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HOUSE BILL 1476

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State of Washington

57th Legislature

2001 Regular Session

By Representatives Santos, Talcott, Kenney and Kagi; by request of Governor Locke

Read first time 01/26/2001. Referred to Committee on Education.

1 AN ACT Relating to changing academic assessments timelines; and  
2 amending RCW 28A.655.060.

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

4 **Sec. 1.** RCW 28A.655.060 and 1999 c 373 s 501 are each amended to  
5 read as follows:

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

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

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

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

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

33 (b)(i) The commission and superintendent of public instruction  
34 shall develop a statewide academic assessment system for use in the  
35 elementary, middle, and high school years designed to determine if each  
36 student has learned the essential academic learning requirements  
37 identified in (a) of this subsection. The academic assessment system  
38 shall include a variety of assessment methods, including criterion-  
39 referenced and performance-based measures. Performance standards for

1 determining if a student has successfully completed an assessment shall  
2 be determined by the commission and the superintendent of public  
3 instruction in consultation with the advisory committees required in  
4 subsection (2) of this section.

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

11 (iii) Assessments measuring the essential academic learning  
12 requirements shall be available for voluntary use by school districts  
13 and shall be required to be administered by school districts according  
14 to the following schedule unless the legislature takes action to delay  
15 or prevent implementation of the assessment system and essential  
16 academic learning requirements.

	<b>Assessments available for voluntary use (School years)</b>	<b>Assessments required to be administered (School years)</b>
<b>Reading, Writing, Communication, Mathematics</b>		
- Elementary school	1996-97	1997-98
- Middle school	1997-98	2000-01
- High school	1998-99	2000-01
<b>Science</b>		
- Middle and high school	<del>((1999-00))</del> <u>2001-02</u>	<del>((2000-01))</del> <u>2003-04</u>
- Elementary school	<del>((2001-02))</del> <u>2002-03</u>	2004-05
<b>Social Studies</b>		
- Elementary, middle, and high school	<del>((2002-03))</del> <u>2004-05</u>	<del>((2005-06))</del> <u>2007-08</u>
<b>Arts</b>		
- Middle and high school	<del>((2003-04))</del> <u>2005-06</u>	<del>((2006-07))</del> <u>2008-09</u>
- Elementary school	<del>((2003-04))</del> <u>2005-06</u>	<del>((2007-08))</del> <u>2009-10</u>
<b>Health, Fitness</b>		

1 - Middle and high ((2003-04)) 2005-06 ((2006-07))  
2 school 2008-09  
3 - Elementary school ((2003-04)) 2005-06 ((2007-08))  
4 2009-10

5 The completed assessments and assessments still in development  
6 shall be transferred by the commission on student learning to the  
7 superintendent of public instruction by June 30, 1999.

8 (iv) To the maximum extent possible, the commission and the  
9 superintendent of public instruction shall integrate knowledge and  
10 skill areas in development of the assessments.

11 Assessments for goals three and four of RCW 28A.150.210 shall be  
12 integrated in the essential academic learning requirements and  
13 assessments for goals one and two.

14 (v) The commission on student learning may modify the essential  
15 academic learning requirements and the assessments, as needed, before  
16 June 30, 1999. The superintendent of public instruction may modify the  
17 essential academic learning requirements and the assessments, as  
18 needed, after June 30, 1999. The commission and superintendent shall,  
19 upon request, provide opportunities for the education committees of the  
20 house of representatives and the senate to review the assessments and  
21 proposed modifications to the essential academic learning requirements  
22 before the modifications are adopted.

23 (vi) The commission and the superintendent of public instruction  
24 shall develop assessments that are directly related to the essential  
25 academic learning requirements, and are not biased toward persons with  
26 different learning styles, racial or ethnic backgrounds, or on the  
27 basis of gender;

28 (c) After a determination is made by the state board of education  
29 that the high school assessment system has been implemented and that it  
30 is sufficiently reliable and valid, successful completion of the high  
31 school assessment shall lead to a certificate of mastery. The  
32 certificate of mastery shall be obtained by most students at about the  
33 age of sixteen, and is evidence that the student has successfully  
34 mastered the essential academic learning requirements during his or her  
35 educational career. The certificate of mastery shall be required for  
36 graduation but shall not be the only requirement for graduation. The  
37 commission shall make recommendations to the state board of education  
38 regarding the relationship between the certificate of mastery and high  
39 school graduation requirements. Upon achieving the certificate of

1 mastery, schools shall provide students with the opportunity to pursue  
2 career and educational objectives through educational pathways that  
3 emphasize integration of academic and vocational education.  
4 Educational pathways may include, but are not limited to, programs such  
5 as work-based learning, school-to-work transition, tech prep,  
6 vocational-technical education, running start, and preparation for  
7 technical college, community college, or university education. Any  
8 middle school, junior high school, or high school using educational  
9 pathways shall ensure that all participating students will continue to  
10 have access to the courses and instruction necessary to meet admission  
11 requirements at baccalaureate institutions. Students shall be allowed  
12 to enter the educational pathway of their choice. Before accepting a  
13 student into an educational pathway, the school shall inform the  
14 student's parent of the pathway chosen, the opportunities available to  
15 the student through the pathway, and the career objectives the student  
16 will have exposure to while pursuing the pathway. Parents and students  
17 dissatisfied with the opportunities available through the selected  
18 educational pathway shall be provided with the opportunity to transfer  
19 the student to any other pathway provided in the school. Schools may  
20 not develop educational pathways that retain students in high school  
21 beyond the date they are eligible to graduate, and may not require  
22 students who transfer between pathways to complete pathway requirements  
23 beyond the date the student is eligible to graduate;

