

2 SB 6072 - S AMD - 452

3 By Senators Hochstatter and McAuliffe

4 ADOPTED 4/18/97

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

7 "Sec. 1. RCW 28A.630.885 and 1995 c 335 s 505 and 1995 c 209 s 1  
8 are each reenacted and amended to 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 state-wide 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 shall present to the state board of education  
20 and superintendent of public instruction a state-wide academic  
21 assessment system for use in the elementary, middle, and high school  
22 years designed to determine if each student has mastered the essential  
23 academic learning requirements identified in (a) of this subsection.  
24 The academic assessment system shall include a variety of assessment  
25 methods, including criterion-referenced and performance-based measures  
26 (~~((that are criterion-referenced))~~). Performance standards for  
27 determining if a student has successfully completed an assessment shall  
28 be initially determined by the commission in consultation with the  
29 advisory committees required in 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 mastered 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 developed for RCW 28A.150.210(1)(~~(goal one)~~) and the  
38 mathematics component of RCW 28A.150.210(2)(~~(goal two)~~) referred to  
39 in this section as reading, writing, communications, and mathematics

1 shall be (~~initially implemented by the state board of education and~~  
2 ~~superintendent of public instruction no later than the 1996-97~~)  
3 developed and initially implemented by the commission before  
4 transferring the assessment system to the superintendent of public  
5 instruction on June 30, 1999. The elementary assessments for reading,  
6 writing, communications, and mathematics shall be available for use by  
7 school districts no later than the 1996-97 school year, the middle  
8 school assessment no later than the 1997-98 school year, and the high  
9 school assessment no later than the 1998-99 school year, unless the  
10 legislature takes action to delay or prevent implementation of the  
11 assessment system and essential academic learning requirements.  
12 Assessments measuring the essential academic learning requirements  
13 developed for the science component of RCW 28A.150.210 (2)(~~1~~, (3), and  
14 (4), goals two, three, and four, shall be initially implemented by the  
15 ~~state board of education and superintendent of public instruction~~) at  
16 the middle school and high school levels shall be available for use by  
17 districts no later than the 1998-99 school year(~~(1)~~) unless the  
18 legislature takes action to delay or prevent implementation of the  
19 assessment system and essential academic learning requirements.

20 The completed assessments and assessments still in development  
21 shall be transferred to the superintendent of public instruction by  
22 June 30, 1999, unless the legislature takes action to delay  
23 implementation of the assessment system and essential academic learning  
24 requirements. The superintendent shall continue the development of  
25 assessments on the following schedule: The history, civics, and  
26 geography assessments at the middle and high school levels shall be  
27 available for use by districts no later than 2000-01 school year; the  
28 arts assessment for middle and high school levels shall be available  
29 for use by districts no later than 2000-01 school year; and the health  
30 and fitness assessments for middle and high school levels shall be  
31 available no later than the 2001-02 school year. The elementary  
32 science assessment shall be available for use by districts not later  
33 than the 2001-02 school year. The commission or the superintendent, as  
34 applicable, shall upon request, provide opportunities for the education  
35 committees of the house of representatives and the senate to review the  
36 assessments and proposed modifications to the essential academic  
37 learning requirements before the modifications are adopted. By  
38 December 15, 1998, the commission on student learning shall recommend  
39 to the appropriate committees of the legislature a revised timeline for

1 implementing these assessments and when the school districts should be  
2 required to participate. All school districts shall be required to  
3 participate in the history, civics, geography, arts, health, fitness,  
4 and elementary science assessments in the third year after the  
5 assessments are available to school districts.

