
HOUSE BILL 2124

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58th Legislature

2003 Regular Session

By Representatives Quall, Talcott, McDermott, Tom, Haigh, Cox, Rockefeller, Hunter, Santos, Edwards and Anderson

Read first time 02/26/2003. Referred to Committee on Education.

1 AN ACT Relating to high school graduation requirements; amending
2 RCW 28A.230.090, 28A.655.030, 28A.655.060, and 28A.655.070; adding a
3 new section to chapter 28A.655 RCW; creating a new section; and
4 declaring an emergency.

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

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.655
7 RCW to read as follows:

8 (1) Subject to the conditions in this section, successful
9 completion of the high school assessment in reading, writing,
10 mathematics, and science shall lead to a certificate of academic
11 proficiency. The certificate of academic proficiency shall be obtained
12 by most students at about the age of sixteen, and is evidence that the
13 students have successfully met the state standard in the content areas
14 included in the certificate. The certificate of academic proficiency
15 is required for graduation but is not the only requirement for
16 graduation.

17 (2) The high school assessment system shall include but need not be
18 limited to the Washington assessment of student learning, opportunities
19 for a student to retake the content areas in which the student was not

1 successful, and one or more alternative means, including an appeals
2 process, for a student to demonstrate achievement of state academic
3 standards.

4 (3) Beginning with the graduating class of 2008, successful
5 completion of the reading and mathematics content areas of the high
6 school Washington assessment of student learning is required for
7 graduation from a public high school in the state of Washington.

8 (4) Beginning with the graduating class of 2010, successful
9 completion of the writing content area of the high school Washington
10 assessment of student learning is required for graduation from a public
11 high school in the state of Washington.

12 (5) Beginning with the graduating class of 2012, successful
13 completion of the science content area of the high school Washington
14 assessment of student learning is required for graduation from a public
15 high school in the state of Washington.

16 (6) The state board of education may not require the acquisition of
17 the certificate of academic proficiency for students in home-based
18 instruction under chapter 28A.200 RCW or for students enrolled in
19 private schools under chapter 28A.195 RCW.

20 (7) A student may retain and use the highest result from each
21 successfully completed content area of the high school assessment.

22 (8) Beginning with the graduating class of 2008, if a student takes
23 the high school assessment but is not successful in one or more content
24 areas required for the certificate of academic proficiency, the student
25 may retake the assessment in that content area one or more times at no
26 cost to the student and may choose one or more of the following
27 options:

28 (a) To retake the assessment in that content area at least once in
29 the spring and once in the fall of each year, at a minimum, if the
30 student is enrolled in a public school;

31 (b) To retake the assessment in that content area if the student is
32 enrolled in a high school completion program. The superintendent of
33 public instruction and the state board for community and technical
34 colleges shall jointly identify means by which students in these
35 programs can be assessed; or

36 (c) To use an alternative means developed and approved by the
37 superintendent of public instruction to demonstrate achievement of the
38 standards for that content area.

1 (9) Opportunities for retaking the high school assessment shall
2 begin no later than the spring 2004 administration of the assessment,
3 subject to available funding. Beginning no later than 2006,
4 opportunities to retake the assessment in the fall shall be available
5 in each school district. In addition, subject to available funding,
6 beginning no later than 2006, the results of the spring administration
7 of the assessment shall be available to students, parents, and schools
8 before June 1st of each year.

9 (10) Beginning no later than September 1, 2006, subject to
10 available funding, alternative means to demonstrate academic
11 proficiency and an appeal option shall be in place in each school
12 district.

13 (11) Beginning no later than September 1, 2006, each school
14 district shall prepare a high school graduation plan for each student
15 in grades eight through twelve who is not successful in one or more
16 content areas of the Washington assessment of student learning for the
17 student's grade level. The plan shall include, but need not be limited
18 to, the courses, competencies, and other steps needed by the student to
19 meet state academic standards and stay on track for graduation.
20 Progress on the plan shall be reported at least once a year to the
21 student and the student's parents or guardian.

22 (12)(a) By June 1, 2004, the superintendent of public instruction
23 shall report to the governor and the house of representatives and
24 senate education committees on whether the high school assessment
25 system in the content areas of reading and mathematics is a
26 sufficiently valid and reliable measure of the essential academic
27 learning requirements to be used to make consistent decisions about
28 whether individual students have met the performance standards related
29 to the essential academic learning requirements. In the report, the
30 superintendent shall recommend any actions necessary to increase the
31 validity and reliability of any assessment system content area that the
32 superintendent believes is not sufficiently valid and reliable to be
33 used for individual student decisions.

