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HOUSE BILL 2195

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State of Washington                      58th Legislature                      2003 Regular Session

By Representatives McDermott, Talcott, Quall, Tom and Haigh

Read first time 03/04/2003. Referred to Committee on Education.

1            AN ACT Relating to state academic standards; amending RCW  
2 28A.655.060 and 28A.655.070; adding new sections to chapter 28A.655  
3 RCW; creating new sections; and providing an effective date.

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

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

7            The state's system of academic standards shall include essential  
8 academic learning requirements and assessments of those requirements.  
9 The essential academic learning requirements shall be based on a set of  
10 principles that include, but need not be limited to, the following:

- 11            (1) The essential academic learning requirements shall:
- 12            (a) Address the student learning goals in RCW 28A.150.210;
  - 13            (b) Specify what children should know and be able to do through  
14 explicit, focused, and prioritized grade level content expectations;
  - 15            (c) Contain coherent and rigorous content;
  - 16            (d) Encourage the teaching of advanced skills; and
  - 17            (e) Include and differentiate, for educators, requirements that are  
18 likely to be assessed through the state administered Washington  
19 assessment of student learning, requirements that will be addressed

1 through locally administered classroom or project-based assessments,  
2 including end-of-course examinations, and requirements, if any, that  
3 may not be assessed through any formal means; and

4 (2) Grade level content expectations shall be:

5 (a) Articulated over the grades as a sequence of topics and  
6 performances that are logical, built with increasing depth after  
7 foundational knowledge and skills are acquired, and reflect, where  
8 appropriate, the sequential nature of the disciplinary content from  
9 which the content matter derives; and

10 (b) Communicated to parents and educators in clear and straight-  
11 forward formats that explicitly describe the grade level expectations  
12 that are likely to be included on the Washington assessment of student  
13 learning and the ways that students might be asked to demonstrate  
14 knowledge and skills for those expectations.

15 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.655  
16 RCW to read as follows:

17 The assessment system for determining whether students have learned  
18 the essential academic learning requirements shall be based on a set of  
19 principles that include, but need not be limited to, the following:

20 (1) The Washington assessment of student learning shall be an  
21 annual high-quality criterion-referenced assessment administered in the  
22 content areas of reading, writing, mathematics, science, and civics;

23 (2) Locally administered performance-based classroom or project-  
24 based assessments, including end-of-course examinations, shall be  
25 developed in content areas that include, but need not be limited to  
26 social studies, the arts, and health and fitness;

27 (3) The Washington assessment of student learning shall:

28 (a) Be aligned with the state's essential academic learning  
29 requirements and grade level content expectations;

30 (b) Involve multiple up-to-date measures of student achievement,  
31 including measures that assess higher-order thinking skills and  
32 understanding;

33 (c) Be used for purposes for which the assessment is valid and  
34 reliable and be consistent with relevant, nationally recognized  
35 professional and technical assessment standards;

36 (d) Be reported for each student:

37 (i) By strand or by grade level content expectation;

1 (ii) In a way that will allow parents and teachers to determine the  
2 academic gain a student has acquired in that content area from one  
3 school year to the next; and

4 (iii) With descriptive and coherent student performance  
5 information, including an itemized score analysis, so that parents,  
6 teachers, principals, and administrators can interpret and address the  
7 specific academic needs of the student for that content area.

8 NEW SECTION. **Sec. 3.** During 2004, the superintendent of public  
9 instruction shall report to the governor, the state board of education,  
10 and the house of representatives and senate education committees:

11 (1) By January 12, 2004, on the steps, timelines, and resources  
12 needed to ensure that any assessment required to meet the provisions of  
13 the federal no child left behind act of 2001 will meet the requirements  
14 of section 2 of this act.

15 (2) By May 1, 2004, on:

16 (a) The review, prioritization, reduction, and identification of  
17 the essential academic learning requirements and grade level content  
18 expectations that will be assessed in the content areas of reading,  
19 writing, mathematics, and science on the Washington assessment of  
20 student learning; and

21 (b) The results of independent research on alignment and technical  
22 review of the reading, writing, and science content areas of the  
23 Washington assessment of student learning for fourth and seventh grade  
24 and high school. The review shall be comparable to the research  
25 conducted on the mathematics assessments.

26 (3) By August 28, 2004, on the feasibility of making available to  
27 districts and schools, optional instructional materials that may be  
28 used to help students meet state academic standards. The instructional  
29 materials shall include textbooks and other materials that use  
30 international strategies and sequencing to help students achieve state  
31 standards. The materials shall also include:

32 (a) Mathematics and science instructional materials from two or  
33 more countries in which students meet world class standards if the  
34 textbooks can be adapted for use in Washington schools; and

35 (b) Instructional materials specifically designed to help students  
36 meet or exceed Washington's grade level content expectations in  
37 reading, writing, mathematics, and science.

