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**BILL REQUEST - CODE REVISER'S OFFICE**

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BILL REQ. #: H-2524.2/01 2nd draft

ATTY/TYPIST: SCG:mos

BRIEF DESCRIPTION:

2 By Representatives Talcott and Schual-Berke

3 ESB 5686 - H COMM AMD  
4 By Committee on Appropriations

5  
6 Strike everything after the enacting clause and insert the  
7 following:

8 "Sec. 1. RCW 28A.655.060 and 1999 c 373 s 501 are each amended to  
9 read as follows:

10 (1) The Washington commission on student learning is hereby  
11 established. The primary purposes of the commission are to identify  
12 the 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, to  
14 develop student assessment and school accountability systems, to review  
15 current school district data reporting requirements and make  
16 recommendations on what data is necessary for the purposes of  
17 accountability and meeting state information needs, and to take other  
18 steps necessary to develop a performance-based education system. The  
19 commission shall include three members of the state board of education,  
20 three members appointed by the governor before July 1, 1992, and five  
21 members appointed no later than June 1, 1993, by the governor elected  
22 in the November 1992 election. The governor shall appoint a chair from  
23 the commission members, and fill any vacancies in gubernatorial  
24 appointments that may occur. The state board of education shall fill  
25 any vacancies of state board of education appointments that may occur.  
26 In making the appointments, educators, business leaders, and parents  
27 shall be represented, and nominations from statewide education,  
28 business, and parent organizations shall be requested. Efforts shall  
29 be made to ensure that the commission reflects the racial and ethnic  
30 diversity of the state's K-12 student population and that the major  
31 geographic regions in the state are represented. Appointees shall be  
32 qualified individuals who are supportive of educational restructuring,  
33 who have a positive record of service, and who will devote sufficient  
34 time to the responsibilities of the commission to ensure that the  
35 objectives of the commission are achieved.

36 (2) The commission shall establish advisory committees. Membership  
37 of the advisory committees shall include, but not necessarily be

1 limited to, professionals from the office of the superintendent of  
2 public instruction and the state board of education, and other state  
3 and local educational practitioners and student assessment specialists.

4 (3) The commission, with the assistance of the advisory committees,  
5 shall:

6 (a) Develop essential academic learning requirements based on the  
7 student learning goals in RCW 28A.150.210. Essential academic learning  
8 requirements shall be developed, to the extent possible, for each of  
9 the student learning goals in RCW 28A.150.210. Goals one and two shall  
10 be considered primary. Essential academic learning requirements for  
11 RCW 28A.150.210(1), goal one, and the mathematics component of RCW  
12 28A.150.210(2), goal two, shall be completed no later than March 1,  
13 1995. Essential academic learning requirements that incorporate the  
14 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and  
15 four, shall be completed no later than March 1, 1996. To the maximum  
16 extent possible, the commission shall integrate goal four and the  
17 knowledge and skill areas in the other goals in the development of the  
18 essential academic learning requirements;

19 (b)(i) The commission and superintendent of public instruction  
20 shall develop a statewide academic assessment system for use in the  
21 elementary, middle, and high school years designed to determine if each  
22 student has learned the essential academic learning requirements  
23 identified in (a) of this subsection. The academic assessment system  
24 shall include a variety of assessment methods, including criterion-  
25 referenced and performance-based measures. Performance standards for  
26 determining if a student has successfully completed an assessment shall  
27 be determined by the commission and the superintendent of public  
28 instruction in consultation with the advisory committees required in  
29 subsection (2) of this section.

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

36 (iii) Assessments measuring the essential academic learning  
37 requirements shall be available for voluntary use by school districts  
38 and shall be required to be administered by school districts according  
39 to the following schedule unless the legislature takes action to delay

1 or prevent implementation of the assessment system and essential  
2 academic learning requirements.