34 (b) By December 15, 2005, the superintendent shall report to the
35 governor and the house of representatives and senate education
36 committees on the readiness of the education system to support the
37 inclusion of the writing content area as a graduation requirement for
38 the class of 2010 and the science content area as a graduation

1 requirement for the class of 2012. In the report, the superintendent
2 shall recommend any actions necessary to increase the validity and
3 reliability of the science content area if the superintendent believes
4 that the assessment for science is not yet sufficiently valid and
5 reliable to be used for individual student decisions.

6 (c) In making this determination, the superintendent shall consider
7 the following for each of the content areas included in the certificate
8 of academic proficiency:

9 (i) The validity and reliability of the high school Washington
10 assessment of student learning for the content areas included in the
11 certificate;

12 (ii) The availability of retakes;

13 (iii) The availability of alternative means by which a student may
14 demonstrate that the student has met the standard; and

15 (iv) Other information relevant to ensuring that Washington's
16 students have been given an opportunity to learn the content areas
17 covered by the certificate of academic proficiency.

18 NEW SECTION. **Sec. 2.** (1) Before the results of the 2004 high
19 school assessment of student learning are reported to school districts,
20 the academic achievement and accountability commission shall review and
21 adjust, if necessary, the cut scores needed to meet the high school
22 standards and obtain a certificate of academic proficiency as provided
23 in section 1 of this act. The commission shall include in its review
24 consideration of the use of the standard error of measurement into the
25 decision regarding the award of the certificate of academic
26 proficiency. By November 30, 2004, the commission shall report its
27 decision to the governor, the superintendent of public instruction, and
28 the house of representatives and senate education committees. To
29 assist in its deliberations, the commission shall seek advice from a
30 committee that includes parents, practicing classroom teachers and
31 principals, administrators, staff, and other interested parties.

32 (2) The office of the superintendent of public instruction shall
33 develop alternative assessment options, procedures, and criteria,
34 including an appeals process, to help determine whether students who
35 were not successful in one or more of the content areas of the high
36 school assessment can demonstrate that they meet state standards
37 through another objectively evaluated means. In its deliberations, the

1 office shall consult with practicing classroom teachers and principals,
2 appropriate agencies, professional organizations, assessment experts,
3 and other interested parties.

4 (a) By July 1, 2004, the office shall report its recommendations
5 for alternative assessments and appeals, including possible options, to
6 the governor and the house of representatives and senate education
7 committees.

8 (b) By July 1, 2005, subject to available funding, the alternative
9 assessment options shall be available for voluntary use by school
10 districts.

11 (3) The office of the superintendent of public instruction shall
12 convene three task forces to provide advice to policymakers on the
13 certificate of academic proficiency graduation requirements. By
14 September 1, 2003, each of the task forces shall provide the office
15 with an initial report on its progress. By November 30, 2003, each of
16 the task forces shall provide a copy of its recommendations to the
17 governor, the superintendent of public instruction, and the house of
18 representatives and senate education committees. In addition:

19 (a) One task force shall provide advice on the appropriate
20 application of the certificate of academic proficiency requirement to
21 special education students. The task force shall also recommend one or
22 more ways to acknowledge the accomplishments of students who meet the
23 requirements of the students' individual education plans but who do not
24 earn a certificate of academic proficiency. The task force shall
25 include but need not be limited to parents, practicing classroom
26 teachers and principals, and representatives of organizations
27 interested in special education;

28 (b) One task force shall provide advice on the appropriate
29 application of the certificate of academic proficiency requirement to
30 students with limited English proficiency. The task force shall also
31 recommend one or more ways to acknowledge the accomplishments of
32 limited English proficient students who meet every state and local
33 graduation requirement except that of the certificate of academic
34 proficiency. The task force shall include but need not be limited to
35 parents, practicing classroom teachers and principals, and
36 representatives of organizations interested in the education of limited
37 English proficient students;

1 (c) One task force shall recommend best practices that schools may
2 use with middle, junior high, and high school students who need
3 additional assistance to meet the requirements of the certificate of
4 academic proficiency. The task force shall include, but need not be
5 limited to district administrators, practicing teachers and middle and
6 high school principals, parents, and counselors. The task force shall
7 examine ways that current programs and student counseling efforts can
8 be adjusted to meet student assistance needs and identify additional
9 tools needed by the system for that purpose. The task force also shall
10 examine how the high school graduation plan in section 1(11) of this
11 act could:

12 (i) Address, at a minimum, any courses, competencies, or other
13 steps needed by a student to demonstrate achievement of the state
14 standards for that content area;

15 (ii) Be used to help guide a student who meets every graduation
16 requirement except the acquisition of a certificate of academic
17 proficiency; and

18 (iii) Include an annual progress report to a student and the
19 student's parents or guardian that might include the steps the student
20 needs to take within the next year to make steady progress toward high
21 school graduation.

