
SENATE BILL 5837

State of Washington

58th Legislature

2003 Regular Session

By Senators Johnson, Eide, Carlson and Rasmussen; by request of Superintendent of Public Instruction

Read first time 02/14/2003. Referred to Committee on Education.

1 AN ACT Relating to the social studies, health and fitness, and arts
2 assessments on the Washington assessment of student learning; and
3 amending RCW 28A.655.060.

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

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

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

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

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

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

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

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

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

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

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

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

**Reading, Writing,
 Communication, Mathematics**

- | | | |
|---------------------|---------|---------|
| - Elementary school | 1996-97 | 1997-98 |
| - Middle school | 1997-98 | 2000-01 |
| - High school | 1998-99 | 2000-01 |

Science

- | | | |
|---------------------|---------|---------|
| - High school | 2002-03 | 2003-04 |
| - Middle school | 2002-03 | 2003-04 |
| - Elementary school | 2003-04 | 2004-05 |

Social Studies

- | | | |
|--|---------|---------|
| - Elementary, middle, and
high school | 2004-05 | 2007-08 |
|--|---------|---------|

Arts

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

1 - Elementary school 2005-06 2009-10

2 **Health, Fitness**

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

4 - Elementary school 2005-06 2009-10

5 (B) All of the assessments shall be developed and revised, as
6 necessary, by the superintendent of public instruction in consultation
7 with teachers, other educators, parents, and community members;

8 (C) The reading, writing, communication, mathematics, and science
9 assessments shall be administered to students by school districts in a
10 consistent manner during a prescribed time period in accordance with
11 guidelines developed by the superintendent; and scored centrally by the
12 superintendent or a designated contractor. Results of these
13 assessments shall be reported by the superintendent of public
14 instruction to the public when the assessments are voluntary and when
15 they are required to be administered;

16 (D) The arts and health and fitness assessments shall be designed
17 to be classroom or project-based so that they can be embedded in
18 classroom instruction; administered by school staff throughout the
19 regular school year; and scored at the school, district, or regional
20 level using consistent scoring criteria and procedures. The reporting
21 of results by the superintendent of public instruction shall be
22 required once the assessments are required to be administered. Before
23 the assessments are required, reporting of results by the
24 superintendent shall be determined on a case-by-case basis by the
25 superintendent;

26 (E)(I) The social studies assessments shall be in two parts.
27 Standardized assessments shall: Measure the knowledge and skills
28 necessary to assume the responsibilities and rights of citizens; be
29 administered only in the middle and high school grades; be administered
30 to students by school districts in a consistent manner during a
31 prescribed time period in accordance with guidelines developed by the
32 superintendent; and be scored centrally by the superintendent or a
33 designated contractor at the local level with oversight by the
34 superintendent. Results of these assessments shall be reported by the
35 superintendent of public instruction to the public when the assessments
36 are voluntary and when they are required to be administered;

37 (II) The social studies classroom-based assessments shall be
38 administered in the elementary, middle, and high school grades; be

1 designed to be classroom or project-based so that they can be embedded
2 in classroom instruction; be administered by school staff throughout
3 the regular school year; and be scored at the school, district, or
4 regional level using consistent scoring criteria and procedures. The
5 reporting of results by the superintendent of public instruction shall
6 be required once the assessments are required to be administered.
7 Before the assessments are required, reporting of results by the
8 superintendent shall be determined on a case-by-case basis by the
9 superintendent.

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

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

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

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

28 (vi) The commission and the superintendent of public instruction
29 shall develop assessments that are directly related to the essential
30 academic learning requirements, and are not biased toward persons with
31 different learning styles, racial or ethnic backgrounds, or on the
32 basis of gender;

33 (c) After a determination is made by the state board of education
34 that the high school assessment system has been implemented and that it
35 is sufficiently reliable and valid, successful completion of the high
36 school assessment shall lead to a certificate of mastery. The
37 certificate of mastery shall be obtained by most students at about the
38 age of sixteen, and is evidence that the student has successfully

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

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

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

36 (f) Develop recommendations on the time, support, and resources,
37 including technical assistance, needed by schools and school districts
38 to help students achieve the essential academic learning requirements.

1 These recommendations shall include an estimate for the legislature,
2 superintendent of public instruction, and governor on the expected cost
3 of implementing the academic assessment system;

4 (g) Develop recommendations for consideration by the higher
5 education coordinating board for adopting college and university
6 entrance requirements for public school students that are consistent
7 with the essential academic learning requirements and the certificate
8 of mastery;

9 (h) Review current school district data reporting requirements for
10 the purposes of accountability and meeting state information needs.
11 The commission on student learning shall report recommendations to the
12 joint select committee on education restructuring by September 15,
13 1996, on:

14 (i) What data is necessary to compare how school districts are
15 performing before the essential academic learning requirements and the
16 assessment system are implemented with how school districts are
17 performing after the essential academic learning requirements and the
18 assessment system are implemented; and

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

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

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

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

36 (iii) A system to intervene in schools and school districts in
37 which significant numbers of students persistently fail to learn the

1 essential academic learning requirements or meet the standards
2 established for the elementary, middle school, and high school
3 assessments; and

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

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

17 (j) Report annually by December 1st to the legislature, the
18 governor, the superintendent of public instruction, and the state board
19 of education on the progress, findings, and recommendations of the
20 commission; and

21 (k) Make recommendations to the legislature and take other actions
22 necessary or desirable to help students meet the student learning
23 goals.

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

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

30 (6) The commission shall select an entity to provide staff support
31 and the office of the superintendent of public instruction shall
32 provide administrative oversight and be the fiscal agent for the
33 commission. The commission may direct the office of the superintendent
34 of public instruction to enter into subcontracts, within the
35 commission's resources, with school districts, teachers, higher
36 education faculty, state agencies, business organizations, and other
37 individuals and organizations to assist the commission in its
38 deliberations.

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

3 (8)(a) By September 30, 1997, the commission on student learning,
4 the state board of education, and the superintendent of public
5 instruction shall jointly present recommendations to the education
6 committees of the house of representatives and the senate regarding the
7 high school assessments, the certificate of mastery, and high school
8 graduation requirements.

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

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

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

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

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

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

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

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

30 (b) The ad hoc working group shall report its recommendations to
31 the commission on student learning, the state board of education, and
32 the superintendent of public instruction by June 15, 1997. The
33 commission shall report the ad hoc working group's recommendations to
34 the education committees of the house of representatives and senate by
35 July 15, 1997. Final recommendations of the commission on student
36 learning, the state board of education, and the superintendent of
37 public instruction shall be presented to the education committees of
38 the house of representatives and the senate by September 30, 1997.

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

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