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SECOND SUBSTITUTE HOUSE BILL 1777

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State of Washington

55th Legislature

1997 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Huff, H. Sommers, Alexander, Benson, Clements, Wensman and O'Brien; by request of Office of Financial Management)

Read first time 03/10/97.

1 AN ACT Relating to the timelines for development and implementation  
2 of the student assessment system; reenacting and amending RCW  
3 28A.630.885; repealing 1995 c 335 s 803 (uncodified); providing an  
4 expiration date; and declaring an emergency.

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

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

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

1 in the November 1992 election. The governor shall appoint a chair from  
2 the commission members, and fill any vacancies in gubernatorial  
3 appointments that may occur. The state board of education shall fill  
4 any vacancies of state board of education appointments that may occur.  
5 In making the appointments, educators, business leaders, and parents  
6 shall be represented, and nominations from state-wide education,  
7 business, and parent organizations shall be requested. Efforts shall  
8 be made to ensure that the commission reflects the racial and ethnic  
9 diversity of the state's K-12 student population and that the major  
10 geographic regions in the state are represented. Appointees shall be  
11 qualified individuals who are supportive of educational restructuring,  
12 who have a positive record of service, and who will devote sufficient  
13 time to the responsibilities of the commission to ensure that the  
14 objectives of the commission are achieved.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7 (g) Develop recommendations for consideration by the higher  
8 education coordinating board for adopting college and university  
9 entrance requirements for public school students that are consistent  
10 with the essential academic learning requirements and the certificate  
11 of mastery;

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

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

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

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

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

37 (ii) A school assistance program to help schools and school  
38 districts that are having difficulty helping students meet the

1 essential academic learning requirements as measured by performance on  
2 the elementary, middle school, and high school assessments;

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

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

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

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

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

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

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

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

36 (6) The commission shall select an entity to provide staff support  
37 and the office of the superintendent of public instruction shall  
38 provide administrative oversight and be the fiscal agent for the  
39 commission. The commission may direct the office of the superintendent

1 of public instruction to enter into subcontracts, within the  
2 commission's resources, with school districts, teachers, higher  
3 education faculty, state agencies, business organizations, and other  
4 individuals and organizations to assist the commission in its  
5 deliberations.

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

8 (8) This section expires June 30, 1999.

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

10 NEW SECTION. **Sec. 3.** This act is necessary for the immediate  
11 preservation of the public peace, health, or safety, or support of the  
12 state government and its existing public institutions, and takes effect  
13 immediately.

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