22 **Sec. 3.** RCW 28A.230.090 and 1997 c 222 s 2 are each amended to
23 read as follows:

24 (1) The state board of education shall establish high school
25 graduation requirements or equivalencies for students.

26 (a) Any course in Washington state history and government used to
27 fulfill high school graduation requirements is encouraged to include
28 information on the culture, history, and government of the American
29 Indian peoples who were the first inhabitants of the state.

30 (b) The certificate of academic proficiency requirements under
31 section 1 of this act are required for graduation from a public high
32 school but are not the only requirement for graduation.

33 (c) The state board may not require a student plan as a condition
34 for graduation.

35 (2) In recognition of the statutory authority of the state board of
36 education to establish and enforce minimum high school graduation

1 requirements, the state board shall periodically reevaluate the
2 graduation requirements and shall report such findings to the
3 legislature in a timely manner as determined by the state board.

4 (3) Pursuant to any requirement for instruction in languages other
5 than English established by the state board of education or a local
6 school district, or both, for purposes of high school graduation,
7 students who receive instruction in American sign language or one or
8 more American Indian languages shall be considered to have satisfied
9 the state or local school district graduation requirement for
10 instruction in one or more languages other than English.

11 (4) If requested by the student and his or her family, a student
12 who has completed high school courses before attending high school
13 shall be given high school credit which shall be applied to fulfilling
14 high school graduation requirements if:

15 (a) The course was taken with high school students, if the academic
16 level of the course exceeds the requirements for seventh and eighth
17 grade classes, and the student has successfully passed by completing
18 the same course requirements and examinations as the high school
19 students enrolled in the class; or

20 (b) The academic level of the course exceeds the requirements for
21 seventh and eighth grade classes and the course would qualify for high
22 school credit, because the course is similar or equivalent to a course
23 offered at a high school in the district as determined by the school
24 district board of directors.

25 (5) Students who have taken and successfully completed high school
26 courses under the circumstances in subsection (4) of this section shall
27 not be required to take an additional competency examination or perform
28 any other additional assignment to receive credit. Subsection (4) of
29 this section shall also apply to students enrolled in high school on
30 April 11, 1990, who took the courses before attending high school.

31 (6) At the college or university level, five quarter or three
32 semester hours equals one high school credit.

33 **Sec. 4.** RCW 28A.655.030 and 2002 c 37 s 1 are each amended to read
34 as follows:

35 The powers and duties of the academic achievement and
36 accountability commission shall include, but are not limited to the
37 following:

1 (1) For purposes of statewide accountability, the commission shall:

2 (a) Adopt and revise performance improvement goals in reading,
3 writing, science, and mathematics by subject and grade level as the
4 commission deems appropriate to improve student learning, once
5 assessments in these subjects are required statewide. The goals shall
6 be consistent with student privacy protection provisions of RCW
7 28A.655.090(7) and shall not conflict with requirements contained in
8 Title I of the federal elementary and secondary education act of 1965,
9 as amended. The goals may be established for all students,
10 economically disadvantaged students, limited English proficient
11 students, students with disabilities, and students from
12 disproportionately academically underachieving racial and ethnic
13 backgrounds. The commission may establish school and school district
14 goals addressing high school graduation rates and dropout reduction
15 goals for students in grades seven through twelve. (~~The goals shall~~
16 ~~be in addition to any goals adopted in RCW 28A.655.050. The commission~~
17 ~~may also revise any goal adopted in RCW 28A.655.050.)) The commission
18 shall adopt the goals by rule. However, before each goal is
19 implemented, the commission shall present the goal to the education
20 committees of the house of representatives and the senate for the
21 committees' review and comment in a time frame that will permit the
22 legislature to take statutory action on the goal if such action is
23 deemed warranted by the legislature;~~

