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HOUSE BILL 2861

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State of Washington                      58th Legislature                      2004 Regular Session

By Representatives Talcott, Quall, McDermott and Tom

Read first time 01/21/2004. Referred to Committee on Education.

1            AN ACT Relating to certificates of completion for disabled  
2 students; and amending RCW 28A.655.060.

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

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

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

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

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

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

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

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

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

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

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

	<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>
	<b>Reading, Writing,</b>	
	<b>Communication, Mathematics</b>	
	- Elementary school	1996-97      1997-98
	- Middle school	1997-98      2000-01
	- High school	1998-99      2000-01
	<b>Science</b>	
	- High school	2002-03      2003-04
	- Middle school	2002-03      2003-04
	- Elementary school	2003-04      2004-05
	<b>Social Studies</b>	
	- Elementary, middle, and	2004-05      2007-08
	high school	
	<b>Arts</b>	
	- Middle and high school	2005-06      2008-09
	- Elementary school	2005-06      2009-10

1 **Health, Fitness**

2 - Middle and high school 2005-06 2008-09

3 - Elementary school 2005-06 2009-10

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

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

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

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

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

27 (c) After a determination is made by the state board of education  
28 that the high school assessment system has been implemented and that it  
29 is sufficiently reliable and valid, successful completion of the high  
30 school assessment shall lead to a certificate of mastery. The  
31 certificate of mastery shall be obtained by most students at about the  
32 age of sixteen, and is evidence that the student has successfully  
33 mastered the essential academic learning requirements during his or her  
34 educational career. With the exception of certain students in special  
35 education and certain students with plans under section 504 of the  
36 rehabilitation act of 1973, the certificate of mastery shall be  
37 required for graduation but shall not be the only requirement for  
38 graduation. Special education students and students with plans under

1 section 504 of the rehabilitation act of 1973 may meet the requirement  
2 by successful completion of either the high school assessment or the  
3 requirements contained in their special education or 504 plans.  
4 Students who successfully complete the requirements in their special  
5 education or 504 plans but who do not successfully complete the high  
6 school assessment shall earn a certificate of completion. The  
7 certificate of completion shall be required for graduation for these  
8 students, but need not be the only requirement for graduation. The  
9 commission shall make recommendations to the state board of education  
10 regarding the relationship between the certificate of mastery, the  
11 certificate of completion, and high school graduation requirements.  
12 Upon achieving the certificate of mastery, schools shall provide  
13 students with the opportunity to pursue career and educational  
14 objectives through educational pathways that emphasize integration of  
15 academic and vocational education. Educational pathways may include,  
16 but are not limited to, programs such as work-based learning, school-  
17 to-work transition, tech prep, vocational-technical education, running  
18 start, and preparation for technical college, community college, or  
19 university education. Any middle school, junior high school, or high  
20 school using educational pathways shall ensure that all participating  
21 students will continue to have access to the courses and instruction  
22 necessary to meet admission requirements at baccalaureate institutions.  
23 Students shall be allowed to enter the educational pathway of their  
24 choice. Before accepting a student into an educational pathway, the  
25 school shall inform the student's parent of the pathway chosen, the  
26 opportunities available to the student through the pathway, and the  
27 career objectives the student will have exposure to while pursuing the  
28 pathway. Parents and students dissatisfied with the opportunities  
29 available through the selected educational pathway shall be provided  
30 with the opportunity to transfer the student to any other pathway  
31 provided in the school. Schools may not develop educational pathways  
32 that retain students in high school beyond the date they are eligible  
33 to graduate, and may not require students who transfer between pathways  
34 to complete pathway requirements beyond the date the student is  
35 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.

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