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**SUBSTITUTE HOUSE BILL 1606**

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**State of Washington**

**55th Legislature**

**1997 Regular Session**

**By** House Committee on Appropriations (originally sponsored by Representatives Carlson, Johnson, Linville, Cole and Keiser)

Read first time 03/10/97.

1 AN ACT Relating to education; reenacting and amending RCW  
2 28A.630.885; repealing 1995 c 335 s 803 (uncodified); providing an  
3 expiration date; and declaring an emergency.

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

5 **Sec. 1.** RCW 28A.630.885 and 1995 c 335 s 505 and 1995 c 209 s 1  
6 are each reenacted and amended to read as follows:

7 (1) The Washington commission on student learning is hereby  
8 established. The primary purposes of the commission are to identify  
9 the knowledge and skills all public school students need to know and be  
10 able to do based on the student learning goals in RCW 28A.150.210, to  
11 develop student assessment and school accountability systems, to review  
12 current school district data reporting requirements and make  
13 recommendations on what data is necessary for the purposes of  
14 accountability and meeting state information needs, and to take other  
15 steps necessary to develop a performance-based education system. The  
16 commission shall include three members of the state board of education,  
17 three members appointed by the governor before July 1, 1992, and five  
18 members appointed no later than June 1, 1993, by the governor elected  
19 in the November 1992 election. The governor shall appoint a chair from

1 the commission members, and fill any vacancies in gubernatorial  
2 appointments that may occur. The state board of education shall fill  
3 any vacancies of state board of education appointments that may occur.  
4 In making the appointments, educators, business leaders, and parents  
5 shall be represented, and nominations from state-wide education,  
6 business, and parent organizations shall be requested. Efforts shall  
7 be made to ensure that the commission reflects the racial and ethnic  
8 diversity of the state's K-12 student population and that the major  
9 geographic regions in the state are represented. Appointees shall be  
10 qualified individuals who are supportive of educational restructuring,  
11 who have a positive record of service, and who will devote sufficient  
12 time to the responsibilities of the commission to ensure that the  
13 objectives of the commission are achieved.

14 (2) The commission shall establish advisory committees. Membership  
15 of the advisory committees shall include, but not necessarily be  
16 limited to, professionals from the office of the superintendent of  
17 public instruction and the state board of education, and other state  
18 and local educational practitioners and student assessment specialists.

19 (3) The commission, with the assistance of the advisory committees,  
20 shall:

21 (a) Develop essential academic learning requirements based on the  
22 student learning goals in RCW 28A.150.210. Essential academic learning  
23 requirements shall be developed, to the extent possible, for each of  
24 the student learning goals in RCW 28A.150.210. Goals one and two shall  
25 be considered primary. Essential academic learning requirements for  
26 RCW 28A.150.210(1), goal one, and the mathematics component of RCW  
27 28A.150.210(2), goal two, shall be completed no later than March 1,  
28 1995. Essential academic learning requirements that incorporate the  
29 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and  
30 four, shall be completed no later than March 1, 1996. To the maximum  
31 extent possible, the commission shall integrate goal four and the  
32 knowledge and skill areas in the other goals in the development of the  
33 essential academic learning requirements;

34 (b)(i) The commission shall present to the state board of education  
35 and superintendent of public instruction a state-wide academic  
36 assessment system for use in the elementary, middle, and high school  
37 years designed to determine if each student has mastered the essential  
38 academic learning requirements identified in (a) of this subsection.  
39 The academic assessment system shall include a variety of assessment

1 methods, including critterion-referenced and performance-based measures  
2 (~~((that are criterion-referenced))~~). Performance standards for  
3 determining if a student has successfully completed an assessment shall  
4 be initially determined by the commission in consultation with the  
5 advisory committees required in subsection (2) of this section.

