
HOUSE BILL 1988

State of Washington

58th Legislature

2003 Regular Session

By Representatives Quall, McDermott, Haigh, Kenney, Hunt and Rockefeller; by request of Governor Locke and Superintendent of Public Instruction

Read first time 02/18/2003. Referred to Committee on Education.

1 AN ACT Relating to the certificate of mastery; amending RCW
2 28A.230.090, 28A.655.030, 28A.655.060, and 28A.655.070; adding a new
3 section to chapter 28A.655 RCW; creating a new section; and declaring
4 an emergency.

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

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.655
7 RCW to read as follows:

8 (1) Subject to the conditions in this section, successful
9 completion of the high school assessment in reading, writing,
10 mathematics, and science shall lead to a certificate of mastery. The
11 certificate of mastery shall be obtained by most students at about the
12 age of sixteen, and is evidence that the students have successfully met
13 the state standard in the content areas included in the certificate.
14 The certificate of mastery is required for graduation but is not the
15 only requirement for graduation.

16 (2) The high school assessment system shall include but need not be
17 limited to the Washington assessment of student learning, opportunities
18 for a student to retake the content areas in which the student was not

1 successful, and one or more alternative means, including an appeals
2 process, for a student to demonstrate achievement of state academic
3 standards.

4 (3) Beginning with the graduating class of 2008, successful
5 completion of the reading, writing, and mathematics content areas of
6 the high school Washington assessment of student learning is required
7 for graduation from a public high school in the state of Washington.

8 (4) Beginning with the graduating class of 2010, successful
9 completion of the science content area of the high school Washington
10 assessment of student learning is required for graduation from a public
11 high school in the state of Washington.

12 (5) The state board of education may not require the acquisition of
13 the certificate of mastery for students in home-based instruction under
14 chapter 28A.200 RCW or for students enrolled in private schools under
15 chapter 28A.195 RCW.

16 (6) A student may retain and use the highest result from each
17 successfully completed content area of the high school assessment.

18 (7) Beginning with the graduating class of 2008, if a student takes
19 the high school assessment but is not successful in one or more content
20 areas required for the certificate of mastery, the student may retake
21 the assessment in that content area one or more times at no cost to the
22 student and may choose one or more of the following options:

23 (a) To retake the assessment in that content area at least once in
24 the spring and once in the fall of each year, at a minimum, if the
25 student is enrolled in a public school;

26 (b) To retake the assessment in that content area if the student is
27 enrolled in a high school completion program. The superintendent of
28 public instruction and the state board for community and technical
29 colleges shall jointly identify means by which students in these
30 programs can be assessed; or

31 (c) To use an alternative means developed and approved by the
32 superintendent of public instruction to demonstrate achievement of the
33 standards for that content area.

34 (8) Opportunities for retaking the high school assessment shall
35 begin no later than the spring 2004 administration of the assessment,
36 subject to available funding. Beginning no later than 2006,
37 opportunities to retake the assessment in the fall shall be available
38 in each school district. In addition, subject to available funding,

1 beginning no later than 2006, the results of the spring administration
2 of the assessment shall be available to students, parents, and schools
3 before June 1st of each year.

4 (9) Beginning no later than September 1, 2006, subject to available
5 funding, alternative means to demonstrate mastery and an appeal option
6 shall be in place in each school district.

7 (10) Beginning no later than September 1, 2006, each school
8 district shall prepare a high school graduation plan for each student
9 in grades eight through twelve who is not successful in one or more
10 content areas of the Washington assessment of student learning for the
11 student's grade level.

12 (11)(a) By June 1, 2004, the superintendent of public instruction
13 shall report to the governor and the house of representatives and
14 senate education committees on whether the high school assessment
15 system in the content areas of reading, writing, and mathematics is a
16 sufficiently valid and reliable measure of the essential academic
17 learning requirements to be used to make consistent decisions about
18 whether individual students have met the performance standards related
19 to the essential academic learning requirements. In the report, the
20 superintendent shall recommend any actions necessary to increase the
21 validity and reliability of any assessment system content area that the
22 superintendent believes is not sufficiently valid and reliable to be
23 used for individual student decisions.

24 (b) By December 15, 2005, the superintendent shall report to the
25 governor and the house of representatives and senate education
26 committees on the readiness of the education system to support the
27 inclusion of the science content area as a graduation requirement for
28 the class of 2010. In the report, the superintendent shall recommend
29 any actions necessary to increase the validity and reliability of the
30 science content area if the superintendent believes that the assessment
31 for science is not yet sufficiently valid and reliable to be used for
32 individual student decisions.

