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HOUSE BILL 2325

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State of Washington

52nd Legislature

1992 Regular Session

By Representative Winsley

Read first time 01/15/92. Referred to Committee on Education/  
Appropriations.

1 AN ACT Relating to education; adding new sections to chapter  
2 28A.230 RCW; creating new sections; and making appropriations.

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

4 NEW SECTION. **Sec. 1.** The legislature finds that significant  
5 changes have occurred in the economy of the United States and the world  
6 that require our citizenry to be better educated than at any time in  
7 the past. If we are to maintain and improve our standard of living and  
8 compete in the world economy, and if our children are to live  
9 meaningful and productive lives in a vibrant democracy, improvements  
10 must be made in our public school system.

11 The legislature further finds that steps must be taken to ensure  
12 that all students successfully master the fundamental knowledge and  
13 skills in math, science, history, English, and other essential areas.  
14 Too many children are promoted in the early grades without successfully

1 mastering required material, and too many leave the state's education  
2 system without the fundamental skills, knowledge, and attitudes needed  
3 to lead successful and productive lives.

4 The legislature further finds that more emphasis must be placed on  
5 preparing noncollege bound students for life and work after high  
6 school. Fewer than thirty percent of Washington's current high school  
7 graduates obtain a four-year college or university degree, yet high  
8 school curriculum focuses largely on this small population to the  
9 exclusion of the vast majority.

10 NEW SECTION. **Sec. 2.** STUDENT LEARNING GOALS. The goal of  
11 Washington's K-12 education system is to enable people to be  
12 responsible citizens, to enjoy a productive and satisfying life, and to  
13 contribute to their own economic well-being and to that of their  
14 families and communities.

15 To these ends, it is the goal of Washington's education system that  
16 students develop the knowledge, skills, and attitudes essential:

17 (1) To communicate with words, numbers, visuals, and sounds in a  
18 variety of settings;

19 (2) To be knowledgeable about and appreciate core concepts and  
20 principles from mathematics, the sciences, arts and humanities, social  
21 studies, and healthful living, and be able to apply them to situations  
22 they will encounter in life;

23 (3) To think critically and creatively, to solve problems, and to  
24 connect and integrate experiences and knowledge; and

25 (4) To function as self-sufficient individuals and as responsible,  
26 contributing members of families, work groups, and communities.

27 NEW SECTION. **Sec. 3.** CERTIFICATE OF INITIAL MASTERY. (1) By the  
28 end of the 1997-98 school year, every student shall have the

1 opportunity by sixteen years of age or upon completing grade ten to  
2 obtain a certificate of initial mastery.

3 (2) The state board of education shall, in cooperation with  
4 teachers, principals, parents, and other interested parties, prescribe  
5 the standards that a student must meet in order to obtain a certificate  
6 of initial mastery. The certificate of initial mastery shall be based  
7 on a series of performance-based assessments benchmarked to mastery  
8 levels at approximately grades 3, 5, 8, and 10 including but not  
9 limited to work samples, tests, and portfolios. Students shall be  
10 allowed to collect credentials over a period of years, culminating in  
11 a project or exhibition that demonstrates attainment of the required  
12 knowledge and skills.

13 (3) Requirements for the certificate of initial mastery shall:

14 (a) Assure that a student has the knowledge and skills to read,  
15 write, problem solve, think critically, and communicate across the  
16 disciplines, at national levels by the year 2000 and at international  
17 levels by the year 2010; and

18 (b) Assure that students exhibit the capacity to learn, think,  
19 reason, retrieve information, and work effectively alone and in groups.

20 (4) A certificate of initial mastery shall be required for entry  
21 into college preparatory and academic professional technical programs  
22 leading to the appropriate endorsement.

23 (5) By January 1, 1996, each school district shall present a plan  
24 to the superintendent of public instruction setting forth the steps the  
25 district has taken to ensure that its curriculum meets the requirements  
26 necessary for the students of the district to obtain certificates of  
27 initial mastery. Each district's plan shall include options for  
28 achieving the certificate through alternative educational programs.

29 (6) The superintendent of public instruction shall develop  
30 procedures to accommodate out-of-state students, students taught by

1 parents or private teachers, private school students transferring into  
2 public schools, and migrant children from other states and countries.