1 (4) By November 30, 2004, on the feasibility of returning the  
2 results of the Washington assessment of student learning, including  
3 individual student performance information, to schools, teachers, and  
4 parents in the same school year in which the assessment is  
5 administered.

6 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.655  
7 RCW to read as follows:

8 The academic achievement and accountability commission shall review  
9 and adjust, if necessary, the cut scores needed to meet all grade level  
10 standards on the Washington assessment of student learning. To assist  
11 in its deliberations, the commission shall seek advice from a committee  
12 that includes parents, practicing classroom teachers and principals,  
13 administrators, staff, parents, and other interested parties. By  
14 November 30, 2006, the commission shall report to the governor, the  
15 superintendent of public instruction, the state board of education, and  
16 the house of representatives and senate education committees on the  
17 results of its review. In its report, the commission shall include a  
18 schedule for the regular review and adjustment of the cut scores.

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

21 (1) The Washington commission on student learning is hereby  
22 established. The primary purposes of the commission are to identify  
23 the knowledge and skills all public school students need to know and be  
24 able to do based on the student learning goals in RCW 28A.150.210, to  
25 develop student assessment and school accountability systems, to review  
26 current school district data reporting requirements and make  
27 recommendations on what data is necessary for the purposes of  
28 accountability and meeting state information needs, and to take other  
29 steps necessary to develop a performance-based education system. The  
30 commission shall include three members of the state board of education,  
31 three members appointed by the governor before July 1, 1992, and five  
32 members appointed no later than June 1, 1993, by the governor elected  
33 in the November 1992 election. The governor shall appoint a chair from  
34 the commission members, and fill any vacancies in gubernatorial  
35 appointments that may occur. The state board of education shall fill  
36 any vacancies of state board of education appointments that may occur.

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

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

16 (3) The commission, with the assistance of the advisory committees,  
17 shall:

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

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

1 be determined by the commission and the superintendent of public  
2 instruction in consultation with the advisory committees required in  
3 subsection (2) of this section.

4 (ii) 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 learned the essential academic  
8 learning requirements at the appropriate periods in the student's  
9 educational development.

10 (iii) Assessments measuring the essential academic learning  
11 requirements shall be available for voluntary use by school districts  
12 and shall be required to be administered by school districts according  
13 to the following schedule unless the legislature takes action to delay  
14 or prevent implementation of the assessment system and essential  
15 academic learning requirements. Social studies, the arts, and health  
16 and fitness assessments shall be developed as performance-based  
17 classroom or project-based assessments that may include end-of-course  
18 examinations. The results of these assessments shall be reported to  
19 parents, students, and the superintendent of public instruction. The  
20 communications assessment shall be made available to school districts  
21 as an optional assessment which results need not be reported to the  
22 superintendent of public instruction.

	<b>Assessments</b>	<b>Assessments</b>
	<b>available for</b>	<b>required to be</b>
	<b>voluntary use</b>	<b>administered</b>
	<b>(School years)</b>	<b>(School years)</b>

27	<b>Reading, Writing,</b>		
28	<b>((Communication,)) Mathematics</b>		
29	- Elementary school	1996-97	1997-98
30	- Middle school	1997-98	2000-01
31	- High school	1998-99	2000-01

32	<b>Science</b>		
33	- High school	2002-03	2003-04
34	- Middle school	2002-03	2003-04
35	- Elementary school	2003-04	2004-05

36 **Communication**

1	- <u>Elementary school</u>	<u>1996-97</u>	
2	- <u>Middle school</u>	<u>1997-98</u>	
3	- <u>High school</u>	<u>1998-99</u>	
4	<b>Social Studies</b>		
5	- Elementary, middle, and	2004-05	2007-08
6	high school		
7	<b>Civics</b>		
8	- <u>High school</u>	<u>2004-05</u>	<u>2007-08</u>
9	<b>Arts</b>		
10	- Middle and high school	2005-06	2008-09
11	- Elementary school	2005-06	2009-10
12	<b>Health, Fitness</b>		
13	- Middle and high school	2005-06	2008-09
14	- Elementary school	2005-06	2009-10

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

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

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

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

33 (vi) The commission and the superintendent of public instruction  
34 shall develop assessments that are directly related to the essential  
35 academic learning requirements, and are not biased toward persons with  
36 different learning styles, racial or ethnic backgrounds, or on the  
37 basis of gender;

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

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



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

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

10 (g) Develop recommendations for consideration by the higher  
11 education coordinating board for adopting college and university  
12 entrance requirements for public school students that are consistent  
13 with the essential academic learning requirements and the certificate  
14 of mastery;

