

**Standards, Assessment & Accountability - Brief Summary of WA State and Federal Legal Requirements**

**I. Standards**

	WA Statutory Requirements (RCW)		Federal Legal Requirements (No Child Left Behind Act of 2001 unless noted)
	WASL/WAAS	Other	
<b>What standards must be adopted</b>	<p>SPI shall develop <b>Essential Academic Learning Requirements</b> that identify the knowledge and skills all public school students need to know and be able to do <b>based on the student learning goals</b> in RCW 28A.150.210....</p> <p align="right">RCW 28A.655.070</p> <p>....the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:</p> <p>(1) <b>Read</b> with comprehension, <b>write</b> effectively, and <b>communicate</b> successfully in a variety of ways and settings and with a variety of audiences;</p> <p>(2) Know and apply the core concepts and principles of <b>mathematics</b>; social, physical, and life <b>sciences</b>; <b>civics and history</b>, including different cultures and participation in representative government; <b>geography</b>; <b>arts</b>; and <b>health and fitness</b>;</p> <p>(3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and</p> <p>(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.</p> <p align="right">RCW 28A.150.210</p>	<p>Within specifically appropriated funds, SPI shall develop EALRs and GLEs for <b>educational technology literacy and technology fluency</b>....</p> <p align="right">RCW 28A.655.075</p>	<p>...For each State desiring to receive a grant under this part {Title I, Part A}, the State educational agency shall submit ...a plan... Sec. 1111(a)(1)</p> <p>Each state plan shall demonstrate that the state has adopted <b>challenging academic content standards and challenging student academic achievement standards</b>....including in at least <b>mathematics, reading or language arts, and science</b></p> <p>The academic standards... shall be the <b>same academic standards that the State applies to all schools and children</b>. Standards shall include:</p> <p>(i) challenging academic content standards ...that:</p> <ul style="list-style-type: none"> <li>• specify what children are expected to know and be able to do;</li> <li>• contain coherent and rigorous content;</li> <li>• encourage the teaching of advanced skills</li> </ul> <p>(ii) challenging student academic achievement standards that:</p> <ul style="list-style-type: none"> <li>• are aligned with the academic content standards</li> <li>• describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material....</li> <li>• describe a third level of achievement (basic) to provide complete information about the progress of lower-achieving children.... Sec. 1111(b)(1)</li> </ul>
<b>Other standards requirements</b>	<p>SPI shall review and prioritize the EALRs and identify, with clear and concise descriptions, the <b>grade level content expectations</b> to be assessed on the WASL and used for accountability purposes.</p> <p>The result shall be <b>more focus and targeting</b> with an emphasis on depth over breadth in the number of grade level content expectations assessed at each grade level.</p> <p>Grade level content expectations shall be <b>articulated over the grades as a sequence</b> of expectations and performances that are logical, build with increasing depth after foundational knowledge and skills are acquired, and reflect, where appropriate, the sequential nature of the discipline.</p> <p>If the superintendent proposes any modification to the EALRs or statewide assessments, the superintendent must, on request, provide <b>opportunities for review</b> by the Legislative Education Committees before the modifications are adopted.</p> <p align="right">RCW 28A.655.070</p>		