33 (c) In making this determination, the superintendent shall consider
34 the following for each of the content areas included in the certificate
35 of mastery:

36 (i) The validity and reliability of the high school Washington
37 assessment of student learning for the content areas included in the
38 certificate;

- 1 (ii) The availability of retakes;
- 2 (iii) The availability of alternative means by which a student may
- 3 demonstrate that the student has met the standard; and
- 4 (iv) Other information relevant to ensuring that Washington's
- 5 students have been given an opportunity to learn the content areas
- 6 covered by the certificate of mastery.

7 NEW SECTION. **Sec. 2.** (1) Before the results of the 2004 high
8 school assessment of student learning are reported to school districts,
9 the academic achievement and accountability commission shall review and
10 adjust, if necessary, the cut scores needed to meet the high school
11 standards and obtain a certificate of mastery as provided in section 1
12 of this act. The commission shall include in its review consideration
13 of the use of the standard error of measurement into the decision
14 regarding the award of the certificate of mastery. By November 30,
15 2004, the commission shall report its decision to the governor, the
16 superintendent of public instruction, and the house of representatives
17 and senate education committees. To assist in its deliberations, the
18 commission shall seek advice from a committee that includes parents,
19 practicing classroom teachers and principals, administrators, staff,
20 and other interested parties.

21 (2) The office of the superintendent of public instruction shall
22 develop alternative assessment options, procedures, and criteria,
23 including an appeals process, to help determine whether students who
24 were not successful in one or more of the content areas of the high
25 school assessment can demonstrate that they meet state standards
26 through another objectively evaluated means. In its deliberations, the
27 office shall consult with practicing classroom teachers and principals,
28 appropriate agencies, professional organizations, assessment experts,
29 and other interested parties.

30 (a) By July 1, 2004, the office shall report its recommendations
31 for alternative assessments and appeals, including possible options, to
32 the governor and the house of representatives and senate education
33 committees.

34 (b) By July 1, 2005, subject to available funding, the alternative
35 assessment options shall be available for voluntary use by school
36 districts.

1 (3) The office of the superintendent of public instruction shall
2 convene three task forces to provide advice to policymakers on the
3 certificate of mastery graduation requirements. By September 1, 2003,
4 each of the task forces shall provide the office with an initial report
5 on its progress. By November 30, 2003, each of the task forces shall
6 provide a copy of its recommendations to the governor, the
7 superintendent of public instruction, and the house of representatives
8 and senate education committees. In addition:

9 (a) One task force shall provide advice on the appropriate
10 application of the certificate of mastery requirement to special
11 education students. The task force shall also recommend one or more
12 ways to acknowledge the accomplishments of students who meet the
13 requirements of the students' individual education plans but who do not
14 earn a certificate of mastery. The task force shall include but need
15 not be limited to parents, practicing classroom teachers and
16 principals, and representatives of organizations interested in special
17 education;

18 (b) One task force shall provide advice on the appropriate
19 application of the certificate of mastery requirement to students with
20 limited English proficiency. The task force shall also recommend one
21 or more ways to acknowledge the accomplishments of limited English
22 proficient students who meet every state and local graduation
23 requirement except that of the certificate of mastery. The task force
24 shall include but need not be limited to parents, practicing classroom
25 teachers and principals, and representatives of organizations
26 interested in the education of limited English proficient students;

27 (c) One task force shall recommend best practices that schools may
28 use with middle, junior high, and high school students who need
29 additional assistance to meet the requirements of the certificate of
30 mastery. The task force shall include, but need not be limited to
31 district administrators, practicing teachers and middle and high school
32 principals, parents, and counselors. The task force shall examine ways
33 that current programs and student counseling efforts can be adjusted to
34 meet student assistance needs and identify additional tools needed by
35 the system for that purpose. The task force also shall examine how the
36 high school graduation plan in section 1(10) of this act could:

37 (i) Address, at a minimum, any courses, competencies, or other

1 steps needed by a student to demonstrate achievement of the state
2 standards for that content area;

3 (ii) Be used to help guide a student who meets every graduation
4 requirement except the acquisition of a certificate of mastery;

5 (iii) Be incorporated into the high school and beyond plan required
6 for graduation by the state board of education; and

7 (iv) Include an annual progress report to a student and the
8 student's parents or guardian that might include the steps the student
9 needs to take within the next year to make steady progress toward high
10 school graduation.

