
ENGROSSED SUBSTITUTE HOUSE BILL 2300

State of Washington

55th Legislature

1998 Regular Session

By House Committee on Education (originally sponsored by Representatives Johnson, Keiser, Huff, Talcott, Hickel, Carrell, Linville, Lisk, Veloria, Skinner, Cairnes, Mason, Lambert, Mulliken, Backlund, Mitchell, Wolfe, Constantine, Kastama, Kenney, Gardner, Benson, Ogden, Butler, Carlson, Kessler, Costa, Anderson, Conway, Lantz and McDonald)

Read first time 01/27/98. Referred to Committee on .

1 AN ACT Relating to educational pathways; amending RCW 28A.630.885;
2 adding a new section to chapter 28A.600 RCW; and providing an
3 expiration date.

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

5 **Sec. 1.** RCW 28A.630.885 and 1997 c 268 s 1 are each amended to
6 read as follows:

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

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

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

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

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

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

1 methods, including criterion-referenced and performance-based measures.
2 Performance standards for determining if a student has successfully
3 completed an assessment shall be initially determined by the commission
4 in consultation with the advisory committees required in subsection (2)
5 of this section.

6 (ii) The assessment system shall be designed so that the results
7 under the assessment system are used by educators as tools to evaluate
8 instructional practices, and to initiate appropriate educational
9 support for students who have not mastered the essential academic
10 learning requirements at the appropriate periods in the student's
11 educational development.

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

31 The completed assessments and assessments still in development
32 shall be transferred to the superintendent of public instruction by
33 June 30, 1999, unless the legislature takes action to delay
34 implementation of the assessment system and essential academic learning
35 requirements. The superintendent shall continue the development of
36 assessments on the following schedule: The history, civics, and
37 geography assessments at the middle and high school levels shall be
38 available for use by districts no later than (~~the~~) the 2000-01
39 school year; the arts assessment for middle and high school levels

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

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

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

1 participate in the assessment system for reading, writing,
2 communications, mathematics, and science.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

36 (j) Report annually by December 1st to the legislature, the
37 governor, the superintendent of public instruction, and the state board
38 of education on the progress, findings, and recommendations of the
39 commission; and

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

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

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

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

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

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

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

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

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

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

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

38 (v) What options may be used in demonstrating how the results of
39 the assessments will be displayed in a way that is meaningful to

1 students, parents, institutions of higher education, and potential
2 employers?

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

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

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

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

20 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.600
21 RCW to read as follows:

22 Any middle school, junior high school, or high school using
23 educational pathways shall ensure that all participating students will
24 continue to have access to the courses and instruction necessary to
25 meet admission requirements at baccalaureate institutions. Students
26 shall be allowed to enter the educational pathway of their choice.
27 Before accepting a student into an educational pathway, the school
28 shall inform the student's parent of the pathway chosen, the
29 opportunities available to the student through the pathway, and the
30 career objectives the student will have exposure to while pursuing the
31 pathway. Parents and students dissatisfied with the opportunities
32 available through the selected educational pathway shall be provided
33 with the opportunity to transfer the student to any other pathway
34 provided in the school. Schools may not develop educational pathways
35 that retain students in high school beyond the date they are eligible
36 to graduate, and may not require students who transfer between pathways
37 to complete pathway requirements beyond the date the student is
38 eligible to graduate. Educational pathways may include, but are not

1 limited to, programs such as work-based learning, school-to-work
2 transition, tech prep, vocational-technical education, running start,
3 and preparation for technical college, community college, or university
4 education.

5 NEW SECTION. **Sec. 3.** Section 1 of this act expires June 30, 1999.

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