## II. Assessments

	WA Statutory Requirements (RCW)		Federal Legal Requirements (No Child Left Behind Act of 2001 unless noted)
	WASL/WAAS	Other	
<b>What subjects must be assessed</b>	<p>SPI, in consultation with the SBE, shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of <b>Reading, Writing, Mathematics, and Science</b>....designed to determine if each student has mastered the EALRs.</p> <p style="text-align: right;">RCW 28A.655.070</p> <p>The superintendent shall develop end-of-course assessments in <b>Algebra I, Geometry, Integrated Mathematics I, and Integrated Mathematics II</b>.</p> <p style="text-align: right;">RCW 28A.655.066</p>	<p>By 2008-09, districts must have in place....assessments or other strategies to assure students have an opportunity to learn the EALRs in <b>Social Studies, the Arts, and Health &amp; Fitness</b>.</p> <p>Districts must require students....to complete at least one classroom- based assessment in <b>Civics</b>...</p> <p style="text-align: right;">RCW 28A.230.095</p>	<p>Each state plan shall demonstrate that the State...has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in <b>mathematics, reading or language arts, and science</b>....</p> <p style="text-align: right;">Sec. 1111(b)(3)(A)</p>
<b>What grade levels must be assessed</b>	<p>....the <b>elementary, middle, and high school</b> years...</p> <p style="text-align: right;">RCW 28A.655.070</p>	<p>(Soc Studies, Arts, Health/Fitness)...in <b>elementary schools, middle schools, and high schools</b></p> <p>(Civics)...<b>4th or 5th</b> grade; <b>7th or 8th</b> grade; and <b>11th or 12th</b> grade</p> <p style="text-align: right;">RCW 28A.230.095</p>	<p>..Measure the proficiency of students in..<b>mathematics and reading or language arts</b>, and be administered not less than <b>once during grades 10 through 12</b>.</p> <p>Beginning not later than 2005-06, measure the achievement of students ....in each of <b>grades 3 through 8 in mathematics and reading or language arts</b>.</p> <p>Beginning not later than 2007-08, measure the proficiency of all students in <b>science</b> and be administered not less than <b>one time</b> during <b>grades 3 through 5; grades 6 through 9; and grades 10 through 12</b>.</p> <p style="text-align: right;">Sec. 1111(b)(3)(C)</p>
<b>Who must be assessed</b> • <b>General students</b>	<p>....assessment system....designed to determine if <b>each student</b> has mastered the EALRs.</p> <p>School districts shall administer the assessments under guidelines adopted by SPI.</p> <p style="text-align: right;">RCW 28A.655.070</p>	<p>....assessments or other strategies to assure <b>students</b> have an opportunity to learn</p> <p>Districts must require <b>students</b>....</p> <p style="text-align: right;">RCW 28A.230.095</p>	<p>Such assessments shall....provide for the participation in such assessments of <b>all students</b>....</p> <p style="text-align: right;">Sec. 1111(b)(3)(C)(ix)</p> <p>For a school to make adequate yearly progress...not less than <b>95 percent of each group of students*</b> who are enrolled in the school are required to take the assessments.</p> <p style="text-align: right;">Sec. 1111(b)(2)(I)</p> <p>*Defined as:</p> <ul style="list-style-type: none"> <li>• economically disadvantaged students</li> <li>• students from major racial and ethnic groups</li> <li>• students with disabilities</li> <li>• students with limited English proficiency</li> </ul> <p style="text-align: right;">Sec. 1111(b)(2)(C)</p>