24 (b) Identify the scores students must achieve in order to meet the
25 standard on the Washington assessment of student learning and, for high
26 school students, obtain a certificate of academic proficiency. The
27 commission shall also determine student scores that identify levels of
28 student performance below and beyond the standard. The commission
29 shall consider the incorporation of the standard error of measurement
30 into the decision regarding the award of the certificate of academic
31 proficiency. The commission shall set such performance standards and
32 levels in consultation with the superintendent of public instruction
33 and after consideration of any recommendations that may be developed by
34 any advisory committees that may be established for this purpose;

35 (c) Adopt objective, systematic criteria to identify successful
36 schools and school districts and recommend to the superintendent of
37 public instruction schools and districts to be recognized for two types

1 of accomplishments, student achievement and improvements in student
2 achievement. Recognition for improvements in student achievement shall
3 include consideration of one or more of the following accomplishments:

4 (i) An increase in the percent of students meeting standards. The
5 level of achievement required for recognition may be based on the
6 achievement goals established by the legislature under RCW 28A.655.050
7 and the commission under (a) of this subsection;

8 (ii) Positive progress on an improvement index that measures
9 improvement in all levels of the assessment; and

10 (iii) Improvements despite challenges such as high levels of
11 mobility, poverty, English as a second language learners, and large
12 numbers of students in special populations as measured by either the
13 percent of students meeting the standard, or the improvement index.

14 When determining the baseline year or years for recognizing
15 individual schools, the commission may use the assessment results from
16 the initial years the assessments were administered, if doing so with
17 individual schools would be appropriate;

18 (d) Adopt objective, systematic criteria to identify schools and
19 school districts in need of assistance and those in which significant
20 numbers of students persistently fail to meet state standards. In its
21 deliberations, the commission shall consider the use of all statewide
22 mandated criterion-referenced and norm-referenced standardized tests;

23 (e) Identify schools and school districts in which state
24 intervention measures will be needed and a range of appropriate
25 intervention strategies, beginning no earlier than June 30, 2001, and
26 after the legislature has authorized a set of intervention strategies.
27 Beginning no earlier than June 30, 2001, and after the legislature has
28 authorized a set of intervention strategies, at the request of the
29 commission, the superintendent shall intervene in the school or school
30 district and take corrective actions. This chapter does not provide
31 additional authority for the commission or the superintendent of public
32 instruction to intervene in a school or school district;

33 (f) Identify performance incentive systems that have improved or
34 have the potential to improve student achievement;

35 (g) Annually review the assessment reporting system to ensure
36 fairness, accuracy, timeliness, and equity of opportunity, especially
37 with regard to schools with special circumstances and unique

1 populations of students, and a recommendation to the superintendent of
2 public instruction of any improvements needed to the system;

3 (h) Annually report by December 1st to the legislature, the
4 governor, the superintendent of public instruction, and the state board
5 of education on the progress, findings, and recommendations of the
6 commission. The report may include recommendations of actions to help
7 improve student achievement;

8 (i) By December 1, 2000, and by December 1st annually thereafter,
9 report to the education committees of the house of representatives and
10 the senate on the progress that has been made in achieving the reading
11 goal under RCW 28A.655.050 and any additional goals adopted by the
12 commission;

13 (j) Coordinate its activities with the state board of education and
14 the office of the superintendent of public instruction;

15 (k) Seek advice from the public and all interested educational
16 organizations in the conduct of its work; and

17 (1) Establish advisory committees, which may include persons who
18 are not members of the commission;

19 (2) Holding meetings and public hearings, which may include
20 regional meetings and hearings;

21 (3) Hiring necessary staff and determining the staff's duties and
22 compensation. However, the office of the superintendent of public
23 instruction shall provide staff support to the commission until the
24 commission has hired its own staff, and shall provide most of the
25 technical assistance and logistical support needed by the commission
26 thereafter. The office of the superintendent of public instruction
27 shall be the fiscal agent for the commission. The commission may
28 direct the office of the superintendent of public instruction to enter
29 into subcontracts, within the commission's resources, with school
30 districts, teachers, higher education faculty, state agencies, business
31 organizations, and other individuals and organizations to assist the
32 commission in its deliberations; and

33 (4) Receiving per diem and travel allowances as permitted under RCW
34 43.03.050 and 43.03.060.

35 **Sec. 5.** RCW 28A.655.060 and 2001 2nd sp.s. c 20 s 1 are each
36 amended to read as follows:

37 (1) The Washington commission on student learning is hereby

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

26 (2) The commission shall establish advisory committees. Membership
27 of the advisory committees shall include, but not necessarily be
28 limited to, professionals from the office of the superintendent of
29 public instruction and the state board of education, and other state
30 and local educational practitioners and student assessment specialists.

