
ENGROSSED SENATE BILL 6072

State of Washington

55th Legislature

1997 Regular Session

By Senators West and Spanel; by request of Office of Financial Management

Read first time 03/13/97. Referred to Committee on Education.

1 AN ACT Relating to modifying the timelines for development and
2 implementation of the student assessment system; reenacting and
3 amending RCW 28A.630.885; repealing 1995 c 335 s 803 (uncodified); and
4 declaring an emergency.

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

6 **Sec. 1.** RCW 28A.630.885 and 1995 c 335 s 505 and 1995 c 209 s 1
7 are each reenacted and amended to read as follows:

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

1 in the November 1992 election. The governor shall appoint a chair from
2 the commission members, and fill any vacancies in gubernatorial
3 appointments that may occur. The state board of education shall fill
4 any vacancies of state board of education appointments that may occur.
5 In making the appointments, educators, business leaders, and parents
6 shall be represented, and nominations from state-wide education,
7 business, and parent organizations shall be requested. Efforts shall
8 be made to ensure that the commission reflects the racial and ethnic
9 diversity of the state's K-12 student population and that the major
10 geographic regions in the state are represented. Appointees shall be
11 qualified individuals who are supportive of educational restructuring,
12 who have a positive record of service, and who will devote sufficient
13 time to the responsibilities of the commission to ensure that the
14 objectives of the commission are achieved.

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

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

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

35 (b)(i) The commission shall present to the state board of education
36 and superintendent of public instruction a state-wide academic
37 assessment system for use in the elementary, middle, and high school
38 years designed to determine if each student has mastered the essential
39 academic learning requirements identified in (a) of this subsection.

1 The academic assessment system shall include a variety of assessment
2 methods, including criterion-referenced and performance-based measures
3 ~~((that are criterion-referenced))~~. Performance standards for
4 determining if a student has successfully completed an assessment shall
5 be initially determined by the commission in consultation with the
6 advisory committees required in 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 mastered the essential academic
11 learning requirements at the appropriate periods in the student's
12 educational development.

13 (iii) Assessments measuring the essential academic learning
14 requirements developed for RCW 28A.150.210(1)~~((goal one))~~ and the
15 mathematics component of RCW 28A.150.210(2)~~((goal two))~~ referred to
16 in this section as reading, writing, communications, and mathematics
17 shall be ((initially implemented by the state board of education and
18 superintendent of public instruction no later than the 1996-97))
19 developed and initially implemented by the commission before
20 transferring the assessment system to the superintendent of public
21 instruction on June 30, 1999. The elementary assessments for reading,
22 writing, communications, and mathematics shall be available for use by
23 school districts no later than the 1996-97 school year, the middle
24 school assessment no later than the 1997-98 school year, and the high
25 school assessment no later than the 1998-99 school year, unless the
26 legislature takes action to delay or prevent implementation of the
27 assessment system and essential academic learning requirements.
28 Assessments measuring the essential academic learning requirements
29 developed for the science component of RCW 28A.150.210 (2)~~((3), and~~
30 ~~(4), goals two, three, and four, shall be initially implemented by the~~
31 ~~state board of education and superintendent of public instruction))~~ at
32 the middle school and high school levels shall be available for use by
33 districts no later than the 1998-99 school year~~((7))~~ unless the
34 legislature takes action to delay or prevent implementation of the
35 assessment system and essential academic learning requirements.

36 The completed assessments and assessments still in development
37 shall be transferred to the superintendent of public instruction by
38 June 30, 1999, unless the legislature takes action to delay
39 implementation of the assessment system and essential academic learning

1 requirements. The superintendent shall continue the development of
2 assessments on the following schedule: The history, civics, and
3 geography assessments at the middle and high school levels shall be
4 available for use by districts no later than 2000-01 school year; the
5 arts assessment for middle and high school levels shall be available
6 for use by districts no later than 2000-01 school year; and the health
7 and fitness assessments for middle and high school levels shall be
8 available no later than the 2001-02 school year. The elementary
9 science assessment shall be available for use by districts not later
10 than the 2001-02 school year. The commission or the superintendent, as
11 applicable, shall upon request, provide opportunities for the education
12 committees of the house of representatives and the senate to review the
13 assessments and proposed modifications to the essential academic
14 learning requirements before the modifications are adopted. By
15 December 15, 1998, the commission on student learning shall recommend
16 to the appropriate committees of the legislature a revised timeline for
17 implementing these assessments and when the school districts should be
18 required to participate. All school districts shall be required to
19 participate in the history, civics, geography, arts, health, fitness,
20 and elementary science assessments in the third year after the
21 assessments are available to school districts.

