
SENATE BILL 6122

State of Washington

56th Legislature

2000 Regular Session

By Senators Finkbeiner, Hochstatter, Zarelli, Rossi, Morton, Deccio,
Benton and Johnson

Read first time 01/10/2000. Referred to Committee on Education.

1 AN ACT Relating to the arts and health and fitness assessments in
2 schools; and amending RCW 28A.655.060.

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

4 **Sec. 1.** RCW 28A.655.060 and 1999 c 373 s 501 are each amended to
5 read as follows:

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

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

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

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

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

33 (b)(i) The commission and superintendent of public instruction
34 shall develop a state-wide academic assessment system for use in the
35 elementary, middle, and high school years designed to determine if each
36 student has learned the essential academic learning requirements
37 identified in (a) of this subsection. The academic assessment system
38 shall include a variety of assessment methods, including criterion-
39 referenced and performance-based measures. Performance standards for

1 determining if a student has successfully completed an assessment shall
2 be determined by the commission and the superintendent of public
3 instruction in consultation with the advisory committees required in
4 subsection (2) of this section.

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

11 (iii) Assessments measuring the essential academic learning
12 requirements shall be available for voluntary use by school districts
13 and shall be required to be administered by school districts according
14 to the following schedule unless the legislature takes action to delay
15 or prevent implementation of the assessment system and essential
16 academic learning requirements.

	Assessments available for voluntary use (School years)	Assessments required to be administered (School years)
Reading, Writing, Communication, Mathematics		
- Elementary school	1996-97	1997-98
- Middle school	1997-98	2000-01
- High school	1998-99	2000-01
Science		
- Middle and high school	1999-00	2000-01
- Elementary school	2001-02	2004-05
Social Studies		
- Elementary, middle, and high school	2002-03	2005-06
((Arts		
- Middle and high school	2003-04	2006-07
- Elementary school	2003-04	2007-08
Health, Fitness		

1 ~~—Middle and high~~ ~~2003-04~~ ~~2006-07~~
2 ~~—school~~
3 ~~—Elementary school~~ ~~2003-04~~ ~~2007-08~~))

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

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

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

13 (v) The commission on student learning may modify the essential
14 academic learning requirements and the assessments, as needed, before
15 June 30, 1999. The superintendent of public instruction may modify the
16 essential academic learning requirements and the assessments, as
17 needed, after June 30, 1999. The commission and superintendent shall,
18 upon request, provide opportunities for the education committees of the
19 house of representatives and the senate to review the assessments and
20 proposed modifications to the essential academic learning requirements
21 before the modifications are adopted.

22 (vi) The commission and the superintendent of public instruction
23 shall develop assessments that are directly related to the essential
24 academic learning requirements, and are not biased toward persons with
25 different learning styles, racial or ethnic backgrounds, or on the
26 basis of gender;

27 (c) After a determination is made by the state board of education
28 that the high school assessment system has been implemented and that it
29 is sufficiently reliable and valid, successful completion of the high
30 school assessment shall lead to a certificate of mastery. The
31 certificate of mastery shall be obtained by most students at about the
32 age of sixteen, and is evidence that the student has successfully
33 mastered the essential academic learning requirements during his or her
34 educational career. The certificate of mastery shall be required for
35 graduation but shall not be the only requirement for graduation. The
36 commission shall make recommendations to the state board of education
37 regarding the relationship between the certificate of mastery and high
38 school graduation requirements. Upon achieving the certificate of
39 mastery, schools shall provide students with the opportunity to pursue