<ul style="list-style-type: none"> <li>• <b>Special Ed</b></li> </ul>	<p>SPI shall monitor the percentage and number of special education .....students exempted from taking the assessments by schools and school districts to ensure the exemptions are in compliance with exemption guidelines.</p> <p style="text-align: right;">RCW 28A.655.090</p> <p><i>Note: The various forms of the Washington Alternate Assessment System (WAAS) for special education students are not specified in state law.</i></p>	<p>...</p>	<p>Such assessments shall....provide for the <b>reasonable adaptations and accommodations for students with disabilities</b> necessary to measure the academic achievement of such students relative to state standards.</p> <p style="text-align: right;">Sec. 1111(b)(3)(C)(ix)</p> <p><i>Note: Through rule (34 CFR 200.6(a)) the US DOE has specified that a state's assessment system must provide for alternate assessments for students with disabilities whom the IEP team determines cannot participate in the state assessments even with accommodations.</i></p> <ul style="list-style-type: none"> <li>• <i>Except for students with significant cognitive disabilities, any alternate assessments must "yield results for the grade in which the student is enrolled" (in other words, the assessments must be at grade level).</i></li> <li>• <i>States can develop a separate alternate assessment for students with significant disabilities based on a <b>different</b> set of standards. States can also develop an assessment based on <b>modified</b> standards, but these must be aligned with grade-level content.</i></li> <li>• <i>For purposes of calculating AYP, results from an alternative assessment based on a different set of standards are limited to 1% of the student population (e.g., students with significant cognitive disabilities). Results from an alternative assessment based on modified standards are limited to 2% of the student population. 34 CFR 200.13</i></li> </ul> <p>Note: The federal Individuals with Disabilities Education Act (Title 20, Section 1412) also requires states to establish the <b>same performance goals and indicators for AYP for children with disabilities as for other children</b> (Part 15) . <b>All children with disabilities are to be included in "all general state and district assessment programs</b>, with appropriate accommodations and alternate assessments where necessary and indicated in their respective IEPs." Any alternate assessments must be aligned with the state's academic and achievement standards required under the NCLB. (Part 16)</p>
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<ul style="list-style-type: none"> <li>• <b>ELL</b></li> </ul>	<p>SPI shall monitor the percentage and number of .....limited English proficient students exempted from taking the assessments by schools and school districts to ensure the exemptions are in compliance with exemption guidelines.</p> <p style="text-align: right;">RCW 28A.655.090</p>	<p>...</p>	<p>Such assessments shall...provide for the <b>inclusion of limited English proficient students.</b> Sec. 1111(b)(3)(C)(ix)</p> <p><i>Note: By rule (34 CFR 200.6(b)), the US DOE specifies that:</i></p> <ul style="list-style-type: none"> <li>• <i>A state can assess the Reading/Language Arts standards in a language other than English for students who have attended US schools for fewer than 3 years. Thereafter, assessments must be in English (with some case-by-case exceptions for an additional 2 years). These students are not, however, exempted from the state assessment system.</i></li> <li>• <i>A state may exempt a recently arrived Limited English proficient student from 1 administration of the state's Reading/Language Arts assessment. Recently-arrived means the student has attended US schools for less than 12 months.</i></li> <li>• <i>States must assess the math (and science) achievement of all limited English proficient students, including those recently arrived.</i></li> </ul>
<p><b>What is the required type of assessment</b></p>	<p>....designed to determine if each student <b>has mastered the EALRs</b> RCW 28A.655.070</p> <p>....statewide <b>end-of-course assessments</b> for high school mathematics that <b>measure student achievement of the state mathematics standards.....</b> RCW 28A.655.066</p>	<p>...assessments or other strategies</p> <p>...one <b>classroom- based assessment</b> in civics RCW 28A.230.095</p>	<p><i>Note: By rule (34 CFR 200.3) the US DOE specifies that states can include criterion-referenced assessments and/or nationally-normed assessments in their assessment system. However, nationally-normed assessments must be augmented with additional items as necessary to measure the depth and breadth of the state's standards and must express results in terms of student achievement of the state's standards.</i></p>
<p><b>What are required design features of the assessment</b></p>	<p>The academic assessment system may include a <b>variety of assessment methods</b>, including criterion-referenced and performance-based measures.</p> <p>The assessment system shall be designed so that the <b>results....are used by educators as tools</b> to evaluate instructional practices, and to initiate appropriate educational support for students who have not mastered the EALRs at the appropriate periods in the student's educational development.</p> <p>...assessments that are <b>directly related to the EALRs</b> and are <b>not biased</b> toward persons with different learning styles, racial or ethnic</p>	<p>...</p>	<p>Such assessments shall:</p> <ul style="list-style-type: none"> <li>• Be the <b>same academic assessments</b> used to measure the achievement of <b>all children</b></li> <li>• Be <b>aligned</b> with the state's academic content and achievement standards and provide coherent information about student attainment of such standards</li> <li>• Be used for purposes for which such assessments are <b>valid and reliable</b></li> <li>• Be consistent with relevant, nationally recognized <b>professional and technical standards</b></li> <li>• Be used only if the <b>state..provides evidence</b> from the test</li> </ul>

	<p>backgrounds, or on the basis of gender.</p> <p>To the maximum extent possible, the superintendent shall <b>integrate</b> knowledge and skill areas in development of the assessments.</p> <p>The superintendent shall consider methods to address the unique <b>needs of special education students and highly capable students</b> when developing the assessments.</p> <p>Effective with the 2009 administration of the WASL, the superintendent shall <b>redesign</b> the assessment in the content areas of reading, mathematics, and science <b>in all grades except high school</b> by <b>shortening</b> test administration and <b>reducing the number of short answer and extended response</b> questions. RCW 28A.655.070</p> <p>.....shall develop <b>statewide end-of-course assessments for high school mathematics</b>.... The superintendent shall take steps to ensure that the language of the assessments is responsive to a diverse student population. RCW 28A.655.066</p>		<p>publisher or other relevant sources that the assessments used are of adequate technical quality for each purpose required under this act</p> <ul style="list-style-type: none"> <li>• Involve <b>multiple up-to-date measures</b> of student academic achievement, including measures that assess higher-order thinking skills and understanding</li> </ul> <p style="text-align: right;">Sec. 1111(b)(3)(C)</p> <p><i>Note: To determine whether states have met the NCLB standards and assessment requirements, the US DOE uses a peer review process involving experts in the fields of standards and assessments. The peer review process examines the evidence that must be compiled by each state to show that its system meets the NCLB requirements.</i></p>
<p><b>How must results be communicated</b></p>	<p>By September 2007, the results for reading and mathematics shall be reported in a <b>format that will allow parents and teachers to determine the academic gain</b> a student has acquired in those content areas from one school year to the next.</p> <p>...the superintendent shall provide as <b>much individual student performance information as possible</b> within the constraints of the assessment system's item bank. RCW 28A.655.070</p> <p>Each school district shall <b>notify the parents</b> of each student of their child's performance on the test and assessment... RCW 28A.230.195</p> <p>By <b>September 10 each year</b>...SPI shall report to schools, districts, and the Legislature on the <b>results of the WASL</b>:</p> <ul style="list-style-type: none"> <li>• include the assessment results by school and school district and changes over time;</li> <li>• percentage of students meeting the standards;</li> <li>• percentage of students performing at each level of the assessment ;</li> </ul>	<p>Beginning with the 2008-09 school year, school districts shall annually submit an implementation verification report to the OSPI. RCW 28A.230.095</p>	<p>Such assessments shall...</p> <ul style="list-style-type: none"> <li>• produce <b>individual student interpretive, descriptive, and diagnostic reports</b> that allow parents, teachers, and principals to understand and address the specific academic needs of students</li> <li>• include information regarding achievement on academic assessments aligned with state academic standards and that are provided <b>as soon as is practicably possible</b> after the assessment is given, in an <b>understandable and uniform format</b>, and to the extent practicable, in a language that parents can understand</li> <li>• enable results to be <b>disaggregated</b> within each state, district, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities, and by economically disadvantaged students except disaggregation is not required when the number of students is insufficient to yield reliable information or would reveal personally identifiable information</li> </ul> <p style="text-align: right;">Sec. 1111(b)(3)(C)</p>