3 NEW SECTION. **Sec. 4.** CERTIFICATE OF INITIAL MASTERY ASSESSMENTS.

4 (1) The superintendent of public instruction shall implement an  
5 assessment system for all students, including performance-based  
6 assessment of the knowledge and skills necessary to achieve the  
7 standards for each mastery level leading to the certificate of initial  
8 mastery.

9 (2) The superintendent of public instruction shall establish  
10 criteria for determining whether students have demonstrated the  
11 knowledge and skills necessary to perform successfully at each level  
12 beginning with the 1997-98 school year.

13 (3) The resident district shall be accountable for the student's  
14 satisfactory progress, as set forth in subsection (4) of this section,  
15 or be responsible for finding alternative learning environments, with  
16 the concurrence of the student's parents or guardian.

17 (4) If, at any point, a student is not making satisfactory progress  
18 toward attainment of the standard at grades 3, 5, 8, and 10, including  
19 the certificates of initial mastery under section 3 of this act and  
20 certificates of advanced mastery under section 5 of this act, the  
21 school district shall make additional services available to the  
22 student, that may include but need not be limited to:

23 (a) A restructured school day;

24 (b) Additional school days;

25 (c) Individualized instruction and other alternative instructional  
26 practices; and

27 (d) Family evaluation and social services, as appropriate.

28 (5) If the student to whom additional services have been made  
29 available fails to demonstrate the knowledge and skills required at a

1 mastery level within one year after the determination under subsection  
2 (2) of this section, even though the student would be or is promoted to  
3 the next level, the student shall be allowed, if desired, to transfer  
4 to another public school in the district or to a public school in  
5 another district that agrees to accept the student. The district that  
6 receives the student shall be entitled to payment. The payment shall  
7 consist of:

8 (a) An amount equal to the district expenses from its local  
9 revenues for each student in average daily membership, payable by the  
10 resident district in the same year; and

11 (b) Any state and federal funds the attending district is entitled  
12 to receive.

13 (6) The provisions of this section may be applied individually as  
14 appropriate to students enrolled in special education programs.

15 NEW SECTION. **Sec. 5.** CERTIFICATES OF ADVANCED MASTERY AND  
16 ENDORSEMENTS. (1) Beginning with the 1997-98 school year, any student  
17 who has received a certificate of initial mastery is entitled to attend  
18 any public educational institution that enrolls the student and  
19 provides a program leading to the achievement of a certificate of  
20 advanced mastery or a college preparatory or academic professional  
21 technical endorsement, or both, and meets the requirements of the state  
22 board of education.

23 (2) In establishing the requirements for certificates of advanced  
24 mastery with endorsements, the state board of education shall  
25 facilitate the movement between the endorsements and shall encourage  
26 choice and mobility so as to enhance a student's opportunities to  
27 maximize exposure to the full range of educational experiences.

28 (3) The institution shall be reimbursed for the student's tuition  
29 by the district in which the student resides pursuant to rules of the

1 state board of education, in an amount not to exceed the student's  
2 tuition or the amount the district receives for the student from state  
3 funds, whichever is less. A school district shall not receive state  
4 funds for the student in an amount that exceeds the student's tuition.  
5 Any adult who wishes to pursue an endorsement, or any student having  
6 earned the certificate of advanced mastery or who has attained nineteen  
7 years of age and who wishes to continue a program, may do so by paying  
8 tuition. As used in this section, "public educational institution"  
9 does not include a public school to which a student has transferred  
10 under section 4 of this act.

11 (4) A high school diploma issued by an accredited private or out-  
12 of-state secondary school as signifying successful completion of grade  
13 twelve shall be considered acceptable in lieu of a certificate of  
14 advanced mastery for purposes of any rights or privileges that attach  
15 to the holder of a certificate of advanced mastery.

16 (5) Commencing no later than September 1998, each school district  
17 shall institute programs that allow students to qualify for a  
18 certificate of advanced mastery with college preparatory and academic  
19 professional technical endorsements. Study may be undertaken in a  
20 public school, community college, or public technical college, or any  
21 combination thereof, and shall involve at least two years of study or  
22 a combination of work and study. The certificate program shall include  
23 a comprehensive educational component.