	<b>Assessments available for voluntary use (School years)</b>	<b>Assessments required to be administered (School years)</b>
7	<b>Reading, Writing,</b>	
8	<b>Communication, Mathematics</b>	
9	- Elementary school 1996-97	1997-98
10	- Middle school 1997-98	2000-01
11	- High school 1998-99	2000-01
12	<b>Science</b>	
13	- <del>((Middle and))</del> <u>High</u> <del>((1999-00))</del> <u>2002-03</u>	<del>((2000-01))</del> <u>2003-04</u>
14	school	
15	- <u>Middle school</u> <u>2001-02</u>	<u>2002-03</u>
16	- Elementary school <del>((2001-02))</del> <u>2003-04</u>	<del>((2004-05))</del> <u>2006-07</u>
17	<b>Social Studies</b>	
18	- <del>((Elementary, middle,</del> 2002-03	<del>((2005-06))</del> <u>2004-05</u>
19	and)) <u>High school</u>	
20	- <u>Middle school</u> <u>2003-04</u>	<u>2005-06</u>
21	- <u>Elementary school</u> <u>2004-05</u>	<u>2006-07</u>
22	<b>Arts</b>	
23	- <del>((Middle and))</del> <u>High</u> 2003-04	<del>((2006-07))</del> <u>2005-06</u>
24	school	
25	- <u>Middle school</u> <u>2004-05</u>	<u>2006-07</u>
26	- Elementary school <del>((2003-04))</del> <u>2005-06</u>	2007-08
27	<b>Health, Fitness</b>	
28	- Middle and high 2003-04	2006-07
29	school	
30	- Elementary school 2003-04	2007-08

31 The high school social studies component of the Washington  
32 assessment of student learning shall not be administered before the  
33 eleventh grade.

34 Prior to 2008, any student who passes the high school assessments  
35 shall receive an endorsement on his or her high school transcript.

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

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

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

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

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

24 (c) After a determination is made by the state board of education  
25 that the high school assessment system has been implemented and that it  
26 is sufficiently reliable and valid, successful completion of the high  
27 school assessments shall ~~((lead to a certificate of mastery))~~ be  
28 required for graduation from a public high school. ~~((The certificate~~  
29 ~~of mastery))~~ Successful completion of the high school assessments shall  
30 be obtained by most students at about the age of sixteen, and is  
31 evidence that the students ~~((has))~~ have successfully mastered the  
32 essential academic learning requirements during ~~((his or her))~~ their  
33 educational careers. ~~((The certificate of mastery))~~ Successful  
34 completion of the high school assessments shall be required for  
35 graduation from a public high school but shall not be the only  
36 requirement for graduation. The commission shall make recommendations  
37 to the state board of education regarding the relationship between the  
38 ~~((certificate of mastery))~~ high school assessment system and high  
39 school graduation requirements. Upon ~~((achieving the certificate of~~

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

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

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

31 (f) Develop recommendations on the time, support, and resources,  
32 including technical assistance, needed by schools and school districts  
33 to help students achieve the essential academic learning requirements.  
34 These recommendations shall include an estimate for the legislature,  
35 superintendent of public instruction, and governor on the expected cost  
36 of implementing the academic assessment system;

37 (g) Develop recommendations for consideration by the higher  
38 education coordinating board for adopting college and university  
39 entrance requirements for public school students that are consistent

1 with the essential academic learning requirements and the ((certificate  
2 of mastery)) successful completion of required high school assessments;

3 (h) Review current school district data reporting requirements for  
4 the purposes of accountability and meeting state information needs.  
5 The commission on student learning shall report recommendations to the  
6 joint select committee on education restructuring by September 15,  
7 1996, on:

8 (i) What data is necessary to compare how school districts are  
9 performing before the essential academic learning requirements and the  
10 assessment system are implemented with how school districts are  
11 performing after the essential academic learning requirements and the  
12 assessment system are implemented; and

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

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

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

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

30 (iii) A system to intervene in schools and school districts in  
31 which significant numbers of students persistently fail to learn the  
32 essential academic learning requirements or meet the standards  
33 established for the elementary, middle school, and high school  
34 assessments; and

35 (iv) An awards program to provide incentives to school staff to  
36 help their students learn the essential academic learning requirements,  
37 with each school being assessed individually against its own baseline,  
38 schools with similar characteristics, and the statewide average.  
39 Incentives shall be based on the rate of percentage change of students

1 achieving the essential academic learning requirements and progress on  
2 meeting the statewide average. School staff shall determine how the  
3 awards will be spent.