11 **Sec. 3.** RCW 28A.230.090 and 1997 c 222 s 2 are each amended to
12 read as follows:

13 (1) The state board of education shall establish high school
14 graduation requirements or equivalencies for students.

15 (a) Any course in Washington state history and government used to
16 fulfill high school graduation requirements is encouraged to include
17 information on the culture, history, and government of the American
18 Indian peoples who were the first inhabitants of the state.

19 (b) The certificate of mastery requirements under section 1 of this
20 act are required for graduation from a public high school but are not
21 the only requirement for graduation.

22 (2) In recognition of the statutory authority of the state board of
23 education to establish and enforce minimum high school graduation
24 requirements, the state board shall periodically reevaluate the
25 graduation requirements and shall report such findings to the
26 legislature in a timely manner as determined by the state board.

27 (3) Pursuant to any requirement for instruction in languages other
28 than English established by the state board of education or a local
29 school district, or both, for purposes of high school graduation,
30 students who receive instruction in American sign language or one or
31 more American Indian languages shall be considered to have satisfied
32 the state or local school district graduation requirement for
33 instruction in one or more languages other than English.

34 (4) If requested by the student and his or her family, a student
35 who has completed high school courses before attending high school
36 shall be given high school credit which shall be applied to fulfilling
37 high school graduation requirements if:

1 (a) The course was taken with high school students, if the academic
2 level of the course exceeds the requirements for seventh and eighth
3 grade classes, and the student has successfully passed by completing
4 the same course requirements and examinations as the high school
5 students enrolled in the class; or

6 (b) The academic level of the course exceeds the requirements for
7 seventh and eighth grade classes and the course would qualify for high
8 school credit, because the course is similar or equivalent to a course
9 offered at a high school in the district as determined by the school
10 district board of directors.

11 (5) Students who have taken and successfully completed high school
12 courses under the circumstances in subsection (4) of this section shall
13 not be required to take an additional competency examination or perform
14 any other additional assignment to receive credit. Subsection (4) of
15 this section shall also apply to students enrolled in high school on
16 April 11, 1990, who took the courses before attending high school.

17 (6) At the college or university level, five quarter or three
18 semester hours equals one high school credit.

19 **Sec. 4.** RCW 28A.655.030 and 2002 c 37 s 1 are each amended to read
20 as follows:

21 The powers and duties of the academic achievement and
22 accountability commission shall include, but are not limited to the
23 following:

24 (1) For purposes of statewide accountability, the commission shall:

25 (a) Adopt and revise performance improvement goals in reading,
26 writing, science, and mathematics by subject and grade level as the
27 commission deems appropriate to improve student learning, once
28 assessments in these subjects are required statewide. The goals shall
29 be consistent with student privacy protection provisions of RCW
30 28A.655.090(7) and shall not conflict with requirements contained in
31 Title I of the federal elementary and secondary education act of 1965,
32 as amended. The goals may be established for all students,
33 economically disadvantaged students, limited English proficient
34 students, students with disabilities, and students from
35 disproportionately academically underachieving racial and ethnic
36 backgrounds. The commission may establish school and school district
37 goals addressing high school graduation rates and dropout reduction

1 goals for students in grades seven through twelve. (~~The goals shall~~
2 ~~be in addition to any goals adopted in RCW 28A.655.050. The commission~~
3 ~~may also revise any goal adopted in RCW 28A.655.050.~~) The commission
4 shall adopt the goals by rule. However, before each goal is
5 implemented, the commission shall present the goal to the education
6 committees of the house of representatives and the senate for the
7 committees' review and comment in a time frame that will permit the
8 legislature to take statutory action on the goal if such action is
9 deemed warranted by the legislature;

10 (b) Identify the scores students must achieve in order to meet the
11 standard on the Washington assessment of student learning and, for high
12 school students, obtain a certificate of mastery. The commission shall
13 also determine student scores that identify levels of student
14 performance below and beyond the standard. The commission shall
15 consider the incorporation of the standard error of measurement into
16 the decision regarding the award of the certificate of mastery. The
17 commission shall set such performance standards and levels in
18 consultation with the superintendent of public instruction and after
19 consideration of any recommendations that may be developed by any
20 advisory committees that may be established for this purpose;

21 (c) Adopt objective, systematic criteria to identify successful
22 schools and school districts and recommend to the superintendent of
23 public instruction schools and districts to be recognized for two types
24 of accomplishments, student achievement and improvements in student
25 achievement. Recognition for improvements in student achievement shall
26 include consideration of one or more of the following accomplishments:

27 (i) An increase in the percent of students meeting standards. The
28 level of achievement required for recognition may be based on the
29 achievement goals established by the legislature under RCW 28A.655.050
30 and the commission under (a) of this subsection;

31 (ii) Positive progress on an improvement index that measures
32 improvement in all levels of the assessment; and

33 (iii) Improvements despite challenges such as high levels of
34 mobility, poverty, English as a second language learners, and large
35 numbers of students in special populations as measured by either the
36 percent of students meeting the standard, or the improvement index.

