 2008-09 school year. The superintendent shall  
31 make the end-of-course assessments in geometry available to school  
32 districts as an objective alternative assessment to the Washington  
33 assessment of student learning in the 2009-10 school year. The end-of-  
34 course assessment in algebra I implemented under this section shall be  
35 the Washington assessment of student learning in mathematics for  
36 purposes of the certificate of academic achievement under RCW  
37 28A.655.061, beginning with the graduating class of 2013. The end-of-  
38 course assessment in algebra I and the end-of-course assessment in

1 geometry implemented under this section shall be the Washington  
2 assessment of student learning in mathematics for purposes of the  
3 certificate of academic achievement under RCW 28A.655.061, beginning  
4 with the graduating class of 2014.

5 (4) The end-of-course assessment in high school science shall cover  
6 biology. The superintendent shall make the science assessment  
7 available to school districts as an objective alternative assessment to  
8 the Washington assessment of student learning in the 2009-10 school  
9 year. The end-of-course assessment in biology implemented under this  
10 section shall be the Washington assessment of student learning in  
11 science for purposes of the certificate of academic achievement under  
12 RCW 28A.655.061, beginning with the graduating class of 2013.

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

15 (1) (~~In the absence of mandatory, statewide, norm-referenced~~  
16 ~~assessments,~~) The legislature intends to permit school districts to  
17 offer norm-referenced assessments, make diagnostic tools available to  
18 school districts, and provide funding for diagnostic assessments to  
19 enhance (~~guidance and planning for students and to~~) student learning  
20 at all grade levels and provide early intervention before the high  
21 school Washington assessment of student learning.

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

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

31 (4) Beginning September 1, 2007, the office of the superintendent  
32 of public instruction shall make diagnostic assessments in reading,  
33 writing, mathematics, and science in elementary and middle school  
34 grades available to school districts (~~diagnostic assessments that~~).  
35 The office of the superintendent of public instruction shall also  
36 provide funding to school districts for administration of diagnostic  
37 assessments to help improve student learning, identify academic

1 weaknesses, enhance student planning and guidance, and develop targeted  
2 instructional strategies to assist students before the high school  
3 Washington assessment of student learning. To the greatest extent  
4 possible, the assessments shall be:

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

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

7 (c) Administered efficiently to provide results either immediately  
8 or within two weeks;

9 (d) Capable of measuring individual student growth over time and  
10 allowing student progress to be compared to other students across the  
11 country;

12 (e) Readily available to parents; and

13 (f) Cost-effective.

14 (5) ~~((Beginning with the 2006-07 school year, the superintendent of~~  
15 ~~public instruction shall reimburse school districts for administration~~  
16 ~~of diagnostic assessments in grade nine for the purpose of identifying~~  
17 ~~academic weaknesses, enhancing student planning and guidance, and~~  
18 ~~developing targeted instructional strategies to assist students before~~  
19 ~~the high school Washington assessment of student learning.~~

20 ~~(6))~~ The office of the superintendent of public instruction ~~((is~~  
21 ~~encouraged to))~~ shall offer training at statewide and regional staff  
22 development activities ~~((training opportunities that would assist~~  
23 ~~practitioners))~~ in:

24 (a) The interpretation of diagnostic assessments; and

25 (b) Application of instructional strategies that will increase  
26 student learning based on diagnostic assessment data.

27 NEW SECTION. Sec. 9. (1) Beginning in 2007, the state board of  
28 education and the superintendent of public instruction shall report  
29 annually by December 1st to the education committees of the legislature  
30 on the status and progress of implementation of their responsibilities  
31 under this act.

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

1 (i) The expected validity, reliability, and rigor of the end-of-  
2 course assessments for use in making individual student high school  
3 graduation determinations, based on information from independent  
4 national assessment experts;

5 (ii) Whether the end-of-course assessments in science should be  
6 expanded to include other science content areas or processes in  
7 addition to biology;

8 (iii) Adequate notice to the graduating class of students who will  
9 be required to meet state standards on the end-of-course assessments  
10 for purposes of the certificate of academic achievement; and

11 (iv) Other possible factors that are supported by clear and  
12 convincing evidence.

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

15 (i) State the reasons for the finding, along with the supporting  
16 evidence;

17 (ii) Recommend a revised timeline or timelines, with specific  
18 dates; and

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

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

24 NEW SECTION. **Sec. 10.** If specific funding for the purposes of  
25 section 8 of this act, referencing section 8 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 8 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."

**2SHB 2327** - S COMM AMD

By Committee on Early Learning & K-12 Education

1        On page 1, line 2 of the title, after "science;" strike the  
2 remainder of the title and insert "amending RCW 28A.655.061,  
3 28A.655.065, 28A.655.070, and 28A.155.045, and 28A.655.200; adding new  
4 sections to chapter 28A.655 RCW; creating new sections; providing  
5 expiration dates; and declaring an emergency."

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