
HOUSE BILL 2084

State of Washington 58th Legislature 2003 Regular Session

By Representatives Talcott, Tom and Moeller

Read first time 02/24/2003. Referred to Committee on Education.

1 AN ACT Relating to opportunities for high quality experiences and
2 expression in the visual and performing arts for elementary and
3 secondary students; amending RCW 28A.655.060; and adding a new chapter
4 to Title 28A RCW.

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

6 NEW SECTION. **Sec. 1.** The legislature finds that the arts are
7 fundamental resources through which the world is viewed, meaning is
8 created, and the mind is developed. The visual and performing arts
9 represent the many ways of experiencing and understanding the world,
10 and quality art experiences in the classroom are essential to
11 developing the multiple intelligences all children possess. Quality
12 art experiences help students explore aspects of life around them in
13 new ways.

14 The legislature also finds there is substantial evidence that
15 working with the arts develops students' minds and bodies in ways that
16 enable them to learn better. High quality experiences with the arts,
17 particularly music, dance, and visual art, develop neural connections
18 and body-brain connections that further learning in many areas,
19 including math, reading, writing, and general language development.

1 Connecting the arts with other disciplines also raises student interest
2 and helps students learn about, comprehend, and value those
3 disciplines.

4 The legislature further finds that the arts are effective in
5 keeping students in school and in reaching at-risk students and
6 students with a variety of learning styles. Quality experiences in the
7 visual and performing arts can be helpful in preparing children to
8 succeed in school, work, and life. The legislature intends to support
9 and emphasize the importance of quality school-based art experiences
10 and art expression opportunities for all students.

11 The legislature also intends that funding for student assessments
12 in the arts be redirected to the local level on a per pupil basis for
13 art materials and resources to support high quality art experiences for
14 students in grades kindergarten through twelve, and that funding for
15 Washington assessment of student learning arts assessments dedicated to
16 test development as determined by the office of the superintendent of
17 public instruction be redirected toward the development of a series of
18 statewide juried performance-based annual competitions in the visual
19 and performing arts for students in grades nine through twelve.

20 NEW SECTION. **Sec. 2.** A series of high quality art experiences and
21 art expression opportunities for students in grades kindergarten
22 through twelve shall be coordinated at the local level in each
23 classroom. Teachers shall provide students with materials and
24 resources to support visual and performing arts experiences appropriate
25 for each grade level, and shall emphasize process over product.
26 Teachers shall be accountable for providing students with art
27 experiences and facilitating opportunities for artistic expression in
28 both the visual and performing arts but shall not formally evaluate the
29 quality of the students' product or performance. Teacher
30 accountability shall be through annual evaluations at the school site
31 level for all teachers in elementary and middle school.

32 NEW SECTION. **Sec. 3.** A series of juried performance-based
33 statewide annual competitions in the visual and performing arts for
34 students in grades nine through twelve shall be developed by the office
35 of the superintendent of public instruction in consultation with the
36 Washington state arts commission and other specialists in the field of

1 arts education, arts assessment, and art performance. Competitions in
2 the visual and performing arts shall be modeled on distinguished and
3 respected competitions at the national and international level.
4 Participation in these competitions shall be optional. A student who
5 is awarded placement recognition at the state level in a competition
6 shall be eligible for diploma endorsements in the area of
7 accomplishment in the visual and performing arts.

8 **Sec. 4.** RCW 28A.655.060 and 2001 2nd sp.s. c 20 s 1 are each
9 amended to read as follows:

10 (1) The Washington commission on student learning is hereby
11 established. The primary purposes of the commission are to identify
12 the knowledge and skills all public school students need to know and be
13 able to do based on the student learning goals in RCW 28A.150.210, to
14 develop student assessment and school accountability systems, to review
15 current school district data reporting requirements and make
16 recommendations on what data is necessary for the purposes of
17 accountability and meeting state information needs, and to take other
18 steps necessary to develop a performance-based education system. The
19 commission shall include three members of the state board of education,
20 three members appointed by the governor before July 1, 1992, and five
21 members appointed no later than June 1, 1993, by the governor elected
22 in the November 1992 election. The governor shall appoint a chair from
23 the commission members, and fill any vacancies in gubernatorial
24 appointments that may occur. The state board of education shall fill
25 any vacancies of state board of education appointments that may occur.
26 In making the appointments, educators, business leaders, and parents
27 shall be represented, and nominations from statewide education,
28 business, and parent organizations shall be requested. Efforts shall
29 be made to ensure that the commission reflects the racial and ethnic
30 diversity of the state's K-12 student population and that the major
31 geographic regions in the state are represented. Appointees shall be
32 qualified individuals who are supportive of educational restructuring,
33 who have a positive record of service, and who will devote sufficient
34 time to the responsibilities of the commission to ensure that the
35 objectives of the commission are achieved.

