

2 ESB 5686 - S AMD 413
3 By Senators Eide and Carlson

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

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

9 (1) The Washington commission on student learning is hereby
10 established. The primary purposes of the commission are to identify
11 the knowledge and skills all public school students need to know and be
12 able to do based on the student learning goals in RCW 28A.150.210, to
13 develop student assessment and school accountability systems, to review
14 current school district data reporting requirements and make
15 recommendations on what data is necessary for the purposes of
16 accountability and meeting state information needs, and to take other
17 steps necessary to develop a performance-based education system. The
18 commission shall include three members of the state board of education,
19 three members appointed by the governor before July 1, 1992, and five
20 members appointed no later than June 1, 1993, by the governor elected
21 in the November 1992 election. The governor shall appoint a chair from
22 the commission members, and fill any vacancies in gubernatorial
23 appointments that may occur. The state board of education shall fill
24 any vacancies of state board of education appointments that may occur.
25 In making the appointments, educators, business leaders, and parents
26 shall be represented, and nominations from statewide education,
27 business, and parent organizations shall be requested. Efforts shall
28 be made to ensure that the commission reflects the racial and ethnic
29 diversity of the state's K-12 student population and that the major
30 geographic regions in the state are represented. Appointees shall be
31 qualified individuals who are supportive of educational restructuring,
32 who have a positive record of service, and who will devote sufficient
33 time to the responsibilities of the commission to ensure that the
34 objectives of the commission are achieved.

35 (2) The commission shall establish advisory committees. Membership
36 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.

	Assessments available for voluntary use (School years)	Assessments required to be administered (School years)
7	Reading, Writing,	
8	Communication, Mathematics	
9	- Elementary school 1996-97	1997-98
10	- Middle school 1997-98	2000-01
11	- High school 1998-99	2000-01
12	Science	
13	- ((Middle and)) High ((1999-00)) <u>2002-03</u>	((2000-01)) <u>2003-04</u>
14	school	
15	- <u>Middle school</u> <u>2002-03</u>	<u>2003-04</u>
16	- Elementary school ((2001-02)) <u>2003-04</u>	2004-05
17	Social Studies	
18	- Elementary, middle, ((2002-03)) <u>2004-05</u>	((2005-06)) <u>2007-08</u>
19	and high school	
20	Arts	
21	- Middle and high ((2003-04)) <u>2005-06</u>	((2006-07))
22	school	<u>2008-09</u>
23	- Elementary school ((2003-04)) <u>2005-06</u>	((2007-08)) <u>2009-10</u>
24	Health, Fitness	
25	- Middle and high ((2003-04)) <u>2005-06</u>	((2006-07))
26	school	<u>2008-09</u>
27	- Elementary school ((2003-04)) <u>2005-06</u>	((2007-08))
28		<u>2009-10</u>

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

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

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

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

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

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

1 requirements at baccalaureate institutions. Students shall be allowed
2 to enter the educational pathway of their choice. Before accepting a
3 student into an educational pathway, the school shall inform the
4 student's parent of the pathway chosen, the opportunities available to
5 the student through the pathway, and the career objectives the student
6 will have exposure to while pursuing the pathway. Parents and students
7 dissatisfied with the opportunities available through the selected
8 educational pathway shall be provided with the opportunity to transfer
9 the student to any other pathway provided in the school. Schools may
10 not develop educational pathways that retain students in high school
11 beyond the date they are eligible to graduate, and may not require
12 students who transfer between pathways to complete pathway requirements
13 beyond the date the student is eligible to graduate;

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

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

20 (f) Develop recommendations on the time, support, and resources,
21 including technical assistance, needed by schools and school districts
22 to help students achieve the essential academic learning requirements.
23 These recommendations shall include an estimate for the legislature,
24 superintendent of public instruction, and governor on the expected cost
25 of implementing the academic assessment system;

26 (g) Develop recommendations for consideration by the higher
27 education coordinating board for adopting college and university
28 entrance requirements for public school students that are consistent
29 with the essential academic learning requirements and the certificate
30 of mastery;

31 (h) Review current school district data reporting requirements for
32 the purposes of accountability and meeting state information needs.
33 The commission on student learning shall report recommendations to the
34 joint select committee on education restructuring by September 15,
35 1996, on:

36 (i) What data is necessary to compare how school districts are
37 performing before the essential academic learning requirements and the
38 assessment system are implemented with how school districts are

1 performing after the essential academic learning requirements and the
2 assessment system are implemented; and

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

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

8 (i) A statewide accountability system to monitor and evaluate
9 accurately and fairly at elementary, middle, and high schools the level
10 of learning occurring in individual schools and school districts with
11 regard to the goals included in RCW 28A.150.210 (1) through (4). The
12 accountability system must assess each school individually against its
13 own baseline, schools with similar characteristics, and schools
14 statewide. The system shall include school-site, school district, and
15 state-level accountability reports;

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

20 (iii) A system to intervene in schools and school districts in
21 which significant numbers of students persistently fail to learn the
22 essential academic learning requirements or meet the standards
23 established for the elementary, middle school, and high school
24 assessments; and

25 (iv) An awards program to provide incentives to school staff to
26 help their students learn the essential academic learning requirements,
27 with each school being assessed individually against its own baseline,
28 schools with similar characteristics, and the statewide average.
29 Incentives shall be based on the rate of percentage change of students
30 achieving the essential academic learning requirements and progress on
31 meeting the statewide average. School staff shall determine how the
32 awards will be spent.

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

38 (j) Report annually by December 1st to the legislature, the
39 governor, the superintendent of public instruction, and the state board

1 of education on the progress, findings, and recommendations of the
2 commission; and

3 (k) Make recommendations to the legislature and take other actions
4 necessary or desirable to help students meet the student learning
5 goals.

6 (4) The commission shall coordinate its activities with the state
7 board of education and the office of the superintendent of public
8 instruction.

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

12 (6) The commission shall select an entity to provide staff support
13 and the office of the superintendent of public instruction shall
14 provide administrative oversight and be the fiscal agent for the
15 commission. The commission may direct the office of the superintendent
16 of public instruction to enter into subcontracts, within the
17 commission's resources, with school districts, teachers, higher
18 education faculty, state agencies, business organizations, and other
19 individuals and organizations to assist the commission in its
20 deliberations.

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

23 (8)(a) By September 30, 1997, the commission on student learning,
24 the state board of education, and the superintendent of public
25 instruction shall jointly present recommendations to the education
26 committees of the house of representatives and the senate regarding the
27 high school assessments, the certificate of mastery, and high school
28 graduation requirements.

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

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

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

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

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

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

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

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

11 (b) The ad hoc working group shall report its recommendations to
12 the commission on student learning, the state board of education, and
13 the superintendent of public instruction by June 15, 1997. The
14 commission shall report the ad hoc working group's recommendations to
15 the education committees of the house of representatives and senate by
16 July 15, 1997. Final recommendations of the commission on student
17 learning, the state board of education, and the superintendent of
18 public instruction shall be presented to the education committees of
19 the house of representatives and the senate by September 30, 1997.

20 (9) The Washington commission on student learning shall expire on
21 June 30, 1999."

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23 By Senators Eide and Carlson

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25 On page 1, line 1 of the title, after "timelines;" strike the
26 remainder of the title and insert "and amending RCW 28A.655.060."

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