

WASA's 2007

LEGISLATIVE REPORT ADDENDUM

A publication of the Washington Association of School Administrators

2007 GOVERNOR'S VETOES...

The Governor had until May 15, 2007, to sign and/or veto bills. The following sections of bills relating to K–12 education were vetoed by the Governor. Her veto messages are also included.

HB 1051—High School Completion Programs

C 255 L 07 Partial Veto

Section 9 of HB 1051 creates and recognizes a new state certificate for high school students who do not meet the requirements for a high school diploma, the Certificate of Academic Completion (Certificate). The Certificate may be conferred by school districts to students who meet all state and local requirements for graduation with the exception of passage of one or more of the high school assessments in reading, writing and mathematics. Our students are working very hard to achieve the skills necessary for success in their endeavors beyond high school. By creating the Certificate of Academic Completion we will be sending a message to these students that they do not need the basic skills required for the high school diploma. This is wrong.

For these reasons, I am vetoing Section 9 of HB 1051.

2SHB 1573—Dropout Prevention, Building Bridges

C 408 L 07 Partial Veto

Section 8 of 2SHB 1573 deals with existing dropout prevention and high school completion programs run by community based organizations and community and technical colleges through contracts with school districts. Section 8 sets the criteria for determining state funding for students enrolled in these programs, and was intended to address concerns raised by community based organizations. I am vetoing Section 8 because it would have the unintended consequence of decreasing enrollment in existing high school completion programs available through community and technical colleges. The SPI has indicated that the concerns of the community based organizations can be addressed through the rule making process for the new dropout prevention program.

For these reasons, I have vetoed Section 8 of 2SHB 1573.

2SSB 5790—Skills Center

Partial Veto

Section 8 of 2SSB 5790 amends RCW 84.52.068, which specifies the amount of property tax revenues deposited into the Student Achievement Account. The Superintendent of Public Instruction is directed to ensure that skill centers receive moneys generated by skill center students.

The Student Achievement Fund was created by Initiative 728 in 2000.

School districts receive allocations from this fund based on the number of students enrolled in the district. The amount to be allocated per student is specified in RCW 28A.505.220. One source of funding for this allocation is a deposit of state property tax revenues. RCW 84.52.068 specifies the amount of property tax revenues per student to deposit into the Student Achievement Fund. Because the property tax deposit is less than the total per student allocation from the Student Achievement Fund, other sources of revenue are also used to ensure full funding for the allocations.

Although the intent of Section 8 is to ensure that skill centers receive their share of the total Student Achievement Fund allocation, the provision relates to the property tax deposit only. The language of the section therefore fails to accomplish its intended goal.

E2SSB 5841—Student Learning Opportunities


C 400 L 07 Partial Veto

Sections 6 and 7 E2SSB 5841 cannot be implemented. Those sections create a new career pathways program and a world languages supervisor within the OSPI. Neither the program nor the OSPI supervisor were provided with financial support in the biennial operating budget. Additionally, a proposed duty supervisor to implement memoranda of understanding with ministries of education in other countries and conduct other related activities raises concerns about proper international relations protocol.

Washington Association of School Administrators

825 Fifth Avenue SE
Olympia WA 98501

Web: www.wasa-oly.org • Tel: 360-943-5717
Toll free: 800-859-9272 • Fax: 360-352-2043



For these reasons, I have vetoed Sections 6 and 7 of E2SSB 5841.

2SSB 5955—Educator Preparation, Professional Development and Compensation

C 402 L 07 Partial Veto

Sections 3 through 6 of 2SSB 5955 provide for the creation of a math, science and targeted secondary reading initiative. Section 3 describes the initiative's tiered support system that provides resources and intervention to schools and districts on a grant basis depending on levels of need. Section 4 outlines specific activities. Section 5 addresses distribution of targeted assistance funds. And, Section 6 identifies certain duties of participating Education School Districts. While provisions for the initiative are well-meaning, no funding was provided for their implementation.

For these reasons, I have vetoed Sections 3 through 6 of 2SSB 5955.

ESSB 6023—WASL Graduation Requirements

C 354 L 07 Partial Veto

Section 9 of ESSB 6023 directs the SBE, in consultation with the SPI, to study, examine and recommend changes to the high school assessments in mathematics and science, focusing on replacement of the current assessments with specifically identified end-of-course assessments. The study's recommendation topics and timelines are structured to point to implementing end-of-course assessments as the predetermined outcome. For this reason, I am vetoing Section 9.

