
SENATE BILL 5633

State of Washington

56th Legislature

1999 Regular Session

By Senators Finkbeiner, Zarelli, Deccio, Johnson, Oke, McDonald, Hochstatter, Swecker and Morton

Read first time 02/01/1999. Referred to Committee on Education.

1 AN ACT Relating to eliminating the arts, health, and fitness
2 education requirements; amending RCW 28A.150.210 and 28A.630.885; and
3 providing an expiration date.

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

5 **Sec. 1.** RCW 28A.150.210 and 1993 c 336 s 101 are each amended to
6 read as follows:

7 The goal of the Basic Education Act for the schools of the state of
8 Washington set forth in this chapter shall be to provide students with
9 the opportunity to become responsible citizens, to contribute to their
10 own economic well-being and to that of their families and communities,
11 and to enjoy productive and satisfying lives. To these ends, the goals
12 of each school district, with the involvement of parents and community
13 members, shall be to provide opportunities for all students to develop
14 the knowledge and skills essential to:

15 (1) Read with comprehension, write with skill, and communicate
16 effectively and responsibly in a variety of ways and settings;

17 (2) Know and apply the core concepts and principles of mathematics;
18 social, physical, and life sciences; civics and history; and geography;
19 (~~arts; and health and fitness;~~)

1 (3) Think analytically, logically, and creatively, and to integrate
2 experience and knowledge to form reasoned judgments and solve problems;
3 and

4 (4) Understand the importance of work and how performance, effort,
5 and decisions directly affect future career and educational
6 opportunities.

7 **Sec. 2.** RCW 28A.630.885 and 1998 c 225 s 1 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 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
37 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 shall present to the state board of education
19 and superintendent of public instruction a state-wide academic
20 assessment system for use in the elementary, middle, and high school
21 years designed to determine if each student has mastered the essential
22 academic learning requirements identified in (a) of this subsection.
23 The academic assessment system shall include a variety of assessment
24 methods, including criterion-referenced and performance-based measures.
25 Performance standards for determining if a student has successfully
26 completed an assessment shall be initially determined by the commission
27 in consultation with the advisory committees required in subsection (2)
28 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 mastered 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 developed for RCW 28A.150.210(1) and the mathematics
37 component of RCW 28A.150.210(2) referred to in this section as reading,
38 writing, communications, and mathematics shall be developed and
39 initially implemented by the commission before transferring the

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

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

1 assessments in the third year after the assessments are available to
2 school districts.

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

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

26 (v) The commission on student learning may modify the essential
27 academic learning requirements and the assessments for reading,
28 writing, communications, mathematics, and science, as needed, before
29 June 30, 1999. The commission shall, upon request, provide
30 opportunities for the education committees of the house of
31 representatives and the senate to review the assessments and proposed
32 modifications to the essential academic learning requirements before
33 the modifications are adopted.

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

38 (c) After a determination is made by the state board of education
39 that the high school assessment system has been implemented and that it

1 is sufficiently reliable and valid, successful completion of the high
2 school assessment shall lead to a certificate of mastery. The
3 certificate of mastery shall be obtained by most students at about the
4 age of sixteen, and is evidence that the student has successfully
5 mastered the essential academic learning requirements during his or her
6 educational career. The certificate of mastery shall be required for
7 graduation but shall not be the only requirement for graduation. The
8 commission shall make recommendations to the state board of education
9 regarding the relationship between the certificate of mastery and high
10 school graduation requirements. Upon achieving the certificate of
11 mastery, schools shall provide students with the opportunity to pursue
12 career and educational objectives through educational pathways that
13 emphasize integration of academic and vocational education.
14 Educational pathways may include, but are not limited to, programs such
15 as work-based learning, school-to-work transition, tech prep,
16 vocational-technical education, running start, and preparation for
17 technical college, community college, or university education. Any
18 middle school, junior high school, or high school using educational
19 pathways shall ensure that all participating students will continue to
20 have access to the courses and instruction necessary to meet admission
21 requirements at baccalaureate institutions. Students shall be allowed
22 to enter the educational pathway of their choice. Before accepting a
23 student into an educational pathway, the school shall inform the
24 student's parent of the pathway chosen, the opportunities available to
25 the student through the pathway, and the career objectives the student
26 will have exposure to while pursuing the pathway. Parents and students
27 dissatisfied with the opportunities available through the selected
28 educational pathway shall be provided with the opportunity to transfer
29 the student to any other pathway provided in the school. Schools may
30 not develop educational pathways that retain students in high school
31 beyond the date they are eligible to graduate, and may not require
32 students who transfer between pathways to complete pathway requirements
33 beyond the date the student is eligible to graduate;