36 (2) The commission shall establish advisory committees. Membership
37 of the advisory committees shall include, but not necessarily be

1 limited to, professionals from the office of the superintendent of
2 public instruction and the state board of education, and other state
3 and local educational practitioners and student assessment specialists.

4 (3) The commission, with the assistance of the advisory committees,
5 shall:

6 (a) Develop essential academic learning requirements based on the
7 student learning goals in RCW 28A.150.210. Essential academic learning
8 requirements shall be developed, to the extent possible, for each of
9 the student learning goals in RCW 28A.150.210. Goals one and two shall
10 be considered primary. Essential academic learning requirements for
11 RCW 28A.150.210(1), goal one, and the mathematics component of RCW
12 28A.150.210(2), goal two, shall be completed no later than March 1,
13 1995. Essential academic learning requirements that incorporate the
14 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and
15 four, shall be completed no later than March 1, 1996. To the maximum
16 extent possible, the commission shall integrate goal four and the
17 knowledge and skill areas in the other goals in the development of the
18 essential academic learning requirements;

19 (b)(i) The commission and superintendent of public instruction
20 shall develop a statewide academic assessment system for use in the
21 elementary, middle, and high school years designed to determine if each
22 student has learned the essential academic learning requirements
23 identified in (a) of this subsection. The academic assessment system
24 shall include a variety of assessment methods, including criterion-
25 referenced and performance-based measures. Performance standards for
26 determining if a student has successfully completed an assessment shall
27 be determined by the commission and the superintendent of public
28 instruction in consultation with the advisory committees required in
29 subsection (2) of this section.

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

36 (iii) Assessments measuring the essential academic learning
37 requirements shall be available for voluntary use by school districts
38 and shall be required to be administered by school districts according

1 June 30, 1999. The superintendent of public instruction may modify the
2 essential academic learning requirements and the assessments, as
3 needed, after June 30, 1999. The commission and superintendent shall,
4 upon request, provide opportunities for the education committees of the
5 house of representatives and the senate to review the assessments and
6 proposed modifications to the essential academic learning requirements
7 before the modifications are adopted.

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

13 (c) After a determination is made by the state board of education
14 that the high school assessment system has been implemented and that it
15 is sufficiently reliable and valid, successful completion of the high
16 school assessment shall lead to a certificate of mastery. The
17 certificate of mastery shall be obtained by most students at about the
18 age of sixteen, and is evidence that the student has successfully
19 mastered the essential academic learning requirements during his or her
20 educational career. The certificate of mastery shall be required for
21 graduation but shall not be the only requirement for graduation. The
22 commission shall make recommendations to the state board of education
23 regarding the relationship between the certificate of mastery and high
24 school graduation requirements. Upon achieving the certificate of
25 mastery, schools shall provide students with the opportunity to pursue
26 career and educational objectives through educational pathways that
27 emphasize integration of academic and vocational education.
28 Educational pathways may include, but are not limited to, programs such
29 as work-based learning, school-to-work transition, tech prep,
30 vocational-technical education, running start, and preparation for
31 technical college, community college, or university education. Any
32 middle school, junior high school, or high school using educational
33 pathways shall ensure that all participating students will continue to
34 have access to the courses and instruction necessary to meet admission
35 requirements at baccalaureate institutions. Students shall be allowed
36 to enter the educational pathway of their choice. Before accepting a
37 student into an educational pathway, the school shall inform the
38 student's parent of the pathway chosen, the opportunities available to