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

8 (iv) Assessments for goals three and four of RCW 28A.150.210 shall  
9 be integrated in the essential academic learning requirements and  
10 assessments for goals one and two. Before the 1997-98 school year, the  
11 elementary assessment system in reading, writing, communications, and  
12 mathematics shall be optional. School districts that desire to  
13 participate before the 1997-98 school year shall notify the commission  
14 on student learning in a manner determined by the commission.  
15 Beginning in the 1997-98 school year, school districts shall be  
16 required to participate in the elementary assessment system for  
17 reading, writing, communications, and mathematics. Before the 2000-  
18 ((2001)) 01 school year, participation by school districts in the  
19 middle school and high school assessment system for reading, writing,  
20 communications, mathematics, and science shall be optional. School  
21 districts that desire to participate before the ((2000-2001)) 1998-99  
22 school year shall notify the ((superintendent of public instruction))  
23 commission on student learning in a manner determined by the  
24 ((superintendent)) commission on student learning. Schools that desire  
25 to participate after the 1998-99 school year, shall notify the  
26 superintendent of public instruction in a manner determined by the  
27 superintendent. Beginning in the 2000-((2001)) 01 school year, all  
28 school districts shall be required to participate in the assessment  
29 system for reading, writing, communications, mathematics, and science.

30 (v) The ((state board of education and superintendent of public  
31 instruction)) commission on student learning may modify the essential  
32 academic learning requirements and ((academic assessment system)) the  
33 assessments for reading, writing, communications, mathematics, and  
34 science, as needed, ((in subsequent school years)) before June 30,  
35 1999. The commission shall, upon request, provide opportunities for  
36 the education committees of the house of representatives and the senate  
37 to review the assessments and proposed modifications to the essential  
38 academic learning requirements before the modifications are adopted.

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

5 (c) After a determination is made by the state board of education  
6 that the high school assessment system has been implemented and that it  
7 is sufficiently reliable and valid, successful completion of the high  
8 school assessment shall lead to a certificate of mastery. The  
9 certificate of mastery shall be obtained by most students at about the  
10 age of sixteen, and is evidence that the student has successfully  
11 mastered the essential academic learning requirements during his or her  
12 educational career. The certificate of mastery shall be required for  
13 graduation but shall not be the only requirement for graduation. The  
14 commission shall make recommendations to the state board of education  
15 regarding the relationship between the certificate of mastery and high  
16 school graduation requirements. Upon achieving the certificate of  
17 mastery, schools shall provide students with the opportunity ((to  
18 continue)) to pursue career and educational objectives through  
19 educational pathways that emphasize integration of academic and  
20 vocational education. Educational pathways may include, but are not  
21 limited to, programs such as work-based learning, school-to-work  
22 transition, tech prep, vocational-technical education, running start,  
23 and preparation for technical college, community college, or university  
24 education;

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;

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

18 (i) A state-wide 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 shall be designed to recognize the~~  
23 ~~characteristics of the student population of schools and school~~  
24 ~~districts such as gender, race, ethnicity, socioeconomic status, and~~  
25 ~~other factors.~~) The accountability system must assess each school  
26 individually against its own baseline, schools with similar  
27 characteristics, and schools state-wide. The system shall include  
28 school-site, school district, and state-level accountability reports;

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

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

38 (iv) An awards program to provide incentives to school staff to  
39 help their students learn the essential academic learning requirements,

1 with each school being assessed individually against its own baseline,  
2 schools with similar characteristics, and the state-wide average.  
3 Incentives shall be based on the rate of percentage change of students  
4 achieving the essential academic learning requirements and progress on  
5 meeting the state-wide average. School staff shall determine how the  
6 awards will be spent.

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

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

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

18 (k) Make recommendations to the legislature and take other actions  
19 necessary or desirable to help students meet the student learning  
20 goals.

21 (4) The commission shall coordinate its activities with the state  
22 board of education and the office of the superintendent of public  
23 instruction.

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

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

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

38 (8)(a) By September 30, 1997, the commission on student learning,  
39 the state board of education, and the superintendent of public

1 instruction shall jointly present recommendations to the education  
2 committees of the house of representatives and the senate regarding the  
3 high school assessments, the certificate of mastery, and high school  
4 graduation requirements.

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

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

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

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

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

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

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

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

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

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

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