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

12 (iii) Assessments measuring the essential academic learning  
13 requirements developed for RCW 28A.150.210(1)(~~(, goal one,)~~) and the  
14 mathematics component of RCW 28A.150.210(2)(~~(, goal two,)~~) referred to  
15 in this section as reading, writing, communications, and mathematics  
16 shall be ((initially implemented by the state board of education and  
17 superintendent of public instruction no later than the 1996-97))  
18 developed and initially implemented by the commission before  
19 transferring the assessment system to the superintendent of public  
20 instruction on June 30, 1999. The elementary assessments for reading,  
21 writing, communications, and mathematics shall be available for use by  
22 school districts no later than the 1996-97 school year, the middle  
23 school assessment no later than the 1997-98 school year, and the high  
24 school assessment no later than the 1998-99 school year, unless the  
25 legislature takes action to delay or prevent implementation of the  
26 assessment system and essential academic learning requirements.  
27 Assessments measuring the essential academic learning requirements  
28 developed for the science component of RCW 28A.150.210 (2)(~~(, (3), and~~  
29 (4), goals two, three, and four, shall be initially implemented by the  
30 state board of education and superintendent of public instruction)) at  
31 the middle school and high school levels shall be available for use by  
32 districts no later than the 1998-99 school year(~~(,)~~) unless the  
33 legislature takes action to delay or prevent implementation of the  
34 assessment system and essential academic learning requirements.

35 The completed assessments and assessments still in development  
36 shall be transferred to the superintendent of public instruction by  
37 June 30, 1999, unless the legislature takes action to delay  
38 implementation of the assessment system and essential academic learning  
39 requirements. The superintendent shall continue the development of

1 assessments on the following schedule: The history, civics, and  
2 geography assessments at the middle and high school levels shall be  
3 available for use by districts no later than 2000-01 school year; the  
4 arts assessment for middle and high school levels shall be available  
5 for use by districts no later than 2000-01 school year; and the health  
6 and fitness assessments for middle and high school levels shall be  
7 available no later than the 2001-02 school year. The elementary  
8 science assessment shall be available for use by districts not later  
9 than the 2001-02 school year. By December 15, 1998, the commission on  
10 student learning shall recommend to the appropriate committees of the  
11 legislature a revised timeline for implementing these assessments and  
12 when the school districts should be required to participate. All  
13 school districts shall be required to participate in the history,  
14 civics, geography, arts, health, and fitness assessments in the third  
15 year after the assessments are available to school districts.

16 To the maximum extent possible, the commission shall integrate  
17 knowledge and skill areas in development of the assessments.

18 (iv) Assessments for goals three and four of RCW 28A.150.210 shall  
19 be integrated in the essential academic learning requirements and  
20 assessments for goals one and two. Before the 1997-98 school year, the  
21 elementary assessment system in reading, writing, communications, and  
22 mathematics shall be optional. School districts that desire to  
23 participate before the 1997-98 school year shall notify the commission  
24 on student learning in a manner determined by the commission.  
25 Beginning in the 1997-98 school year, school districts shall be  
26 required to participate in the elementary assessment system for  
27 reading, writing, communications, and mathematics. Before the 2000-  
28 ((2001)) 01 school year, participation by school districts in the  
29 middle school and high school assessment system for reading, writing,  
30 communications, mathematics, and science shall be optional. School  
31 districts that desire to participate before the 2000-((2001)) 01 school  
32 year shall notify the ((superintendent of public instruction))  
33 commission on student learning in a manner determined by the  
34 ((superintendent)) commission on student learning. Beginning in the  
35 2000-((2001)) 01 school year, all school districts shall be required to  
36 participate in the assessment system for reading, writing,  
37 communications, mathematics, and science.

38 (v) The ((state board of education and superintendent of public  
39 instruction)) commission on student learning may modify the essential

1 academic learning requirements and (~~academic assessment system~~) the  
2 assessments for reading, writing, communications, mathematics, and  
3 science, as needed, (~~in subsequent school years~~) before June 30,  
4 1999. The commission shall, upon request, provide opportunities for  
5 the education committees of the house of representatives and the senate  
6 to review the assessments and proposed modifications to the essential  
7 academic learning requirements before the modifications are adopted.