	<ul style="list-style-type: none"> <li>Disaggregation of results by at least the following subgroups of students: White, Black, Hispanic, American Indian/Alaskan Native, Asian, Pacific Islander/Hawaiian Native, low income, transitional bilingual, migrant, special education, and, beginning with the 2009-10 school year, students covered by section 504 of the federal rehabilitation act of 1973;</li> <li>a learning improvement index that shows changes in student performance within the different levels of student learning reported on the WASL.</li> </ul> <p>To protect the privacy of students, the results of schools and districts that test fewer than ten students in a grade level shall not be reported. RCW 28A.655.090</p>		
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	Other Assessments Specified in WA Law	Federal Legal Requirements (NCLB unless noted)
<b>High School Assessment System</b>	<p>The high school assessment system shall <b>include, but need not be limited to, the WASL</b>, opportunities for a student to <b>retake</b> the content areas of the assessment in which the student is not successful, and if approved by the Legislature, one or more <b>objective alternative assessments</b>.</p> <p>Objective alternative assessments shall be <b>comparable in rigor</b> to the skills and knowledge that the student must demonstrate on the WASL.</p> <p>Once objective alternative assessments are authorized...a student may use the assessments to demonstrate that the student successfully meets the state standards for that content area <b>if the student has taken the WASL at least once</b>.</p> <p style="text-align: right;">RCW 28A.655.061</p> <p>Approved alternatives:</p> <ul style="list-style-type: none"> <li>SAT or ACT scores in math, reading, English or Writing, with equivalent scores set by SBE</li> <li>Score of 3 on specified AP exams</li> </ul> <p style="text-align: right;">RCW 28A.655.061</p> <ul style="list-style-type: none"> <li>WASL/Grades Cohort comparison for students with at least 3.2 GPA</li> <li>Collection of work samples (collection of evidence)</li> </ul> <p style="text-align: right;">RCW 28A.655.065</p>	<p><i>Note: Federal law requires only that all students be assessed at least once in grades 10-12 in reading, math, and science using an assessment that meets the NCLB standards.</i></p> <p><i>In Washington, this assessment is the WASL.</i></p> <p><i>No federal requirements apply to Washington's objective alternative assessments since students must already have taken the WASL to access them.</i></p>
<b>Washington Language Proficiency Test (WLPT)</b>	<p>SPI shall develop an <b>evaluation system designed to measure increases in the English and academic proficiency</b> of eligible pupils {in the transitional bilingual instruction program.}.</p> <p>The superintendent shall:</p>	<p>Each State plan shall demonstrate that local educational agencies in the state...provide for an <b>annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English)</b> of all students with limited English</p>

