

2 SSB 5625 - S AMD TO S AMD (S-2266.2/01)099  
3 By Senator Johnson

4

5 On page 30, after line 28 of the amendment, insert the following:

6 "Sec. 28. RCW 28A.655.060 and 1999 c 373 s 501 are each amended to  
7 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  
20 in the November 1992 election. The governor shall appoint a chair from  
21 the commission members, and fill any vacancies in gubernatorial  
22 appointments that may occur. The state board of education shall fill  
23 any vacancies of state board of education appointments that may occur.  
24 In making the appointments, educators, business leaders, and parents  
25 shall be represented, and nominations from statewide education,  
26 business, and parent organizations shall be requested. Efforts shall  
27 be made to ensure that the commission reflects the racial and ethnic  
28 diversity of the state's K-12 student population and that the major  
29 geographic regions in the state are represented. Appointees shall be  
30 qualified individuals who are supportive of educational restructuring,  
31 who have a positive record of service, and who will devote sufficient  
32 time to the responsibilities of the commission to ensure that the  
33 objectives of the commission are achieved.

34 (2) The commission shall establish advisory committees. Membership  
35 of the advisory committees shall include, but not necessarily be  
36 limited to, professionals from the office of the superintendent of

1 public instruction and the state board of education, and other state  
2 and local educational practitioners and student assessment specialists.

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

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

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

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

35 (iii) Assessments measuring the essential academic learning  
36 requirements shall be available for voluntary use by school districts  
37 and shall be required to be administered by school districts according  
38 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<br/>available for<br/>voluntary use<br/>(School years)</b> | <b>Assessments<br/>required to be<br/>administered<br/>(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 | - Middle and high 1999-00   | 2000-01   |
| 14 | school  |   |
| 15 | - Elementary school 2001-02   | 2004-05   |
| 16 | <b>Social Studies</b>   |   |
| 17 | - Elementary, middle, 2002-03   | 2005-06   |
| 18 | and high school   |   |
| 19 | <b>Arts</b>   |   |
| 20 | - Middle and high 2003-04   | 2006-07   |
| 21 | school  |   |
| 22 | - Elementary school 2003-04   | 2007-08   |
| 23 | <b>Health, Fitness</b>  |   |
| 24 | - Middle and high 2003-04   | 2006-07   |
| 25 | school  |   |
| 26 | - Elementary school 2003-04   | 2007-08   |

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

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

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

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

10 (vi) The commission and the superintendent of public instruction  
11 shall develop assessments that are directly related to the essential  
12 academic learning requirements, and are not biased toward persons with  
13 different learning styles, racial or ethnic backgrounds, or on the  
14 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))~~  
19 achievement. The certificate of ~~((mastery shall))~~ achievement may be  
20 obtained by most students at about the age of sixteen, and is evidence  
21 that the student has successfully mastered the essential academic  
22 learning requirements during his or her educational career. The  
23 certificate of ~~((mastery))~~ achievement shall not be required for  
24 graduation ~~((but shall not be the only requirement for graduation))~~.  
25 ~~((The commission shall make recommendations to the state board of~~  
26 ~~education regarding the relationship between the certificate of mastery~~  
27 ~~and high school graduation requirements.))~~ Upon achieving the  
28 certificate of ~~((mastery))~~ achievement, schools shall provide students  
29 with the opportunity to pursue career and educational objectives  
30 through educational pathways that emphasize integration of academic and  
31 vocational education. Educational pathways may include, but are not  
32 limited to, programs such as work-based learning, school-to-work  
33 transition, tech prep, vocational-technical education, running start,  
34 and preparation for technical college, community college, or university  
35 education. Any middle school, junior high school, or high school using  
36 educational pathways shall ensure that all participating students will  
37 continue to have access to the courses and instruction necessary to  
38 meet admission requirements at baccalaureate institutions. Students  
39 shall be allowed to enter the educational pathway of their choice.

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

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

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

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

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

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

35 (i) What data is necessary to compare how school districts are  
36 performing before the essential academic learning requirements and the  
37 assessment system are implemented with how school districts are  
38 performing after the essential academic learning requirements and the  
39 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 statewide 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  
12 statewide. 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 statewide 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 statewide average. School staff shall determine how the  
30 awards will be spent.

31 The commission shall make recommendations regarding a statewide  
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 **SSB 5625** - S AMD TO S AMD (S-2266.2/01) 099  
21 By Senator Johnson

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23 On page 31, line 9 of the title amendment, after "28A.225.270,"  
24 strike "and 41.59.910" and insert "41.59.910, and 28A.655.060"

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