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

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

1 (f) Develop recommendations on the time, support, and resources,
2 including technical assistance, needed by schools and school districts
3 to help students achieve the essential academic learning requirements.
4 These recommendations shall include an estimate for the legislature,
5 superintendent of public instruction, and governor on the expected cost
6 of implementing the academic assessment system;

7 (g) Develop recommendations for consideration by the higher
8 education coordinating board for adopting college and university
9 entrance requirements for public school students that are consistent
10 with the essential academic learning requirements and the certificate
11 of mastery;

12 (h) Review current school district data reporting requirements for
13 the purposes of accountability and meeting state information needs.
14 The commission on student learning shall report recommendations to the
15 joint select committee on education restructuring by September 15,
16 1996, on:

17 (i) What data is necessary to compare how school districts are
18 performing before the essential academic learning requirements and the
19 assessment system are implemented with how school districts are
20 performing after the essential academic learning requirements and the
21 assessment system are implemented; and

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

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

27 (i) A state-wide accountability system to monitor and evaluate
28 accurately and fairly at elementary, middle, and high schools the level
29 of learning occurring in individual schools and school districts with
30 regard to the goals included in RCW 28A.150.210 (1) through (4). The
31 accountability system must assess each school individually against its
32 own baseline, schools with similar characteristics, and schools state-
33 wide. The system shall include school-site, school district, and
34 state-level accountability reports;

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

1 (iii) A system to intervene in schools and school districts in
2 which significant numbers of students persistently fail to learn the
3 essential academic learning requirements or meet the standards
4 established for the elementary, middle school, and high school
5 assessments; and

6 (iv) An awards program to provide incentives to school staff to
7 help their students learn the essential academic learning requirements,
8 with each school being assessed individually against its own baseline,
9 schools with similar characteristics, and the state-wide average.
10 Incentives shall be based on the rate of percentage change of students
11 achieving the essential academic learning requirements and progress on
12 meeting the state-wide average. School staff shall determine how the
13 awards will be spent.

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

19 (j) Report annually by December 1st to the legislature, the
20 governor, the superintendent of public instruction, and the state board
21 of education on the progress, findings, and recommendations of the
22 commission; and

23 (k) Make recommendations to the legislature and take other actions
24 necessary or desirable to help students meet the student learning
25 goals.

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

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

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

1 individuals and organizations to assist the commission in its
2 deliberations.

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

5 (8)(a) By September 30, 1997, the commission on student learning,
6 the state board of education, and the superintendent of public
7 instruction shall jointly present recommendations to the education
8 committees of the house of representatives and the senate regarding the
9 high school assessments, the certificate of mastery, and high school
10 graduation requirements.

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

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

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

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

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

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

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

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

32 (b) The ad hoc working group shall report its recommendations to
33 the commission on student learning, the state board of education, and
34 the superintendent of public instruction by June 15, 1997. The
35 commission shall report the ad hoc working group's recommendations to
36 the education committees of the house of representatives and senate by
37 July 15, 1997. Final recommendations of the commission on student
38 learning, the state board of education, and the superintendent of

1 public instruction shall be presented to the education committees of
2 the house of representatives and the senate by September 30, 1997.

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

5 NEW SECTION. **Sec. 3.** Section 2 of this act expires June 30, 1999.

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