37 When determining the baseline year or years for recognizing

1 individual schools, the commission may use the assessment results from
2 the initial years the assessments were administered, if doing so with
3 individual schools would be appropriate;

4 (d) Adopt objective, systematic criteria to identify schools and
5 school districts in need of assistance and those in which significant
6 numbers of students persistently fail to meet state standards. In its
7 deliberations, the commission shall consider the use of all statewide
8 mandated criterion-referenced and norm-referenced standardized tests;

9 (e) Identify schools and school districts in which state
10 intervention measures will be needed and a range of appropriate
11 intervention strategies, beginning no earlier than June 30, 2001, and
12 after the legislature has authorized a set of intervention strategies.
13 Beginning no earlier than June 30, 2001, and after the legislature has
14 authorized a set of intervention strategies, at the request of the
15 commission, the superintendent shall intervene in the school or school
16 district and take corrective actions. This chapter does not provide
17 additional authority for the commission or the superintendent of public
18 instruction to intervene in a school or school district;

19 (f) Identify performance incentive systems that have improved or
20 have the potential to improve student achievement;

21 (g) Annually review the assessment reporting system to ensure
22 fairness, accuracy, timeliness, and equity of opportunity, especially
23 with regard to schools with special circumstances and unique
24 populations of students, and a recommendation to the superintendent of
25 public instruction of any improvements needed to the system;

26 (h) Annually report by December 1st to the legislature, the
27 governor, the superintendent of public instruction, and the state board
28 of education on the progress, findings, and recommendations of the
29 commission. The report may include recommendations of actions to help
30 improve student achievement;

31 (i) By December 1, 2000, and by December 1st annually thereafter,
32 report to the education committees of the house of representatives and
33 the senate on the progress that has been made in achieving the reading
34 goal under RCW 28A.655.050 and any additional goals adopted by the
35 commission;

36 (j) Coordinate its activities with the state board of education and
37 the office of the superintendent of public instruction;

1 (k) Seek advice from the public and all interested educational
2 organizations in the conduct of its work; and

3 (1) Establish advisory committees, which may include persons who
4 are not members of the commission;

5 (2) Holding meetings and public hearings, which may include
6 regional meetings and hearings;

7 (3) Hiring necessary staff and determining the staff's duties and
8 compensation. However, the office of the superintendent of public
9 instruction shall provide staff support to the commission until the
10 commission has hired its own staff, and shall provide most of the
11 technical assistance and logistical support needed by the commission
12 thereafter. The office of the superintendent of public instruction
13 shall be the fiscal agent for the commission. The commission may
14 direct the office of the superintendent of public instruction to enter
15 into subcontracts, within the commission's resources, with school
16 districts, teachers, higher education faculty, state agencies, business
17 organizations, and other individuals and organizations to assist the
18 commission in its deliberations; and

19 (4) Receiving per diem and travel allowances as permitted under RCW
20 43.03.050 and 43.03.060.

21 **Sec. 5.** RCW 28A.655.060 and 2001 2nd sp.s. c 20 s 1 are each
22 amended to read as follows:

23 (1) The Washington commission on student learning is hereby
24 established. The primary purposes of the commission are to identify
25 the knowledge and skills all public school students need to know and be
26 able to do based on the student learning goals in RCW 28A.150.210, to
27 develop student assessment and school accountability systems, to review
28 current school district data reporting requirements and make
29 recommendations on what data is necessary for the purposes of
30 accountability and meeting state information needs, and to take other
31 steps necessary to develop a performance-based education system. The
32 commission shall include three members of the state board of education,
33 three members appointed by the governor before July 1, 1992, and five
34 members appointed no later than June 1, 1993, by the governor elected
35 in the November 1992 election. The governor shall appoint a chair from
36 the commission members, and fill any vacancies in gubernatorial
37 appointments that may occur. The state board of education shall fill