8 (vi) The commission shall develop assessments that are directly  
9 related to the essential academic learning requirements, and are not  
10 biased toward persons with different learning styles, racial or ethnic  
11 backgrounds, or on the basis of gender;

12 (c) After June 30, 2005, if a determination is made by the state  
13 board of education that the high school assessment system has been  
14 implemented and that it is sufficiently reliable and valid, successful  
15 completion of the high school assessments shall (~~lead to a certificate~~  
16 ~~of mastery. The certificate of mastery shall be obtained by most~~  
17 ~~students at about the age of sixteen, and is evidence that the student~~  
18 ~~has successfully mastered the essential academic learning requirements~~  
19 ~~during his or her educational career. The certificate of mastery shall~~  
20 ~~be required for graduation but shall not be the only requirement for~~  
21 ~~graduation. The commission shall make recommendations to the state~~  
22 ~~board of education regarding the relationship between the certificate~~  
23 ~~of mastery and high school graduation requirements. Upon achieving the~~  
24 ~~certificate of mastery,~~) be required for graduation but shall not be  
25 the only requirement for graduation. The high school assessment system  
26 shall be administered to students at about the age of sixteen. The  
27 results of the high school assessments shall be included on each  
28 student's high school diploma. Schools shall provide students with the  
29 opportunity (~~to continue~~) to pursue career and educational objectives  
30 through educational pathways that emphasize integration of academic and  
31 vocational education. Educational pathways may include, but are not  
32 limited to, programs such as work-based learning, school-to-work  
33 transition, tech prep, vocational-technical education, running start,  
34 and preparation for technical college, community college, or university  
35 education;

36 (d) Consider methods to address the unique needs of special  
37 education students when developing the assessments in (b) and (c) of  
38 this subsection;

1 (e) Consider methods to address the unique needs of highly capable  
2 students when developing the assessments in (b) and (c) of this  
3 subsection;

4 (f) Develop recommendations on the time, support, and resources,  
5 including technical assistance, needed by schools and school districts  
6 to help students achieve the essential academic learning requirements.  
7 These recommendations shall include an estimate for the legislature,  
8 superintendent of public instruction, and governor on the expected cost  
9 of implementing the academic assessment system;

10 (g) Develop recommendations for consideration by the higher  
11 education coordinating board for adopting college and university  
12 entrance requirements for public school students that are consistent  
13 with the essential academic learning requirements and (~~the certificate~~  
14 ~~of mastery~~) performance on the high school assessments;

15 (h) Review current school district data reporting requirements for  
16 the purposes of accountability and meeting state information needs.  
17 The commission on student learning shall report recommendations to the  
18 joint select committee on education restructuring by September 15,  
19 1996, on:

20 (i) What data is necessary to compare how school districts are  
21 performing before the essential academic learning requirements and the  
22 assessment system are implemented with how school districts are  
23 performing after the essential academic learning requirements and the  
24 assessment system are implemented; and

25 (ii) What data is necessary pertaining to school district reports  
26 under the accountability systems developed by the commission on student  
27 learning under this section;

28 (i) (~~By June 30, 1999,~~) Recommend to the legislature, governor,  
29 state board of education, and superintendent of public instruction:

30 (i) A state-wide accountability system to monitor and evaluate  
31 accurately and fairly the level of learning occurring in individual  
32 schools and school districts. (~~The accountability system shall be~~  
33 ~~designed to recognize the characteristics of the student population of~~  
34 ~~schools and school districts such as gender, race, ethnicity,~~  
35 ~~socioeconomic status, and other factors.~~) The accountability system  
36 must assess each school individually against its own baseline, schools  
37 with similar characteristics, and schools state-wide. The system shall  
38 include school-site, school district, and state-level accountability  
39 reports;

1 (ii) A school assistance program to help schools and school  
2 districts that are having difficulty helping students meet the  
3 essential academic learning requirements as measured by performance on  
4 the elementary, middle school, and high school assessments;

5 (iii) A system to intervene in schools and school districts in  
6 which significant numbers of students persistently fail to learn the  
7 essential academic learning requirements or meet the standards  
8 established for the elementary, middle school, and high school  
9 assessments; and

10 (iv) An awards program to provide incentives to school staff to  
11 help their students learn the essential academic learning requirements,  
12 with each school being assessed individually against its own baseline,  
13 schools with similar characteristics, and the state-wide average.  
14 Incentives shall be based on the rate of percentage change of students  
15 achieving the essential academic learning requirements and progress on  
16 meeting the state-wide average. School staff shall determine how the  
17 awards will be spent.