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

9 (j) Report annually by December 1st to the legislature, the  
10 governor, the superintendent of public instruction, and the state board  
11 of education on the progress, findings, and recommendations of the  
12 commission; and

13 (k) Make recommendations to the legislature and take other actions  
14 necessary or desirable to help students meet the student learning  
15 goals.

16 (4) The commission shall coordinate its activities with the state  
17 board of education and the office of the superintendent of public  
18 instruction.

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

22 (6) The commission shall select an entity to provide staff support  
23 and the office of the superintendent of public instruction shall  
24 provide administrative oversight and be the fiscal agent for the  
25 commission. The commission may direct the office of the superintendent  
26 of public instruction to enter into subcontracts, within the  
27 commission's resources, with school districts, teachers, higher  
28 education faculty, state agencies, business organizations, and other  
29 individuals and organizations to assist the commission in its  
30 deliberations.

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

33 (8)(a) By September 30, 1997, the commission on student learning,  
34 the state board of education, and the superintendent of public  
35 instruction shall jointly present recommendations to the education  
36 committees of the house of representatives and the senate regarding the  
37 high school assessments, the certificate of mastery, and high school  
38 graduation requirements.



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

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

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

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

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

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

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

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

22 (b) The ad hoc working group shall report its recommendations to  
23 the commission on student learning, the state board of education, and  
24 the superintendent of public instruction by June 15, 1997. The  
25 commission shall report the ad hoc working group's recommendations to  
26 the education committees of the house of representatives and senate by  
27 July 15, 1997. Final recommendations of the commission on student  
28 learning, the state board of education, and the superintendent of  
29 public instruction shall be presented to the education committees of  
30 the house of representatives and the senate by September 30, 1997.

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

33 NEW SECTION. **Sec. 2.** The superintendent of public instruction,  
34 in consultation with a representative of the governor, the chairs and  
35 ranking minority members of the legislative education committees, and  
36 other interested stakeholders shall review the statutory timelines for  
37 the arts, fitness, and health assessments based on the assessment  
38 system described in this section. By November 1, 2001, the

1 superintendent of public instruction shall report and make  
2 recommendations to the governor and the legislative education and  
3 fiscal committees on the following:

4 (1) An appropriate timeline for instituting a statewide juried  
5 performance-based high school assessment system leading to an  
6 endorsement in the arts;

7 (2) An appropriate timeline for instituting a statewide  
8 performance-based high school assessment system leading to an  
9 endorsement in fitness;

10 (3) An appropriate timeline for creating locally administered,  
11 classroom-based assessments that are developed at the state level for  
12 the arts and fitness in elementary and middle and junior high schools;

13 (4) An appropriate timeline for creating locally administered,  
14 classroom-based assessments in health and the appropriate grades in  
15 which to assess students in that subject; and

16 (5) Whether the statutory timelines in RCW 28A.655.060(3)(b) will  
17 give the superintendent, working in cooperation with educators and  
18 experts in the arts, fitness, and health, sufficient time to establish  
19 the assessment system described in this section."

20 Correct the title.

EFFECT: Changes the timelines from the Senate proposal; adds a study of timelines for an endorsement in high school arts and fitness and for classroom-based assessments in health at all levels and arts and fitness at the elementary and middle school levels; and removes the name certificate of mastery. The amendment also retains the Senate language on an 11th grade social studies assessment and, before 2008, acknowledging the passage of the high school assessments via an endorsement on the student's high school transcript.

--- END ---