1 the student through the pathway, and the career objectives the student
2 will have exposure to while pursuing the pathway. Parents and students
3 dissatisfied with the opportunities available through the selected
4 educational pathway shall be provided with the opportunity to transfer
5 the student to any other pathway provided in the school. Schools may
6 not develop educational pathways that retain students in high school
7 beyond the date they are eligible to graduate, and may not require
8 students who transfer between pathways to complete pathway requirements
9 beyond the date the student is eligible to graduate;

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

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

16 (f) Develop recommendations on the time, support, and resources,
17 including technical assistance, needed by schools and school districts
18 to help students achieve the essential academic learning requirements.
19 These recommendations shall include an estimate for the legislature,
20 superintendent of public instruction, and governor on the expected cost
21 of implementing the academic assessment system;

22 (g) Develop recommendations for consideration by the higher
23 education coordinating board for adopting college and university
24 entrance requirements for public school students that are consistent
25 with the essential academic learning requirements and the certificate
26 of mastery;

27 (h) Review current school district data reporting requirements for
28 the purposes of accountability and meeting state information needs.
29 The commission on student learning shall report recommendations to the
30 joint select committee on education restructuring by September 15,
31 1996, on:

32 (i) What data is necessary to compare how school districts are
33 performing before the essential academic learning requirements and the
34 assessment system are implemented with how school districts are
35 performing after the essential academic learning requirements and the
36 assessment system are implemented; and

37 (ii) What data is necessary pertaining to school district reports

1 under the accountability systems developed by the commission on student
2 learning under this section;

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

5 (i) A statewide accountability system to monitor and evaluate
6 accurately and fairly at elementary, middle, and high schools the level
7 of learning occurring in individual schools and school districts with
8 regard to the goals included in RCW 28A.150.210 (1) through (4). The
9 accountability system must assess each school individually against its
10 own baseline, schools with similar characteristics, and schools
11 statewide. The system shall include school-site, school district, and
12 state-level accountability reports;

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

17 (iii) A system to intervene in schools and school districts in
18 which significant numbers of students persistently fail to learn the
19 essential academic learning requirements or meet the standards
20 established for the elementary, middle school, and high school
21 assessments; and

22 (iv) An awards program to provide incentives to school staff to
23 help their students learn the essential academic learning requirements,
24 with each school being assessed individually against its own baseline,
25 schools with similar characteristics, and the statewide average.
26 Incentives shall be based on the rate of percentage change of students
27 achieving the essential academic learning requirements and progress on
28 meeting the statewide average. School staff shall determine how the
29 awards will be spent.

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

35 (j) Report annually by December 1st to the legislature, the
36 governor, the superintendent of public instruction, and the state board
37 of education on the progress, findings, and recommendations of the
38 commission; and

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

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

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

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

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

21 (8)(a) By September 30, 1997, the commission on student learning,
22 the state board of education, and the superintendent of public
23 instruction shall jointly present recommendations to the education
24 committees of the house of representatives and the senate regarding the
25 high school assessments, the certificate of mastery, and high school
26 graduation requirements.

27 In preparing recommendations, the commission on student learning
28 shall convene an ad hoc working group to address questions, including:

29 (i) What type of document shall be used to identify student
30 performance and achievement and how will the document be described?

31 (ii) Should the students be required to pass the high school
32 assessments in all skill and content areas, or only in select skill and
33 content areas, to graduate?

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

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

1 (v) What options may be used in demonstrating how the results of
2 the assessments will be displayed in a way that is meaningful to
3 students, parents, institutions of higher education, and potential
4 employers?

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

8 (vii) Should the assessments and certificate of mastery be used to
9 satisfy college or university entrance criteria for public school
10 students? If yes, how should these methods be phased-in?

11 (b) The ad hoc working group shall report its recommendations to
12 the commission on student learning, the state board of education, and
13 the superintendent of public instruction by June 15, 1997. The
14 commission shall report the ad hoc working group's recommendations to
15 the education committees of the house of representatives and senate by
16 July 15, 1997. Final recommendations of the commission on student
17 learning, the state board of education, and the superintendent of
18 public instruction shall be presented to the education committees of
19 the house of representatives and the senate by September 30, 1997.

20 (9) The Washington commission on student learning shall expire on
21 June 30, 1999.

22 NEW SECTION. **Sec. 5.** Sections 1 through 3 of this act constitute
23 a new chapter in Title 28A RCW.

--- END ---