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HOUSE BILL 1545

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State of Washington

52nd Legislature

1991 Regular Session

By Representatives Vance, Brough, Betrozoff, Tate, Brumsickle, Mielke, P. Johnson, Peery, G. Fisher, Broback, Neher, Holland, Silver and Winsley.

Read first time January 31, 1991. Referred to Committee on Education\ Appropriations.

1 AN ACT Relating to educational outcomes; creating new sections; and  
2 making an appropriation.

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

4 NEW SECTION. **Sec. 1.** The legislature finds that the economic,  
5 social, and political future of this nation depends on having a  
6 citizenry that is not only competent in the basic skills of reading,  
7 writing, and mathematics, but also capable of critical thinking and  
8 being able to master difficult concepts in science and mathematics.  
9 The legislature further finds that our current system of schooling does  
10 not provide adequate incentives for teachers or students to excel, and  
11 that more rigorous academic standards are needed.

12 NEW SECTION. **Sec. 2.** (1) By September 1, 1991, the state  
13 board of education shall establish a commission on functional

1 competence to guide and oversee the implementation of essential core  
2 competencies that must be mastered before high school graduation.  
3 Members of the commission shall be representative of local and state  
4 policy makers; professional educators; business; labor; higher  
5 education; and the general public.

6 (2) The state board of education, in consultation with the  
7 superintendent of public instruction and the commission on functional  
8 competence, shall:

9 (a) By December 31, 1991, identify essential core competencies that  
10 must be mastered before high school graduation. The core competencies  
11 shall be rigorous, and at a minimum shall include: English,  
12 mathematics, science, technology, United States history, world history,  
13 geography, and critical thinking and analysis. In developing the core  
14 competencies, the state board of education shall draw extensively on  
15 existing documents, such as the goals developed by the state board of  
16 education, vision -- education 2001, and the national goals established  
17 by the President of the United States and the nation's governors.

18 (b) By December 31, 1991, report to the legislature on the  
19 ramifications of making the shift from time-based to performance-based  
20 student evaluation. The analysis shall include implications for:

- 21 (i) State and local policy, including graduation requirements;
- 22 (ii) Teacher education and certification;
- 23 (iii) Accreditation, including the self-study law;
- 24 (iv) Pressures on teacher time;
- 25 (v) Integration of competencies and curriculum;
- 26 (vi) Use of technology;
- 27 (vii) Competency assessment;
- 28 (viii) Changes in the recordkeeping system; and
- 29 (ix) State quality assurance.

1 (c) By June 30, 1992, adopt policies and rules to allow districts  
2 implementing competency-based programs to shift credit requirements  
3 from the carnegie unit of credit to a performance unit. The  
4 performance unit shall be based on equivalency to curriculum values  
5 found in the current unit system. The authority to use the new system  
6 shall be effective immediately upon adoption of the rules. In  
7 addition, systems shall be established to encourage students to acquire  
8 units of credit in flexible ways and to exceed traditional norms of  
9 acquisition.

10 (d) By June 30, 1992, develop a recommended system to support  
11 local districts for the development and implementation of the core  
12 competencies, including necessary resources, to be included in the  
13 governor's 1993-95 budget request. The state support system shall  
14 include the resources of the superintendent of public instruction, the  
15 educational service districts, and institutions of higher education.

16 (e) By June 30, 1993, examine and recommend needed modifications to  
17 existing statutes and rules for teacher certification, high school  
18 graduation, accreditation, dual enrollment reimbursement, and funding  
19 formulas.

20 (f) By June 30, 1993, adopt a system for school districts to  
21 establish the diploma as a certificate of mastery to affirm that high  
22 school graduates demonstrate mastery of the essential basic skill and  
23 core competency learnings.

24 NEW SECTION. **Sec. 3.** The sum of one million dollars, or as  
25 much thereof as may be necessary, is appropriated for the biennium  
26 ending June 30, 1993, from the general fund to the state board of  
27 education for the purposes of section 2 of this act.