24 (6) The student shall demonstrate mastery of knowledge and skills  
25 on performance-based assessments, where possible, using work samples,  
26 tests, portfolios, or other means. All courses necessary for either  
27 endorsement shall be available to students irrespective of their chosen  
28 endorsement area.

29 (7) The superintendent of public instruction, the state board for  
30 community and technical colleges, and the higher education coordinating

1 board, in consultation with the work force training and education  
2 coordinating board, shall develop comprehensive education and training  
3 programs for two-year to five-year academic professional technical  
4 endorsements and associate degrees. Work groups, including teachers,  
5 community members, and representatives of business and labor, may be  
6 appointed to offer specialized information concerning knowledge and  
7 skill requirements for occupations.

8 (8) By January 1, 1996, no fewer than six broad occupational  
9 categories shall be identified with additional categories added in  
10 future years. The education and training curriculum and achievement  
11 standards for each occupation and trade selected for students to  
12 achieve academic professional technical endorsements or associate  
13 degrees in the occupational categories selected shall be developed and  
14 available for school districts, community colleges, and other training  
15 sites.

16 (9) The curriculum developed for endorsements and associate degrees  
17 shall include, but need not be limited to, opportunities for structured  
18 work experiences, cooperative work and study programs, on-the-job  
19 training, and apprenticeship programs in addition to other subjects.

20 (10) It is the policy of the state of Washington to encourage  
21 students to remain in school and to earn their certificates of initial  
22 mastery and certificates of advanced mastery before seeking employment  
23 during the regular school year.

24 NEW SECTION. **Sec. 6.** DECENTRALIZED DECISION MAKING. (1) By  
25 October 1, 1993, each school district with more than one school shall  
26 have at least one school with a site-based committee. The committee  
27 shall include, but need not be limited to, parents, teachers, and  
28 classified staff. By October 1, 1996, all schools in the state shall  
29 have a site-based committee.

1           (2) By June 30, 1993, the superintendent of public instruction, in  
2 cooperation with school districts and other interested parties, shall  
3 identify measures that should be taken to decentralize decision making  
4 within the educational system and thereby increase the ability of  
5 teachers and principals to make decisions at the school building level.  
6 In completing the review, the superintendent of public instruction  
7 shall, at a minimum, review current state and federal laws, rules, and  
8 regulations, school district policies, and employee contracts.

9           NEW SECTION.   **Sec. 7.**    ASSESSMENTS OF EDUCATIONAL PROGRESS.   (1)  
10 To assist school districts and schools in improving student learning,  
11 the state board of education shall establish a comprehensive state-wide  
12 school district and school information system to monitor student  
13 performance. The system shall include multiple indicators, including  
14 information on the achievement of the skills, knowledge, and attitudes  
15 identified in sections 2 through 4 of this act and information on the  
16 socio-economic status of students enrolled in individual schools and  
17 school districts.

18           (2) An annual assessment shall be prepared by the superintendent of  
19 public instruction summarizing the educational progress of Washington's  
20 K-12 students. The first assessment shall be distributed by December  
21 15, 1992, and annually thereafter. The assessment shall be designed to  
22 provide a fair and accurate summary of how Washington students rank  
23 relative to students in other countries and states and how school  
24 districts and schools rank relative to their peers. The assessment  
25 shall also monitor trends among school districts and progress in  
26 achieving the goals of sections 2 through 7 of this act, and recognize  
27 selected schools for their progress and achievements.

1        NEW SECTION.    **Sec. 8.**        Captions as used in sections 2 through  
2 7 of this act do not constitute part of the law.

3        NEW SECTION.    **Sec. 9.**        The sum of ----- dollars, or as  
4 much thereof as may be necessary, is appropriated for the biennium  
5 ending June 30, 1993, from the general fund to the state board of  
6 education for the purposes of this act.

7        NEW SECTION.    **Sec. 10.**       The sum of ----- dollars, or as  
8 much thereof as may be necessary, is appropriated for the biennium  
9 ending June 30, 1993, from the general fund to the superintendent of  
10 public instruction for the purposes of this act.

11       NEW SECTION.    **Sec. 11.**       Sections 2 through 7 of this act are  
12 each added to chapter 28A.230 RCW.