31 (3) The commission, with the assistance of the advisory committees,
32 shall:

33 (a) Develop essential academic learning requirements based on the
34 student learning goals in RCW 28A.150.210. Essential academic learning
35 requirements shall be developed, to the extent possible, for each of
36 the student learning goals in RCW 28A.150.210. Goals one and two shall
37 be considered primary. Essential academic learning requirements for
38 RCW 28A.150.210(1), goal one, and the mathematics component of RCW

1 28A.150.210(2), goal two, shall be completed no later than March 1,
2 1995. Essential academic learning requirements that incorporate the
3 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and
4 four, shall be completed no later than March 1, 1996. To the maximum
5 extent possible, the commission shall integrate goal four and the
6 knowledge and skill areas in the other goals in the development of the
7 essential academic learning requirements;

8 (b)(i) The commission and superintendent of public instruction
9 shall develop a statewide academic assessment system for use in the
10 elementary, middle, and high school years designed to determine if each
11 student has learned the essential academic learning requirements
12 identified in (a) of this subsection. The academic assessment system
13 shall include a variety of assessment methods, including criterion-
14 referenced and performance-based measures. Performance standards for
15 determining if a student has successfully completed an assessment shall
16 be determined by the commission and the superintendent of public
17 instruction in consultation with the advisory committees required in
18 subsection (2) of this section.

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

25 (iii) Assessments measuring the essential academic learning
26 requirements shall be available for voluntary use by school districts
27 and shall be required to be administered by school districts according
28 to the following schedule unless the legislature takes action to delay
29 or prevent implementation of the assessment system and essential
30 academic learning requirements.

Assessments	Assessments
available for	required to be
voluntary use	administered
(School years)	(School years)

31
32
33
34
35 **Reading, Writing,**
36 **Communication, Mathematics**

1	- Elementary school	1996-97	1997-98
2	- Middle school	1997-98	2000-01
3	- High school	1998-99	2000-01
4	Science		
5	- High school	2002-03	2003-04
6	- Middle school	2002-03	2003-04
7	- Elementary school	2003-04	2004-05
8	Social Studies		
9	- Elementary, middle, and	2004-05	2007-08
10	high school		
11	Arts		
12	- Middle and high school	2005-06	2008-09
13	- Elementary school	2005-06	2009-10
14	Health, Fitness		
15	- Middle and high school	2005-06	2008-09
16	- Elementary school	2005-06	2009-10

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

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

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

26 (v) The commission on student learning may modify the essential
27 academic learning requirements and the assessments, as needed, before
28 June 30, 1999. The superintendent of public instruction may modify the
29 essential academic learning requirements and the assessments, as
30 needed, after June 30, 1999. The commission and superintendent shall,
31 upon request, provide opportunities for the education committees of the
32 house of representatives and the senate to review the assessments and
33 proposed modifications to the essential academic learning requirements
34 before the modifications are adopted.

35 (vi) The commission and the superintendent of public instruction
36 shall develop assessments that are directly related to the essential
37 academic learning requirements, and are not biased toward persons with

1 different learning styles, racial or ethnic backgrounds, or on the
2 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.))~~

15 ((mastery)) academic proficiency, schools shall provide students with
16 the opportunity 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. Any middle school, junior high school, or high school using
23 educational pathways shall ensure that all participating students will
24 continue to have access to the courses and instruction necessary to
25 meet admission requirements at baccalaureate institutions. Students
26 shall be allowed to enter the educational pathway of their choice.
27 Before accepting a student into an educational pathway, the school
28 shall inform the student's parent of the pathway chosen, the
29 opportunities available to the student through the pathway, and the
30 career objectives the student will have exposure to while pursuing the
31 pathway. Parents and students dissatisfied with the opportunities
32 available through the selected educational pathway shall be provided
33 with the opportunity to transfer the student to any other pathway
34 provided in the school. Schools may not develop educational pathways
35 that retain students in high school beyond the date they are eligible
36 to graduate, and may not require students who transfer between pathways
37 to complete pathway requirements beyond the date the student is
38 eligible to graduate;

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~~) academic proficiency;

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

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

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

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

33 (i) A statewide accountability system to monitor and evaluate
34 accurately and fairly at elementary, middle, and high schools the level
35 of learning occurring in individual schools and school districts with
36 regard to the goals included in RCW 28A.150.210 (1) through (4). The
37 accountability system must assess each school individually against its

1 own baseline, schools with similar characteristics, and schools
2 statewide. The system shall include school-site, school district, and
3 state-level accountability reports;

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

8 (iii) A system to intervene in schools and school districts in
9 which significant numbers of students persistently fail to learn the
10 essential academic learning requirements or meet the standards
11 established for the elementary, middle school, and high school
12 assessments; and

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

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

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

30 (k) Make recommendations to the legislature and take other actions
31 necessary or desirable to help students meet the student learning
32 goals.