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

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

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

36 (g) Develop recommendations for consideration by the higher  
37 education coordinating board for adopting college and university  
38 entrance requirements for public school students that are consistent

1 with the essential academic learning requirements and the certificate  
2 of mastery;

3 (h) Review current school district data reporting requirements for  
4 the purposes of accountability and meeting state information needs.  
5 The commission on student learning shall report recommendations to the  
6 joint select committee on education restructuring by September 15,  
7 1996, on:

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

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

16 (i) Recommend to the legislature, governor, state board of  
17 education, and superintendent of public instruction:

18 (i) A statewide accountability system to monitor and evaluate  
19 accurately and fairly at elementary, middle, and high schools the level  
20 of learning occurring in individual schools and school districts with  
21 regard to the goals included in RCW 28A.150.210 (1) through (4). The  
22 accountability system must assess each school individually against its  
23 own baseline, schools with similar characteristics, and schools  
24 statewide. The system shall include school-site, school district, and  
25 state-level accountability reports;

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

30 (iii) A system to intervene in schools and school districts in  
31 which significant numbers of students persistently fail to learn the  
32 essential academic learning requirements or meet the standards  
33 established for the elementary, middle school, and high school  
34 assessments; and

35 (iv) An awards program to provide incentives to school staff to  
36 help their students learn the essential academic learning requirements,  
37 with each school being assessed individually against its own baseline,  
38 schools with similar characteristics, and the statewide average.  
39 Incentives shall be based on the rate of percentage change of students

1 achieving the essential academic learning requirements and progress on  
2 meeting the statewide average. School staff shall determine how the  
3 awards will be spent.

4 The commission shall make recommendations regarding a statewide  
5 accountability system for reading in grades kindergarten through four  
6 by November 1, 1997. Recommendations for an accountability system in  
7 the other subject areas and grade levels shall be made no later than  
8 June 30, 1999;

9 (j) Report annually by December 1st to the legislature, the  
10 governor, the superintendent of public instruction, and the state board  
11 of education on the progress, findings, and recommendations of the  
12 commission; and

13 (k) Make recommendations to the legislature and take other actions  
14 necessary or desirable to help students meet the student learning  
15 goals.

16 (4) The commission shall coordinate its activities with the state  
17 board of education and the office of the superintendent of public  
18 instruction.

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

22 (6) The commission shall select an entity to provide staff support  
23 and the office of the superintendent of public instruction shall  
24 provide administrative oversight and be the fiscal agent for the  
25 commission. The commission may direct the office of the superintendent  
26 of public instruction to enter into subcontracts, within the  
27 commission's resources, with school districts, teachers, higher  
28 education faculty, state agencies, business organizations, and other  
29 individuals and organizations to assist the commission in its  
30 deliberations.

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

33 (8)(a) By September 30, 1997, the commission on student learning,  
34 the state board of education, and the superintendent of public  
35 instruction shall jointly present recommendations to the education  
36 committees of the house of representatives and the senate regarding the  
37 high school assessments, the certificate of mastery, and high school  
38 graduation requirements.

1           In preparing recommendations, the commission on student learning  
2 shall convene an ad hoc working group to address questions, including:  
3           (i) What type of document shall be used to identify student  
4 performance and achievement and how will the document be described?  
5           (ii) Should the students be required to pass the high school  
6 assessments in all skill and content areas, or only in select skill and  
7 content areas, to graduate?  
8           (iii) How will the criteria for establishing the standards for  
9 passing scores on the assessments be determined?  
10           (iv) What timeline should be used in phasing-in the assessments as  
11 a graduation requirement?  
12           (v) What options may be used in demonstrating how the results of  
13 the assessments will be displayed in a way that is meaningful to  
14 students, parents, institutions of higher education, and potential  
15 employers?  
16           (vi) Are there other or additional methods by which the  
17 assessments could be used to identify achievement such as endorsements,  
18 standards of proficiency, merit badges, or levels of achievement?  
19           (vii) Should the assessments and certificate of mastery be used to  
20 satisfy college or university entrance criteria for public school  
21 students? If yes, how should these methods be phased-in?  
22           (b) The ad hoc working group shall report its recommendations to  
23 the commission on student learning, the state board of education, and  
24 the superintendent of public instruction by June 15, 1997. The  
25 commission shall report the ad hoc working group's recommendations to  
26 the education committees of the house of representatives and senate by  
27 July 15, 1997. Final recommendations of the commission on student  
28 learning, the state board of education, and the superintendent of  
29 public instruction shall be presented to the education committees of  
30 the house of representatives and the senate by September 30, 1997.  
31           (9) The Washington commission on student learning shall expire on  
32 June 30, 1999.

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