	<ul style="list-style-type: none"> <li>Require school districts to assess potentially eligible pupils within 10 days of registration using an English proficiency assessment or assessments as specified by the SPI.</li> <li>Require school districts to annually assess all eligible pupils at the end of the school year using an English proficiency assessment or assessments as specified by the SPI.</li> </ul> <p style="text-align: right;">RCW 28A.180.090</p>	<p>proficiency in the schools...</p> <p style="text-align: right;">Sec. 1111 (b)(7)</p>
<p><b>Second Grade Reading</b></p>	<p>The superintendent shall identify a <b>collection of reading passages and assessment procedures that can be used to measure second grade oral reading accuracy and fluency skills</b>. The procedures and passages must:</p> <ul style="list-style-type: none"> <li>Provide a reliable and valid measure of a student's oral reading accuracy and fluency skills;</li> <li>Be able to be individually administered;</li> <li>Have been approved by a panel of nationally recognized professionals in the area of beginning reading ...and measurement and assessment;</li> <li>Assess student skills in recognition of letter sounds, phonemic awareness, word recognition, and reading connected text.</li> </ul> <p style="text-align: right;">RCW 28A.300.310</p> <p>Starting in 1998-99, school districts <b>must select an assessment from the collection</b> adopted by SPI.</p> <ul style="list-style-type: none"> <li>Selection must be at the entire school district level.</li> <li>The assessment must be administered annually in the fall.</li> <li>Students substantially below grade level...shall be assessed at least one more time during the 2nd grade.</li> <li>Each school must have the assessment results available by the fall parent-teacher conference.</li> <li>Schools must notify parents about the assessment during the conferences.</li> </ul> <p style="text-align: right;">RCW 28A.300.320</p>	<p>.....</p>
<p><b>Technology</b></p>	<p>Within specifically appropriated funds, the superintendent shall <b>obtain or develop education technology assessments</b> that may be administered in the <b>elementary, middle, and high school grades</b> to assess the EALRs for technology.</p> <p>The assessments shall be designed to be <b>classroom or project-based</b> so that they can be embedded in classroom instruction and be <b>administered and scored by school staff</b> throughout the regular school year using consistent scoring criteria and procedures.</p> <p>By 2010-11, these assessments shall be made available to school districts for the districts' <b>voluntary use</b>.</p> <p style="text-align: right;">RCW 28A.655.075</p>	<p>....</p>
<p><b>Diagnostic Assessments</b></p>	<p>The legislature intends to permit school districts to offer norm-referenced assessments, make diagnostic tools available to school districts, and provide funding for diagnostic assessments to enhance student learning.</p> <p>Beginning September 1, 2007, OSPI shall <b>make diagnostic assessments in reading, writing, mathematics, and science in elementary, middle, and high school grades available</b> to school districts. Subject to funds appropriated for this purpose, OSPI shall also provide funding to school districts for administration of diagnostic assessments.</p> <p>To the greatest extent possible, the assessments shall be:</p>	<p>....</p>

	<ul style="list-style-type: none"> <li>• aligned to the state's grade level expectations</li> <li>• individualized to each student's performance level</li> <li>• administered efficiently to provide results either immediately or within two weeks</li> <li>• capable of measuring individual student growth over time and allowing student progress to be compared to other students across the country</li> <li>• readily available to parents</li> <li>• cost-effective</li> </ul>	
NAEP	<p>.....</p> <p style="text-align: right;">RCW 28A.655.200</p>	<p>Each state plan shall contain assurances that...the state will, beginning in 2002-03, <b>participate in the biennial state academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress</b>....if the Secretary pays the costs of administering such assessments...</p> <p style="text-align: right;">Sec. 1111.(c)(2)</p>



### III. Accountability<sup>1</sup>

	WA Statutory Requirements (RCW)	Federal Legal Requirements (No Child Left Behind Act of 2001 unless noted)
Accountability for: <b>The STATE</b>		
<b>Generally</b>	<p><i>Note: Opportunities for students to learn the EALRs are part of the state's Constitutional responsibilities as currently defined in statute:</i></p> <ul style="list-style-type: none"> <li>• <i>According to RCW 28A.150.200, the Basic Education Goals contained in RCW 28A.150.210 are defined as part of the program of Basic Education that the Legislature deems complies with the state's constitutional obligations under Article IX, Sections 1 and 2 of the State Constitution (paramount duty and provision of a general and uniform system of public schools).</i></li> <li>• <i>The Essential Academic Learning Requirements originate with the Basic Education Goals (see "standards" section above).</i></li> <li>• <i>The state's assessment system measures student performance on the EALRs (see "assessment" section above).</i></li> </ul>	<p>Each state plan shall <b>demonstrate that the state has developed and is implementing a single, statewide accountability system</b> that applies to all local educational agencies (school districts) and all public schools and is based on the academic standards and assessments that must be adopted. <span style="float: right;">Sec. 1111(b)(2)</span></p>