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

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

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

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

30 (i) A statewide accountability system to monitor and evaluate  
31 accurately and fairly at elementary, middle, and high schools the level  
32 of learning occurring in individual schools and school districts with  
33 regard to the goals included in RCW 28A.150.210 (1) through (4). The  
34 accountability system must assess each school individually against its  
35 own baseline, schools with similar characteristics, and schools  
36 statewide. The system shall include school-site, school district, and  
37 state-level accountability reports;

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

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

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

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

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

27 (k) Make recommendations to the legislature and take other actions  
28 necessary or desirable to help students meet the student learning  
29 goals.

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

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

36 (6) The commission shall select an entity to provide staff support  
37 and the office of the superintendent of public instruction shall  
38 provide administrative oversight and be the fiscal agent for the

1 commission. The commission may direct the office of the superintendent  
2 of public instruction to enter into subcontracts, within the  
3 commission's resources, with school districts, teachers, higher  
4 education faculty, state agencies, business organizations, and other  
5 individuals and organizations to assist the commission in its  
6 deliberations.

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

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

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

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

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

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

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

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

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

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

36 (b) The ad hoc working group shall report its recommendations to  
37 the commission on student learning, the state board of education, and  
38 the superintendent of public instruction by June 15, 1997. The

1 commission shall report the ad hoc working group's recommendations to  
2 the education committees of the house of representatives and senate by  
3 July 15, 1997. Final recommendations of the commission on student  
4 learning, the state board of education, and the superintendent of  
5 public instruction shall be presented to the education committees of  
6 the house of representatives and the senate by September 30, 1997.

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

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

11 (1) The superintendent of public instruction shall identify the  
12 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,  
14 develop student assessments, and implement the accountability  
15 recommendations and requests regarding assistance, rewards, and  
16 recognition of the academic achievement and accountability commission.

17 (2) The superintendent of public instruction shall periodically  
18 revise the essential academic learning requirements, as needed, based  
19 on the student learning goals in RCW 28A.150.210(~~(-)~~), the principles  
20 in section 1 of this act, and on the following additional features:

21 (a) Goals one and two shall be considered primary(~~(-)~~); and

22 (b) To the maximum extent possible, the superintendent shall  
23 integrate goal four and the knowledge and skill areas in the other  
24 goals in the essential academic learning requirements.

25 (3) In consultation with the academic achievement and  
26 accountability commission, the superintendent of public instruction  
27 shall maintain and continue to develop and revise a statewide academic  
28 assessment system for use in the elementary, middle, and high school  
29 years designed to determine if each student has mastered the essential  
30 academic learning requirements identified in subsection (1) of this  
31 section. The academic assessment system shall include a variety of  
32 assessment methods, including criterion-referenced and performance-  
33 based measures and shall be based on the principles in section 2 of  
34 this act.

35 (4) The assessment system shall be designed so that the results  
36 under the assessment system are used by educators as tools to evaluate  
37 instructional practices, and to initiate appropriate educational

1 support for students who have not mastered the essential academic  
2 learning requirements at the appropriate periods in the student's  
3 educational development.

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

6 (6) Assessments for goals three and four of RCW 28A.150.210 shall  
7 be integrated in the essential academic learning requirements and  
8 assessments for goals one and two.

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

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

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

19 (10) The superintendent shall, upon request, provide opportunities  
20 for the education committees of the house of representatives and the  
21 senate to review the assessments and proposed modifications to the  
22 essential academic learning requirements before the modifications are  
23 adopted.

24 (11) The office of the superintendent, within six months after its  
25 receipt of final scores, shall post on its web site the annual state  
26 technical report on the validity and reliability of the Washington  
27 assessment of student learning.

28 (12) The superintendent, shall align reporting requirements for  
29 state purposes and for the determination of adequate yearly progress  
30 under federal law. The superintendent shall report the results on the  
31 Washington assessment of student learning only of those students whose  
32 enrollment in the district is continuous and uninterrupted from October  
33 1st through the testing period, to the extent that the reporting  
34 limitation is permitted by federal law.

35 NEW SECTION. Sec. 7. If any provision of this act or its  
36 application to any person or circumstance is held invalid, the

1 remainder of the act or the application of the provision to other  
2 persons or circumstances is not affected.

3 NEW SECTION. **Sec. 8.** This act takes effect June 30, 2003.

4 NEW SECTION. **Sec. 9.** If specific funding for the purposes of this  
5 act, referencing this act by bill or chapter number is not provided by  
6 June 30, 2003, in the omnibus appropriations act, this act is null and  
7 void.

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