However, I am well aware of the strong legislative interest in this subject, specifically related to mathematics and science assessments. I have asked the State Board of Education to conduct a broad, objective study of end-of-course assessments. In the course of this study they will examine the various end-of-course assessment systems used by other states; their purposes; the subjects assessed and how they align with state standards, curriculum, and instruc-

tion; whether the exams are used singly or in combination with other assessments for graduation decision purposes; how the exams integrate with an entire assessment system (all grades and subjects); implementation issues; costs and lessons learned. Additionally, OSPI will ask potential test vendors to provide information regarding cost and technical aspects of implementing end-of-course assessments and that information will be shared with the State Board. The SBE will provide recommendations based upon their study and present the study information and recommendations by January 15, 2008.

Section 10 of this bill provides for the implementation of appeals panels in each education service district for students who have not been successful in meeting state standards through the high school assessment system. The appeals criteria specified in the legislation does not relate to the student's knowledge and skill of the state standards. Therefore, I do not support this activity. Additionally, I am concerned that such a system will not yield consistent results from appeals board to appeals board.

Section 11 of this bill sets forth the threshold for student English skills required for participation in the state assessment system, with the exception that meeting standards through the state assessment system remains a requirement for high school graduation. However, in practice, the provision of excusing students from the assessments has no effect since the federal statute sets requirements for student participation for federal accountability purposes. When the federal statutes are changed, state participation requirements will be adjusted. While this provision is well-meaning, having it in statute will be confusing to students and parents.

Section 13 of this bill is an emergency clause. I am vetoing Section 13, as the issues in this legislation do not rise to the level of an emergency that requires the immediate revision of state laws.

For these reasons, I have vetoed Sections 9, 10, 11 and 13 of ESSB 6023.

OSPI SUMMARY OF ESSB 6023

OSPI has provided the following summary of ESSB 6023—as it was enacted—incorporating the Governor's vetoes of Sections 9, 10, 11 and 13 of the bill as it passed the legislature.

Written May 8, 2007

Gov. Signs ESSB 6023, Delaying Mathematics and Science WASL Graduation Requirement to 2013 (NEW!)

On Tuesday, Governor Gregoire signed into law Engrossed Substitute Senate Bill 6023, which makes changes to the WASL graduation requirement, including delaying the requirement that students pass the mathematics and science WASL tests until the Class of 2013.

Highlights from the Bill:

- No changes were made to the reading and writing graduation requirements. Beginning with the class of 2008, students need to pass the reading and writing WASL, or a state-approved alternative to the WASL, or an assessment for students in special education.
- Assuming a student has met all other graduation requirements, including credits; reading and writing WASL; culminating project; and post high school plan:
- For the graduating class of 2008 (defined as having begun ninth grade in the 2004–05 school year) students can earn a diploma with a Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) by passing the mathematics WASL or an approved alternative
- They can earn simply a diploma by earning 1.0 mathematics (or CTE equivalent) credit after the 11th grade AND continue to take a state-approved mathematics assessment until they graduate.
- For the graduating classes of 2009 through 2012 (defined as hav-



ing begun ninth grade in the years 2005–06 through 2008–09) students can earn a diploma with a Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) by passing the mathematics WASL or an approved alternative

- They can earn simply a diploma by earning 2.0 mathematics (or CTE equivalent) credits after the 10th grade AND continue to take a state-approved mathematics assessment until they graduate.
- The science graduation requirement is postponed until 2013.
- Students now only need to take the WASL one time before using one of the state-approved alternatives.
- To be eligible for the WASL/Grades Cohort comparison alternative, students must have a cumulative GPA of 3.2 or higher.

- SAT and ACT test scores in reading and writing may now be used for purposes of a state-approved alternative assessment. Prior to the bill, only mathematics scores could be used. In addition, scores on several Advanced Placement tests may be used.

Before signing the bill, however, the governor vetoed several sections, including one that called for replacing the mathematics and science WASLs with end-of-course exams in algebra, geometry and biology (although she directed the state Board of Education to study them more); one for creating regional appeals boards for students who fail the WASL; one for exempting ELL students from taking the WASL; and, the emergency clause.

This legislation raises many questions for schools, and immediate answers are needed. Schools want more information about how to advise families in mathematics, the mathematics classes that count, changes that need to be made to

the transcript, how to accommodate all of the new alternatives, etc.

There are still some unanswered questions around the details of this legislation. Two examples are:

- Can a mathematics course taken during the summer in 2007 count as the extra math credit for a student in the Class of 2008?
- Can the August 2007 retake count as the “at least once annually” state-approved math assessment?

OSPI is developing answers to these and other questions, and will be posting an FAQ as quickly as possible. If you have questions you want to make sure are addressed, please e-mail them to washhelp@k12.wa.us.