1 career and educational objectives through educational pathways that
2 emphasize integration of academic and vocational education.
3 Educational pathways may include, but are not limited to, programs such
4 as work-based learning, school-to-work transition, tech prep,
5 vocational-technical education, running start, and preparation for
6 technical college, community college, or university education. Any
7 middle school, junior high school, or high school using educational
8 pathways shall ensure that all participating students will continue to
9 have access to the courses and instruction necessary to meet admission
10 requirements at baccalaureate institutions. Students shall be allowed
11 to enter the educational pathway of their choice. Before accepting a
12 student into an educational pathway, the school shall inform the
13 student's parent of the pathway chosen, the opportunities available to
14 the student through the pathway, and the career objectives the student
15 will have exposure to while pursuing the pathway. Parents and students
16 dissatisfied with the opportunities available through the selected
17 educational pathway shall be provided with the opportunity to transfer
18 the student to any other pathway provided in the school. Schools may
19 not develop educational pathways that retain students in high school
20 beyond the date they are eligible to graduate, and may not require
21 students who transfer between pathways to complete pathway requirements
22 beyond the date the student is eligible to graduate;

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) Recommend to the legislature, governor, state board of
15 education, and superintendent of public instruction:

16 (i) A state-wide accountability system to monitor and evaluate
17 accurately and fairly at elementary, middle, and high schools the level
18 of learning occurring in individual schools and school districts with
19 regard to the goals included in RCW 28A.150.210 (1) through (4). The
20 accountability system must assess each school individually against its
21 own baseline, schools with similar characteristics, and schools state-
22 wide. The system shall include school-site, school district, and
23 state-level accountability reports;

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

28 (iii) A system to intervene in schools and school districts in
29 which significant numbers of students persistently fail to learn the
30 essential academic learning requirements or meet the standards
31 established for the elementary, middle school, and high school
32 assessments; and

33 (iv) An awards program to provide incentives to school staff to
34 help their students learn the essential academic learning requirements,
35 with each school being assessed individually against its own baseline,
36 schools with similar characteristics, and the state-wide average.
37 Incentives shall be based on the rate of percentage change of students
38 achieving the essential academic learning requirements and progress on

1 meeting the state-wide average. School staff shall determine how the
2 awards will be spent.

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

8 (j) Report annually by December 1st to the legislature, the
9 governor, the superintendent of public instruction, and the state board
10 of education on the progress, findings, and recommendations of the
11 commission; and

12 (k) Make recommendations to the legislature and take other actions
13 necessary or desirable to help students meet the student learning
14 goals.

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

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

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

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

32 (8)(a) By September 30, 1997, the commission on student learning,
33 the state board of education, and the superintendent of public
34 instruction shall jointly present recommendations to the education
35 committees of the house of representatives and the senate regarding the
36 high school assessments, the certificate of mastery, and high school
37 graduation requirements.

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

1 (i) What type of document shall be used to identify student
2 performance and achievement and how will the document be described?
3 (ii) Should the students be required to pass the high school
4 assessments in all skill and content areas, or only in select skill and
5 content areas, to graduate?
6 (iii) How will the criteria for establishing the standards for
7 passing scores on the assessments be determined?
8 (iv) What timeline should be used in phasing-in the assessments as
9 a graduation requirement?
10 (v) What options may be used in demonstrating how the results of
11 the assessments will be displayed in a way that is meaningful to
12 students, parents, institutions of higher education, and potential
13 employers?
14 (vi) Are there other or additional methods by which the
15 assessments could be used to identify achievement such as endorsements,
16 standards of proficiency, merit badges, or levels of achievement?
17 (vii) Should the assessments and certificate of mastery be used to
18 satisfy college or university entrance criteria for public school
19 students? If yes, how should these methods be phased-in?
20 (b) The ad hoc working group shall report its recommendations to
21 the commission on student learning, the state board of education, and
22 the superintendent of public instruction by June 15, 1997. The
23 commission shall report the ad hoc working group's recommendations to
24 the education committees of the house of representatives and senate by
25 July 15, 1997. Final recommendations of the commission on student
26 learning, the state board of education, and the superintendent of
27 public instruction shall be presented to the education committees of
28 the house of representatives and the senate by September 30, 1997.
29 (9) The Washington commission on student learning shall expire on
30 June 30, 1999.

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