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SENATE BILL 6072

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State of Washington

55th Legislature

1997 Regular Session

By Senators West and Spanel; by request of Office of Financial Management

Read first time 03/13/97. Referred to Committee on Education.

1 AN ACT Relating to modifying the timelines for development and  
2 implementation of the student assessment system; reenacting and  
3 amending RCW 28A.630.885; repealing 1995 c 335 s 803 (uncodified); and  
4 providing an expiration date.

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

6 **Sec. 1.** RCW 28A.630.885 and 1995 c 335 s 505 and 1995 c 209 s 1  
7 are each reenacted and amended to read as follows:

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

1 in the November 1992 election. The governor shall appoint a chair from  
2 the commission members, and fill any vacancies in gubernatorial  
3 appointments that may occur. The state board of education shall fill  
4 any vacancies of state board of education appointments that may occur.  
5 In making the appointments, educators, business leaders, and parents  
6 shall be represented, and nominations from state-wide education,  
7 business, and parent organizations shall be requested. Efforts shall  
8 be made to ensure that the commission reflects the racial and ethnic  
9 diversity of the state's K-12 student population and that the major  
10 geographic regions in the state are represented. Appointees shall be  
11 qualified individuals who are supportive of educational restructuring,  
12 who have a positive record of service, and who will devote sufficient  
13 time to the responsibilities of the commission to ensure that the  
14 objectives of the commission are achieved.

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

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

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

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

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

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

13 (iii) Assessments measuring the essential academic learning  
14 requirements developed for RCW 28A.150.210(1), goal one, and the  
15 mathematics component of RCW 28A.150.210(2), goal two, shall be  
16 (~~((initially implemented by the state board of education and  
17 superintendent of public instruction no later than the 1996-97 school  
18 year,))~~) developed and initially implemented by the commission before  
19 transferring the assessment system to the superintendent of public  
20 instruction. For goal one and the mathematics component of goal two,  
21 the elementary assessment shall be available for use by districts no  
22 later than the 1996-97 school year, the middle grades assessment no  
23 later than the 1997-98 school year, and the high school assessment no  
24 later than the 1998-99 school year unless the legislature takes action  
25 to delay or prevent implementation of the assessment system and  
26 essential academic learning requirements.

27 Assessments measuring the essential academic learning requirements  
28 developed for RCW 28A.150.210(2), (~~((3), and (4), goals two, three, and  
29 four, shall be initially implemented by the state board of education  
30 and superintendent of public instruction no later than the 1998-99  
31 school year))~~) goal two, excluding mathematics, shall be developed and  
32 initially implemented by the commission on the following schedule. The  
33 science and social studies (history, geography, civics) assessments at  
34 the high school level and the science assessment at the middle school  
35 level shall be available for use by districts no later than the 1998-99  
36 school year.

37 The completed assessments for goal one and goal two and assessments  
38 still in development shall be transferred to the superintendent of  
39 public instruction by June 30, 1999, for continued development and

1 implementation, unless the legislature takes action to delay or prevent  
2 implementation of the assessment system and essential academic learning  
3 requirements. The superintendent of public instruction shall continue  
4 the development of assessments on the following schedule. The social  
5 studies (history, geography, civics) assessment at the middle school  
6 level and the arts and health/fitness assessments at the high school  
7 level shall be available for use by districts no later than the 1999-  
8 2000 school year. The arts and health/fitness assessments at the  
9 middle school level shall be available for use by the districts no  
10 later than the 2000-01 school year. The elementary assessments for  
11 science, social studies, arts, and health/fitness shall be available  
12 for use by districts no later than the 2001-02 school year.

13 The commission shall work closely with the superintendent of public  
14 instruction and the state board of education during the development and  
15 initial implementation of the assessment system. To the maximum extent  
16 possible, the commission shall integrate knowledge and skill areas in  
17 development of the assessments.

18 (iv) To the maximum extent possible, assessments of skills relating  
19 to goals three and four of RCW 28A.150.210 shall be integrated into  
20 assessments for goals one and two in a manner that allows for reporting  
21 of the level of learning on goals three and four.

22 (v) Before the ((2000-2001)) 2000-01 school year, participation by  
23 school districts in the assessment system shall be optional. School  
24 districts that desire to participate before the ((2000-2001)) 2000-01  
25 school year shall notify the commission on student learning or the  
26 superintendent of public instruction, as appropriate, in a manner  
27 determined by the commission or superintendent. Beginning in the  
28 ((2000-2001)) 2000-01 school year, all school districts shall be  
29 required to participate in the assessment system.

30 ((+v)) (vi) The commission on student learning may modify the  
31 essential academic learning requirements and the assessments, as  
32 needed, by June 30, 1999. The state board of education ((and  
33 superintendent of public instruction)) may modify the essential  
34 academic learning requirements ((and academic assessment system)), as  
35 needed, ((in subsequent school years)) after June 30, 1999, and the  
36 superintendent of public instruction may modify the academic assessment  
37 system, as needed, after June 30, 1999.

38 ((+vi)) (vii) The commission shall develop assessments that are  
39 directly related to the essential academic learning requirements, and

1 are not biased toward persons with different learning styles, racial or  
2 ethnic backgrounds, or on the basis of gender;

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

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

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

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

35 (g) Develop recommendations for consideration by the higher  
36 education coordinating board for adopting college and university  
37 entrance requirements for public school students that are consistent  
38 with the essential academic learning requirements and the certificate  
39 of mastery;

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

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

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

14 (i) By June 30, 1999, recommend to the legislature, governor, state  
15 board of education, and superintendent of public instruction:

16 (i) A state-wide accountability system to monitor and evaluate  
17 accurately and fairly the level of learning occurring in individual  
18 schools and school districts. The accountability system shall be  
19 designed to recognize the characteristics of the student population of  
20 schools and school districts such as gender, race, ethnicity,  
21 socioeconomic status, and other factors. The system shall include  
22 school-site, school district, and state-level accountability reports;

23 (ii) A school assistance program to help schools and school  
24 districts that are having difficulty helping students meet the  
25 essential academic learning requirements;

26 (iii) A system to intervene in schools and school districts in  
27 which significant numbers of students persistently fail to learn the  
28 essential academic learning requirements; and

29 (iv) An awards program to provide incentives to school staff to  
30 help their students learn the essential academic learning requirements,  
31 with each school being assessed individually against its own baseline.  
32 Incentives shall be based on the rate of percentage change of students  
33 achieving the essential academic learning requirements. School staff  
34 shall determine how the awards will be spent.

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

37 (j) Report annually by December 1st to the legislature, the  
38 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) This section expires June 30, 1999.

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

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