	WA Statutory Requirements (RCW)	Federal Legal Requirements (No Child Left Behind Act of 2001 unless noted)
Accountability for: <b>SCHOOLS &amp; SCHOOL DISTRICTS</b>		
<b>What is measured</b>	<p>The State Board of Education, for purposes of statewide accountability, shall adopt and revise <b>performance improvement goals in reading, writing, science, and mathematics, by subject and grade level</b>; academic and technical skills in secondary CTE programs; and student attendance, as deemed appropriate to improve student learning.</p> <ul style="list-style-type: none"> <li>• Goals may be established for all students, economically disadvantaged students, limited English proficient students, students with disabilities, and students from disproportionately academically underachieving racial and ethnic backgrounds.</li> <li>• School and districts goals may be established addressing high school graduation rates and dropout reduction for secondary students.</li> <li>• Goals must be presented to the Education Committees for review before adoption. <span style="float: right;">RCW 28A.305.130(4)</span></li> </ul>	<p>Each state plan shall demonstrate, based on the academic assessments, <b>Adequate Yearly Progress of all public schools and school districts</b>. AYP must be defined so that:</p> <ul style="list-style-type: none"> <li>• applies the same standards of achievement to all students</li> <li>• is statistically valid and reliable</li> <li>• results in continuous and substantial academic improvement for all students</li> <li>• includes separate measurable annual objectives for all students as well as economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency</li> <li>• includes graduation rates for public secondary students</li> <li>• includes at least one other academic indicator for elementary students</li> </ul> <p>Each state shall establish <b>statewide annual measurable objectives</b>:</p> <ul style="list-style-type: none"> <li>• set separately for the assessments of math and reading/language arts</li> <li>• the same for all schools and districts</li> <li>• identifying a single minimum percentage of students required to meet or exceed the proficient level on the assessments, that applies separately to each group <span style="float: right;">Sec. 1111(b)(2)</span></li> </ul>

<sup>1</sup> This section represents a VERY brief summary of major provisions only. The federal accountability system is quite complex.

<p><b>What is the target</b></p>		<p>Each state must establish a timeline for AYP that ensure that <b>by 2013-14, all students in each group meet or exceed the state's proficient level of academic achievement on the state's academic assessments.</b>  Sec. 1111(b)(2)(F)</p> <p>Each year, for a school to make AYP, <b>each group of students must meet or exceed the objectives</b> set by the state in terms of the percentage of students required to meet or exceed the proficient level on the state assessments, measured separately by student group and by the subject of the assessment, as well as on the other indicators (high school graduation and the elementary indicator).  Sec. 1111(b)(2)(I)</p>
<p><b>What happens if the target isn't met</b></p>	<p>The SBE shall:</p> <ul style="list-style-type: none"> <li>• Adopt <b>objective, systematic criteria to identify schools and school districts in need of assistance</b> and those in which significant numbers of students persistently fail to meet state standards, taking into consideration all statewide mandated criterion-referenced and norm-referenced standardized tests.</li> <li>• Identify schools and school districts in which state intervention measures will be needed and a range of appropriate intervention strategies <b>after the legislature has authorized a set of intervention strategies</b>. After the legislature has authorized a set of intervention strategies, at the request of the board, the superintendent shall intervene in the school or school district and take corrective actions. <b>This chapter does not provide additional authority for the board or the superintendent of public instruction to intervene in a school or school district.</b></li> <li>• Identify performance incentive systems that have improved or have the potential to improve student achievement.</li> </ul> <p style="text-align: right;">RCW 28A.305.130(4)</p> <p>To the extent funds are appropriated, OSPI shall allocate <b>accountability implementation funds</b> to school districts to:</p> <ul style="list-style-type: none"> <li>• Develop and update student learning improvement plans</li> <li>• Implement curriculum materials and instructional strategies</li> <li>• Provide staff professional development to implement the curricula and instruction</li> <li>• Develop and implement assessment strategies and training in assessment scoring</li> <li>• Fund other activities intended to improve student learning for all students, including students with diverse needs.</li> </ul> <p>Activities must be consistent with the school or district improvement plan, designed to improve the ability of teachers and other staff to assist students in meeting the EALRs, and designed to achieve state and local accountability goals. Activities shall be designed to protect teachers' instructional time with students and minimize use of substitute teachers.</p>	<p>A school district must identify for <b>school improvement any school that fails to make AYP for 2 consecutive years.</b>  Sec. 1116(b)(1)A)</p> <p><i>Note: While all schools are subject to identification for not making AYP, the additional requirements imposed at successive steps of school improvement apply only to schools that receive Title I funds. Schools that fail to make AYP for 2 years move to the next successive step; those that make AYP for 2 years exit school improvement.</i></p> <p>Requirements for Title I schools in school improvement and their school districts:</p> <ul style="list-style-type: none"> <li>• Step 1: Develop or revise a two-year school improvement plan with technical assistance provided by the district; Provide students the option to transfer to another school in the district that has not been identified for school improvement (unless prohibited by state law).</li> <li>• Step 2: Continue the above, plus notify parents of low income children of their option to receive supplemental tutoring services from an OSPI-approved provider, paid for by the school district.</li> <li>• Step 3: Continue the above, plus districts must take at least one corrective action (consistent with state law): replace school staff, institute a new curriculum and professional development, decrease management authority at the school, appoint an outside expert, extend the school year or day, or restructure the internal organization of the school.</li> <li>• Step 4: Continue the above, plus the district must prepare a plan for a form of alternative governance (consistent with state law): reopen as a charter school, replace all or most of the staff; contract for the operation of the school, turn the operation of the school over to the state (if permitted under state law and agreed to by the state), any other major restructuring that makes fundamental reforms.</li> <li>• Step 5: Continue the above, and implement the school restructuring plan.</li> </ul> <p style="text-align: right;">Sec. 1116(b)(1) - (9)</p>