22 To the maximum extent possible, the commission shall integrate
23 knowledge and skill areas in development of the assessments.

24 (iv) Assessments for goals three and four of RCW 28A.150.210 shall
25 be integrated in the essential academic learning requirements and
26 assessments for goals one and two. Before the 1997-98 school year, the
27 elementary assessment system in reading, writing, communications, and
28 mathematics shall be optional. School districts that desire to
29 participate before the 1997-98 school year shall notify the commission
30 on student learning in a manner determined by the commission.
31 Beginning in the 1997-98 school year, school districts shall be
32 required to participate in the elementary assessment system for
33 reading, writing, communications, and mathematics. Before the 2000-
34 ((2001)) 01 school year, participation by school districts in the
35 middle school and high school assessment system for reading, writing,
36 communications, mathematics, and science shall be optional. School
37 districts that desire to participate before the ((2000-2001)) 1998-99
38 school year shall notify the ((superintendent of public instruction))
39 commission on student learning in a manner determined by the

1 ~~((superintendent))~~ commission on student learning. Schools that desire
2 to participate after the 1998-99 school year, shall notify the
3 superintendent of public instruction in a manner determined by the
4 superintendent. Beginning in the 2000-~~((2001))~~ 01 school year, all
5 school districts shall be required to participate in the assessment
6 system for reading, writing, communications, mathematics, and science.

7 (v) ~~The ((state board of education and superintendent of public~~
8 ~~instruction))~~ commission on student learning may modify the essential
9 academic learning requirements and ~~((academic assessment system))~~ the
10 assessments for reading, writing, communications, mathematics, and
11 science, as needed, ((in subsequent school years)) before June 30,
12 1999. The commission shall, upon request, provide opportunities for
13 the education committees of the house of representatives and the senate
14 to review the assessments and proposed modifications to the essential
15 academic learning requirements before the modifications are adopted.

16 (vi) The commission shall develop assessments that are directly
17 related to the essential academic learning requirements, and are not
18 biased toward persons with different learning styles, racial or ethnic
19 backgrounds, or on the basis of gender;

20 (c) After a determination is made by the state board of education
21 that the high school assessment system has been implemented and that it
22 is sufficiently reliable and valid, successful completion of the high
23 school assessment shall lead to a certificate of mastery. The
24 certificate of mastery shall be obtained by most students at about the
25 age of sixteen, and is evidence that the student has successfully
26 mastered the essential academic learning requirements during his or her
27 educational career. The certificate of mastery shall be required for
28 graduation but shall not be the only requirement for graduation. The
29 commission shall make recommendations to the state board of education
30 regarding the relationship between the certificate of mastery and high
31 school graduation requirements. Upon achieving the certificate of
32 mastery, schools shall provide students with the opportunity ~~((to~~
33 ~~continue))~~ to pursue career and educational objectives through
34 educational pathways that emphasize integration of academic and
35 vocational education. Educational pathways may include, but are not
36 limited to, programs such as work-based learning, school-to-work
37 transition, tech prep, vocational-technical education, running start,
38 and preparation for technical college, community college, or university
39 education;

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;

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) (~~By June 30, 1999,~~) Recommend to the legislature, governor,
32 state board of education, and superintendent of public instruction:

33 (i) A state-wide 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 shall be designed to recognize the~~
38 ~~characteristics of the student population of schools and school~~
39 ~~districts such as gender, race, ethnicity, socioeconomic status, and~~

1 ~~other factors.))~~ The accountability system must assess each school
2 individually against its own baseline, schools with similar
3 characteristics, and schools state-wide. The system shall include
4 school-site, school district, and state-level accountability reports;

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

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

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

22 ~~((It is the intent of the legislature to begin implementation of~~
23 ~~programs in this subsection (3)(i) on September 1, 2000;))~~

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

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

33 (k) Make recommendations to the legislature and take other actions
34 necessary or desirable to help students meet the student learning
35 goals.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15 NEW SECTION. Sec. 2. 1995 c 335 s 803 (uncodified) is repealed.

16 NEW SECTION. Sec. 3. This act is necessary for the immediate
17 preservation of the public peace, health, or safety, or support of the
18 state government and its existing public institutions, and takes effect
19 immediately.

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