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

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

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

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

12 (8)(a) By September 30, 1997, the commission on student learning,
13 the state board of education, and the superintendent of public
14 instruction shall jointly present recommendations to the education
15 committees of the house of representatives and the senate regarding the
16 high school assessments, the certificate of (~~mastery~~) academic
17 proficiency, and high school graduation requirements.

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

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

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

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

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

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

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

36 (vii) Should the assessments and certificate of (~~mastery~~)
37 academic proficiency be used to satisfy college or university entrance

1 criteria for public school students? If yes, how should these methods
2 be phased-in?

3 (b) The ad hoc working group shall report its recommendations to
4 the commission on student learning, the state board of education, and
5 the superintendent of public instruction by June 15, 1997. The
6 commission shall report the ad hoc working group's recommendations to
7 the education committees of the house of representatives and senate by
8 July 15, 1997. Final recommendations of the commission on student
9 learning, the state board of education, and the superintendent of
10 public instruction shall be presented to the education committees of
11 the house of representatives and the senate by September 30, 1997.

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

14 **Sec. 6.** RCW 28A.655.070 and 1999 c 388 s 501 are each amended to
15 read as follows:

16 (1) The superintendent of public instruction shall identify the
17 knowledge and skills all public school students need to know and be
18 able to do based on the student learning goals in RCW 28A.150.210,
19 develop student assessments, and implement the accountability
20 recommendations and requests regarding assistance, rewards, and
21 recognition of the academic achievement and accountability commission.

22 (2) The superintendent of public instruction shall periodically
23 revise the essential academic learning requirements, as needed, based
24 on the student learning goals in RCW 28A.150.210. Goals one and two
25 shall be considered primary. To the maximum extent possible, the
26 superintendent shall integrate goal four and the knowledge and skill
27 areas in the other goals in the essential academic learning
28 requirements.

29 (3) In consultation with the academic achievement and
30 accountability commission, the superintendent of public instruction
31 shall maintain and continue to develop and revise a statewide academic
32 assessment system for use in the elementary, middle, and high school
33 years designed to determine if each student has mastered the essential
34 academic learning requirements identified in subsection (1) of this
35 section. The academic assessment system shall include:

36 (a) A variety of assessment methods, including criterion-referenced
37 and performance-based measures; and

1 (b) One or more alternative means, including an appeals process, to
2 demonstrate achievement of the state standards for the high school
3 assessment system.

4 (4) The assessment system shall be designed so that the results
5 under the assessment system are used by educators as tools to evaluate
6 instructional practices, and to initiate appropriate educational
7 support for students who have not mastered the essential academic
8 learning requirements at the appropriate periods in the student's
9 educational development. In order to assist teachers in their efforts
10 to provide educational support to individual students, including
11 students seeking a certificate of academic proficiency, the
12 superintendent of public instruction shall provide as much individual
13 student performance information as possible within the constraints of
14 the assessment system's item bank. The superintendent shall also
15 provide to school districts information on classroom-based and other
16 assessments that may provide additional achievement information for
17 individual students.

18 (5) To the maximum extent possible, the superintendent shall
19 integrate knowledge and skill areas in development of the assessments.

20 (6) 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.

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

27 (8) The superintendent shall consider methods to address the unique
28 needs of special education students when developing the assessments
29 under this section.

30 (9) The superintendent shall consider methods to address the unique
31 needs of highly capable students when developing the assessments under
32 this section.

33 (10) The superintendent shall determine the validity and
34 reliability of each content area assessment of the high school
35 assessment system, including whether each of the content areas is
36 sufficiently valid and reliable to use for the purposes of the
37 certificate of academic proficiency.

1 NEW SECTION. **Sec. 7.** If any provision of this act or its
2 application to any person or circumstance is held invalid, the
3 remainder of the act or the application of the provision to other
4 persons or circumstances is not affected.

5 NEW SECTION. **Sec. 8.** This act is necessary for the immediate
6 preservation of the public peace, health, or safety, or support of the
7 state government and its existing public institutions, and takes effect
8 immediately.

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