18 It is the intent of the legislature to begin implementation of  
19 programs in this subsection (3)(i) on September 1, 2000;

20 The commission shall make recommendations regarding a state-wide  
21 accountability system for reading in grades kindergarten through four  
22 by November 1, 1997. Recommendations for an accountability system in  
23 the other subject areas and grade levels shall be made no later than  
24 June 30, 1999;

25 (j) Report annually by December 1st to the legislature, the  
26 governor, the superintendent of public instruction, and the state board  
27 of education on the progress, findings, and recommendations of the  
28 commission; and

29 (k) Make recommendations to the legislature and take other actions  
30 necessary or desirable to help students meet the student learning  
31 goals.

32 (4) The commission shall coordinate its activities with the state  
33 board of education and the office of the superintendent of public  
34 instruction.

35 (5) The commission shall seek advice broadly from the public and  
36 all interested educational organizations in the conduct of its work,  
37 including holding periodic regional public hearings.

38 (6) The commission shall select an entity to provide staff support  
39 and the office of the superintendent of public instruction shall

1 provide administrative oversight and be the fiscal agent for the  
2 commission. The commission may direct the office of the superintendent  
3 of public instruction to enter into subcontracts, within the  
4 commission's resources, with school districts, teachers, higher  
5 education faculty, state agencies, business organizations, and other  
6 individuals and organizations to assist the commission in its  
7 deliberations.

8 (7) Members of the commission shall be reimbursed for travel  
9 expenses as provided in RCW 43.03.050 and 43.03.060.

10 (8) By September 30, 1997, the commission on student learning, the  
11 state board of education, and the superintendent of public instruction  
12 shall jointly make recommendations to the education committees of the  
13 house of representatives and the senate regarding the connection  
14 between the high school assessments and high school graduation  
15 requirements.

16 In preparing recommendations, the commission on student learning  
17 shall convene an ad hoc working group to address the following  
18 questions:

19 (a) What type of document shall be used to identify student  
20 performance and achievement during the student's educational career and  
21 how will the document be described?

22 (b) Should students be required to pass one or more of the high  
23 school assessments to graduate? If yes, should the students be  
24 required to pass the high school assessments in all content areas, or  
25 only in select content areas?

26 (c) How will the criteria for establishing the standards for  
27 passing scores on the assessments be determined?

28 (d) What timeline should be used in phasing-in the assessments as  
29 a graduation requirement?

30 (e) What options may be used in demonstrating how the results of  
31 the assessments will be displayed in a way that is meaningful to  
32 students, parents, institutions of higher education, and potential  
33 employers?

34 (f) Are there other or additional methods by which the assessments  
35 could be used to identify achievement such as endorsements, standards  
36 of proficiency, merit badges, or levels of achievement?

37 (g) Should the assessments be used to satisfy college or university  
38 entrance criteria for public school students? If yes, how should these  
39 methods be phased-in?



1       (h) Should a student's grade point average be reported as part of  
2 the student's performance and achievement?

3       (i) Should a student's attendance record be reported as part of the  
4 student's performance and achievement?

5       (9) The ad hoc working group shall report its recommendations to  
6 the commission on student learning by June 15, 1997. The commission  
7 shall report the ad hoc working group's recommendations to the  
8 education committees of the house of representatives and the senate by  
9 July 15, 1997. Final recommendations shall be presented to the  
10 education committees of the house of representatives and the senate by  
11 September 30, 1997.

12       (10) This section expires June 30, 1999.

13       NEW SECTION. Sec. 2. 1995 c 335 s 803 (uncodified) is repealed.

14       NEW SECTION. Sec. 3. This act is necessary for the immediate  
15 preservation of the public peace, health, or safety, or support of the  
16 state government and its existing public institutions, and takes effect  
17 immediately.

--- END ---