	<p>Schools receiving funds shall develop a school student learning improvement plan to achieve the student learning goals and EALRs and to implement the assessment system and delineate how the accountability implementation funds will be used. RCW 28A.655.130</p> <p>SPI, subject to available funding, may employ <b>school improvement coordinators and school improvement specialists to provide assistance</b> to schools and districts. The improvement specialists shall serve on a rotating basis and shall not be permanent employees. Types of assistance include:</p> <ul style="list-style-type: none"> <li>• Assistance to schools to use student performance data and develop improvement plans based on those data</li> <li>• Consultation with schools and districts concerning their WASL performance</li> <li>• Consultation concerning curricula that aligns with the EALRs and WASL and that meets the needs of diverse learners</li> <li>• Assistance in identification and implementation of research-based instructional practices</li> <li>• Staff training that emphasizes effective instructional strategies and classroom-based assessment</li> <li>• Assistance in developing and implementing family and community involvement program</li> <li>• Other assistance intended to improve student learning</li> </ul> <p style="text-align: right;">RCW 28A.655.140</p> <p><i>Note: Budget proviso since 2001 has provided state funding for focused assistance: "The OSPI shall conduct educational audits of low-performing schools and enter into performance agreements between school districts and the office to implement the recommendations of the audit and the community. Each educational audit shall include recommendations for best practices to address identified needs and shall be presented to the community in a public meeting to seek input on ways to implement the audit and its recommendations." There is also a budget proviso for a high school and school district improvement program modeled after the focused assistance program.</i></p>	<p><i>Note: School districts must also be identified as needing improvement for failure to make the district version of AYP. Step 1 requires development/revision and implementation of an improvement plan; Step 2 requires implementation of the plan and at least 1 corrective action taken by the state as consistent with state law: deferral of program funds or a new curriculum. States must provide technical assistance. Sec. 1116(c)</i></p>
<p><b>What happens if the target is exceeded</b></p>	<p>The SBE shall adopt <b>objective, systematic criteria to identify successful schools and school districts</b> and recommend to SPI schools and districts to be recognized for two types of accomplishments: student achievement and improvements in student achievement.</p> <p>Recognition for improvements in student achievement shall include consideration of one or more of the following accomplishments:</p> <ul style="list-style-type: none"> <li>• An increase in the percent of students meeting standards.</li> </ul>	<p><i>Note: The NCLB Blue Ribbon Schools award recognizes elementary, middle and high schools that are either academically superior or that demonstrate dramatic gains in student achievement to high levels. In 2008 there were 320 schools nationwide; 4 from Washington.</i></p>

