
SUBSTITUTE SENATE BILL 6072

State of Washington

55th Legislature

1997 Regular Session

By Senate Committee on Education (originally sponsored by Senators West and Spanel; by request of Office of Financial Management)

Read first time 04/04/97.

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);
4 providing an 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 school
19 year)) 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 science component of RCW 28A.150.210 (2)~~((, (3), and (4),~~
30 ~~goals two, three, and four, shall be initially implemented by the state~~
31 ~~board of education and superintendent of public instruction no later~~
32 ~~than the 1998-99 school year,))~~ at the middle school and high school
33 levels shall be available for use by districts no later than the 1998-
34 99 school year unless the legislature takes action to delay or prevent
35 implementation of the assessment system and essential academic learning
36 requirements.

37 The completed assessments for reading, writing, communications,
38 mathematics, and science, and assessments still in development, shall
39 be transferred to the superintendent of public instruction by June 30,

1 1999. After June 30, 1999, the superintendent of public instruction
2 shall continue the development of the elementary science assessment.
3 The assessment shall be available for use by districts no later than
4 the 2001-02 school year.

5 The superintendent of public instruction and the commission on
6 student learning shall continue the development of assessments for
7 history, civics, geography, health, fitness, and the arts. By December
8 15, 1997, the commission on student learning shall recommend to the
9 appropriate committees of the legislature a timeline for the
10 implementation of the middle and high school assessments in civics,
11 geography, history, health, fitness, and the arts. Before the adoption
12 of the assessments for use in school districts, the superintendent of
13 public instruction shall present the assessments to the education
14 committees of the house of representatives and the senate. Upon
15 review, the education committees of the house of representatives and
16 the senate shall make a recommendation to the legislature whether
17 participation in the assessment will be optional or mandatory.

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

20 (iv) Assessments for goals three and four of RCW 28A.150.210 shall
21 be integrated in the essential academic learning requirements and
22 assessments for goals one and two. Before the 1997-98 school year, the
23 elementary assessment system in reading, writing, communications, and
24 mathematics shall be optional. School districts that desire to
25 participate before the 1997-98 school year shall notify the commission
26 on student learning in a manner determined by the commission.
27 Beginning in the 1997-98 school year, school districts shall be
28 required to participate in the elementary assessment system for
29 reading, writing, communications, and mathematics. Before the 2000-
30 ((2001)) 01 school year, participation by school districts in the
31 middle school and high school assessment system for reading, writing,
32 communications, mathematics, and science shall be optional. School
33 districts that desire to participate before the 2000-((2001)) 01 school
34 year shall notify the ((superintendent of public instruction))
35 commission on student learning in a manner determined by the
36 ((superintendent)) commission on student learning. Beginning in the
37 2000-((2001)) 01 school year, all school districts shall be required to
38 participate in the assessment system for reading, writing,
39 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 June 30, 2005, if a determination is made by the state
15 board of education that the high school assessment system has been
16 implemented and that it is sufficiently reliable and valid, successful
17 completion of the high school assessments shall ~~((lead to a certificate~~
18 ~~of mastery. The certificate of mastery shall be obtained by most~~
19 ~~students at about the age of sixteen, and is evidence that the student~~
20 ~~has successfully mastered the essential academic learning requirements~~
21 ~~during his or her educational career. The certificate of mastery shall~~
22 ~~be required for graduation but shall not be the only requirement for~~
23 ~~graduation. The commission shall make recommendations to the state~~
24 ~~board of education regarding the relationship between the certificate~~
25 ~~of mastery and high school graduation requirements. Upon achieving the~~
26 ~~certificate of mastery,)) be required for graduation but shall not be~~
27 ~~the only requirement for graduation. The high school assessment system~~
28 ~~shall be administered to students at about the age of sixteen. The~~
29 ~~results of the high school assessments shall be included on each~~
30 ~~student's high school diploma. Schools shall provide students with the~~
31 ~~opportunity ((to continue)) to pursue career and educational objectives
32 through educational pathways that emphasize integration of academic and
33 vocational education. Educational pathways may include, but are not
34 limited to, programs such as work-based learning, school-to-work
35 transition, tech prep, vocational-technical education, running start,
36 and preparation for technical college, community college, or university
37 education;~~

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

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

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

13 (g) Develop recommendations for consideration by the higher
14 education coordinating board for adopting college and university
15 entrance requirements for public school students that are consistent
16 with the essential academic learning requirements and ~~((the certificate
17 of mastery))~~ performance on the high school assessments in reading,
18 writing, communications, mathematics, and science;

19 (h) Review current school district data reporting requirements for
20 the purposes of accountability and meeting state information needs.
21 The commission on student learning shall report recommendations to the
22 joint select committee on education restructuring by September 15,
23 1996, on:

24 (i) What data is necessary to compare how school districts are
25 performing before the essential academic learning requirements and the
26 assessment system are implemented with how school districts are
27 performing after the essential academic learning requirements and the
28 assessment system are implemented; and

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

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

34 (i) A state-wide accountability system to monitor and evaluate
35 accurately and fairly the level of learning occurring in individual
36 schools and school districts. ~~((The accountability system shall be
37 designed to recognize the characteristics of the student population of
38 schools and school districts such as gender, race, ethnicity,
39 socioeconomic status, and other factors.))~~ The accountability system

1 must assess each school individually against its own baseline, schools
2 with similar characteristics, and schools state-wide. The system shall
3 include school-site, school district, and state-level accountability
4 reports;

5 (ii) A school assistance program to help schools and school
6 districts that are having difficulty helping students meet the
7 essential academic learning requirements as measured by performance on
8 the elementary, middle school, and high school assessments in reading,
9 writing, communications, mathematics, and science;

10 (iii) A system to intervene in schools and school districts in
11 which significant numbers of students persistently fail to learn the
12 essential academic learning requirements or meet the standards
13 established for the elementary, middle school, and high school
14 assessments in reading, writing, communications, mathematics, and
15 science; and

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

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

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

31 (j) Report annually by December 1st to the legislature, the
32 governor, the superintendent of public instruction, and the state board
33 of education on the progress, findings, and recommendations of the
34 commission; and

35 (k) Make recommendations to the legislature and take other actions
36 necessary or desirable to help students meet the student learning
37 goals.

1 (4) The commission shall coordinate its activities with the state
2 board of education and the office of the superintendent of public
3 instruction.

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

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

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

18 (8) By September 30, 1997, the commission on student learning, the
19 state board of education, and the superintendent of public instruction
20 shall jointly make recommendations to the education committees of the
21 house of representatives and the senate regarding the connection
22 between the high school assessments and high school graduation
23 requirements.

24 In preparing recommendations, the commission on student learning
25 shall convene an ad hoc working group to address the following
26 questions:

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

30 (b) Should students be required to pass one or more of the high
31 school assessments to graduate? If yes, should the students be
32 required to pass the high school assessments in all content areas, or
33 only in select content areas?

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

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

38 (e) What options may be used in demonstrating how the results of
39 the assessments will be displayed in a way that is meaningful to

1 students, parents, institutions of higher education, and potential
2 employers?

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

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

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

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

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

18 NEW SECTION. Sec. 3. This act is necessary for the immediate
19 preservation of the public peace, health, or safety, or support of the
20 state government and its existing public institutions, and takes effect
21 immediately.

--- END ---