
HOUSE BILL 2265

State of Washington

55th Legislature

1997 Regular Session

By Representatives Cole, Mason, Butler, Ogden and Linville; by request of Office of Financial Management

Read first time 03/18/97. Referred to Committee on Education.

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

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 that are criterion-referenced, including performance-based
3 measures (~~((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, shall be
16 (~~((initially implemented by the state board of education and
17 superintendent of public instruction no later than the 1996-97 school
18 year,))~~) developed and initially implemented by the commission before
19 transferring the assessment system to the superintendent of public
20 instruction. For goal one and the mathematics component of goal two,
21 the elementary assessment shall be available for use by districts no
22 later than the 1996-97 school year, the middle grades assessment no
23 later than the 1997-98 school year, and the high school assessment no
24 later than the 1998-99 school year unless the legislature takes action
25 to delay or prevent implementation of the assessment system and
26 essential academic learning requirements.

27 Assessments measuring the essential academic learning requirements
28 developed for RCW 28A.150.210(2), (~~((3), and (4), goals two, three, and
29 four, shall be initially implemented by the state board of education
30 and superintendent of public instruction no later than the 1998-99
31 school year))~~) goal two, excluding mathematics, shall be developed and
32 initially implemented by the commission on the following schedule. The
33 science and social studies (history, geography, civics) assessments at
34 the high school level and the science assessment at the middle school
35 level shall be available for use by districts no later than the 1998-99
36 school year.

37 The completed assessments for goal one and goal two and assessments
38 still in development shall be transferred to the superintendent of
39 public instruction by June 30, 1999, for continued development and

1 implementation, unless the legislature takes action to delay or prevent
2 implementation of the assessment system and essential academic learning
3 requirements. The superintendent of public instruction shall continue
4 the development of assessments on the following schedule. The social
5 studies (history, geography, civics) assessment at the middle school
6 level and the arts and health/fitness assessments at the high school
7 level shall be available for use by districts no later than the 1999-
8 2000 school year. The arts and health/fitness assessments at the
9 middle school level shall be available for use by the districts no
10 later than the 2000-01 school year. The elementary assessments for
11 science, social studies, arts, and health/fitness shall be available
12 for use by districts no later than the 2001-02 school year.

13 The commission shall work closely with the superintendent of public
14 instruction and the state board of education during the development and
15 initial implementation of the assessment system. To the maximum extent
16 possible, the commission shall integrate knowledge and skill areas in
17 development of the assessments.

18 (iv) To the maximum extent possible, assessments of skills relating
19 to goals three and four of RCW 28A.150.210 shall be integrated into
20 assessments for goals one and two in a manner that allows for reporting
21 of the level of learning on goals three and four.

22 (v) Before the ((2000-2001)) 2000-01 school year, participation by
23 school districts in the assessment system shall be optional. School
24 districts that desire to participate before the ((2000-2001)) 2000-01
25 school year shall notify the commission on student learning or the
26 superintendent of public instruction, as appropriate, in a manner
27 determined by the commission or superintendent. Beginning in the
28 ((2000-2001)) 2000-01 school year, all school districts shall be
29 required to participate in the assessment system.

30 ((+v)) (vi) The commission on student learning may modify the
31 essential academic learning requirements and the assessments, as
32 needed, by June 30, 1999. The state board of education ((and
33 superintendent of public instruction)) may modify the essential
34 academic learning requirements ((and academic assessment system)), as
35 needed, ((in subsequent school years)) after June 30, 1999, and the
36 superintendent of public instruction may modify the academic assessment
37 system, as needed, after June 30, 1999.

38 ((+vi)) (vii) The commission shall develop assessments that are
39 directly related to the essential academic learning requirements, and

1 are not biased toward persons with different learning styles, racial or
2 ethnic backgrounds, or on the basis of gender;

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

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

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

29 (f) Develop recommendations on the time, support, and resources,
30 including technical assistance, needed by schools and school districts
31 to help students achieve the essential academic learning requirements.
32 These recommendations shall include an estimate for the legislature,
33 superintendent of public instruction, and governor on the expected cost
34 of implementing the academic assessment system;

35 (g) Develop recommendations for consideration by the higher
36 education coordinating board for adopting college and university
37 entrance requirements for public school students that are consistent
38 with the essential academic learning requirements and the certificate
39 of mastery;

1 (h) Review current school district data reporting requirements for
2 the purposes of accountability and meeting state information needs.
3 The commission on student learning shall report recommendations to the
4 joint select committee on education restructuring by September 15,
5 1996, on:

6 (i) What data is necessary to compare how school districts are
7 performing before the essential academic learning requirements and the
8 assessment system are implemented with how school districts are
9 performing after the essential academic learning requirements and the
10 assessment system are implemented; and

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

14 (i) By June 30, 1999, recommend to the legislature, governor, state
15 board of education, and superintendent of public instruction:

16 (i) A state-wide accountability system to monitor and evaluate
17 accurately and fairly the level of learning occurring in individual
18 schools and school districts. The accountability system shall be
19 designed to recognize the characteristics of the student population of
20 schools and school districts such as gender, race, ethnicity,
21 socioeconomic status, and other factors. The system shall include
22 school-site, school district, and state-level accountability reports;

23 (ii) A school assistance program to help schools and school
24 districts that are having difficulty helping students meet the
25 essential academic learning requirements;

26 (iii) A system to intervene in schools and school districts in
27 which significant numbers of students persistently fail to learn the
28 essential academic learning requirements; and

29 (iv) An awards program to provide incentives to school staff to
30 help their students learn the essential academic learning requirements,
31 with each school being assessed individually against its own baseline.
32 Incentives shall be based on the rate of percentage change of students
33 achieving the essential academic learning requirements. School staff
34 shall determine how the awards will be spent.

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

37 (j) Report annually by December 1st to the legislature, the
38 governor, the superintendent of public instruction, and the state board

1 of education on the progress, findings, and recommendations of the
2 commission; and

3 (k) Make recommendations to the legislature and take other actions
4 necessary or desirable to help students meet the student learning
5 goals.

6 (4) The commission shall coordinate its activities with the state
7 board of education and the office of the superintendent of public
8 instruction.

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

12 (6) The commission shall select an entity to provide staff support
13 and the office of the superintendent of public instruction shall
14 provide administrative oversight and be the fiscal agent for the
15 commission. The commission may direct the office of the superintendent
16 of public instruction to enter into subcontracts, within the
17 commission's resources, with school districts, teachers, higher
18 education faculty, state agencies, business organizations, and other
19 individuals and organizations to assist the commission in its
20 deliberations.

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

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

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

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