	<ul style="list-style-type: none"> <li>• Positive progress on an improvement index that measures improvement in all levels of the assessment</li> <li>• Improvements despite challenges such as high levels of mobility, poverty, English as a second language learners, and large numbers of students in special populations as measured by either the percent of students meeting the standard, or the improvement index.</li> </ul> <p style="text-align: right;">RCW 28A.305.130(4)</p> <p>The <b>Apple Award Program</b> honors and reward public elementary schools that have the greatest combined average increase in the percentage of students meeting the 4th grade reading, mathematics, and writing standards on the WASL each year.</p> <ul style="list-style-type: none"> <li>• Each school that receives an apple award shall be provided with a \$25,000 grant to be used for capital construction purposes that have been selected by students in the school and approved by the district's school directors.</li> <li>• Funds may be used exclusively for capital construction projects on school property or on other public property in the community, city, or county in which the school is located.</li> </ul> <p style="text-align: right;">RCW 28A.655.185</p>	
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WA Statutory Requirements (RCW)		Federal Legal Requirements (No Child Left Behind Act of 2001 unless noted)
Accountability for: STUDENTS		
<b>What is measured</b> <ul style="list-style-type: none"> <li>• <b>General Students</b></li> </ul>	Beginning with the graduating class of 2008, with the exception of certain special education students, a student who <b>meets the state standards on the reading, writing, and mathematics</b> content areas of the high school <b>WASL</b> shall earn a <b>Certificate of Academic Achievement (CAA)</b> .  Beginning no later than with the graduating <b>class of 2013</b> , a student must meet the state standards in <b>science</b> in addition to the other content areas to earn a CAA.  <p style="text-align: right;">RCW 28A.655.061</p>	<i>The NCLB does not require accountability at the individual student level. This is a matter for states, school districts, and local schools.</i>
<ul style="list-style-type: none"> <li>• <b>Special Education</b></li> </ul>	Beginning with the graduating class of 2008, <b>special education students</b> who are not appropriately assessed by the high school WASL, even with accommodations, <b>may earn a Certificate of Individual Achievement (CIA)</b> . The certificate may be earned using multiple ways to demonstrate skills and abilities commensurate with their IEPs. The determination of whether the high school assessment system is appropriate shall be made by the student's IEP team. The CIA is required for graduation from a public high school, but need not be the only requirement for graduation.  <p style="text-align: right;">RCW 28A.155.045</p>	
<b>What is the target</b>	A CAA shall be obtained by most students at about the age of 16, and is evidence that the students have successfully met the state standard in the content areas included in the certificate. With the exception of students {who earn a CIA} or {who meet the temporary exception for mathematics}, <b>acquisition of the certificate is required for graduation from a public high school</b> but is not the only requirement for graduation.  <p style="text-align: right;">RCW 28A.655.061</p>	

<p><b>What happens if the target isn't met</b></p> <ul style="list-style-type: none"> <li><b>All subjects</b></li> </ul>	<p>If a student does not successfully meet the state standards in one or more content areas required for the CAA, the student may <b>retake the assessment up to four times</b> at no cost to the student.</p> <p>Once objective alternative assessments are authorized, a student may use the <b>objective alternative assessments</b> to demonstrate that the student successfully meets the state standards for that content area if the student has taken the WASL at least once. <span style="float: right;">RCW 28A.655.061</span></p> <p><i>Note: See "High School Assessment System" above for a description of the authorized objective alternative assessments.</i></p> <p><b>Student learning plans</b> (SLPs) are required for 8th through 12th grade students who were not successful on any or all of the content areas of the WASL during the previous school year or who may not be on track to graduate due to credit deficiencies or absences. The parent or legal guardian shall be notified about the information in the SLP, preferably through a parent conference and at least annually. To the extent feasible, schools serving English language learner students and their parents shall translate the plan into the primary language of the family. Plans include:</p> <ul style="list-style-type: none"> <li>• WASL results</li> <li>• Washington language proficiency test II results</li> <li>• Any credit deficiencies</li> <li>• Attendance rates over the previous two years</li> <li>• Progress toward meeting state and local graduation requirements</li> <li>• Courses, competencies, and other steps needed to meet state academic standards and stay on track for graduation</li> <li>• Remediation strategies and alternative education options, including the option to continue to receive instructional services after grade 12 or until the age of 21</li> <li>• Alternative assessment options</li> <li>• School district programs, high school courses, and CTE options for students to meet graduation requirements</li> <li>• Available programs offered through skill centers or community and technical colleges</li> </ul> <p>All 5th grade students who were not successful in one or more of the content areas of the 4th grade WASL shall also have an SLP. <span style="float: right;">RCW 28A.655.061</span></p>
<ul style="list-style-type: none"> <li><b>Temporary math exception</b></li> </ul>	<p>Beginning with the graduating class of 2008 and <b>through no later than the graduating class of 2012</b>, students may graduate from high school without earning a CAA or CIA if they:</p> <ul style="list-style-type: none"> <li>• Have not successfully met the <b>mathematics standard</b> on the high school WASL, an approved objective alternative assessment, or an alternate assessment developed for eligible special education students</li> <li>• Have successfully met the state standard in the other content areas required for a certificate</li> <li>• Have met all other state and school district graduation requirements</li> <li>• {After the class of 2008} successfully earn <b>two additional mathematics credits</b> or CTE course equivalent after the student's tenth grade year</li> <li>• Continue to take the appropriate mathematics assessment at least once annually until graduation. <span style="float: right;">RCW 28A.655.0611</span></li> </ul>