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

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

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

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

32 (b)(i) The commission and superintendent of public instruction
33 shall develop a statewide academic assessment system for use in the
34 elementary, middle, and high school years designed to determine if each
35 student has learned the essential academic learning requirements
36 identified in (a) of this subsection. The academic assessment system
37 shall include a variety of assessment methods, including criterion-
38 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	Assessments
	available for	required to be
	voluntary use	administered
	(School years)	(School years)

17
18
19
20
21 **Reading, Writing,**
22 **Communication, Mathematics**

- | | | |
|---------------------|---------|---------|
| - Elementary school | 1996-97 | 1997-98 |
| - Middle school | 1997-98 | 2000-01 |
| - High school | 1998-99 | 2000-01 |

26 **Science**

- | | | |
|---------------------|---------|---------|
| - High school | 2002-03 | 2003-04 |
| - Middle school | 2002-03 | 2003-04 |
| - Elementary school | 2003-04 | 2004-05 |

30 **Social Studies**

- | | | |
|--|---------|---------|
| - Elementary, middle, and
high school | 2004-05 | 2007-08 |
|--|---------|---------|

33 **Arts**

- | | | |
|--------------------------|---------|---------|
| - Middle and high school | 2005-06 | 2008-09 |
| - Elementary school | 2005-06 | 2009-10 |

36 **Health, Fitness**

1 - Middle and high school 2005-06 2008-09

2 - Elementary school 2005-06 2009-10

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

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

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

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

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

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

1 with the essential academic learning requirements and the certificate
2 of mastery;

3 (h) Review current school district data reporting requirements for
4 the purposes of accountability and meeting state information needs.
5 The commission on student learning shall report recommendations to the
6 joint select committee on education restructuring by September 15,
7 1996, on:

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

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

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

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

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

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

35 (iv) An awards program to provide incentives to school staff to
36 help their students learn the essential academic learning requirements,
37 with each school being assessed individually against its own baseline,
38 schools with similar characteristics, and the statewide average.

1 Incentives shall be based on the rate of percentage change of students
2 achieving the essential academic learning requirements and progress on
3 meeting the statewide average. School staff shall determine how the
4 awards will be spent.

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

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

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

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

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

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

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

34 (8)(a) By September 30, 1997, the commission on student learning,
35 the state board of education, and the superintendent of public
36 instruction shall jointly present recommendations to the education
37 committees of the house of representatives and the senate regarding the

1 high school assessments, the certificate of mastery, and high school
2 graduation requirements.

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

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

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

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

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

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

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

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

24 (b) The ad hoc working group shall report its recommendations to
25 the commission on student learning, the state board of education, and
26 the superintendent of public instruction by June 15, 1997. The
27 commission shall report the ad hoc working group's recommendations to
28 the education committees of the house of representatives and senate by
29 July 15, 1997. Final recommendations of the commission on student
30 learning, the state board of education, and the superintendent of
31 public instruction shall be presented to the education committees of
32 the house of representatives and the senate by September 30, 1997.

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

35 **Sec. 6.** RCW 28A.655.070 and 1999 c 388 s 501 are each amended to
36 read as follows:

37 (1) The superintendent of public instruction shall identify the

1 knowledge and skills all public school students need to know and be
2 able to do based on the student learning goals in RCW 28A.150.210,
3 develop student assessments, and implement the accountability
4 recommendations and requests regarding assistance, rewards, and
5 recognition of the academic achievement and accountability commission.

6 (2) The superintendent of public instruction shall periodically
7 revise the essential academic learning requirements, as needed, based
8 on the student learning goals in RCW 28A.150.210. Goals one and two
9 shall be considered primary. To the maximum extent possible, the
10 superintendent shall integrate goal four and the knowledge and skill
11 areas in the other goals in the essential academic learning
12 requirements.

13 (3) In consultation with the academic achievement and
14 accountability commission, the superintendent of public instruction
15 shall maintain and continue to develop and revise a statewide academic
16 assessment system for use in the elementary, middle, and high school
17 years designed to determine if each student has mastered the essential
18 academic learning requirements identified in subsection (1) of this
19 section. The academic assessment system shall include:

20 (a) A variety of assessment methods, including criterion-referenced
21 and performance-based measures; and

22 (b) One or more alternative means, including an appeals process, to
23 demonstrate achievement of the state standards for the high school
24 assessment system.

25 (4) The assessment system shall be designed so that the results
26 under the assessment system are used by educators as tools to evaluate
27 instructional practices, and to initiate appropriate educational
28 support for students who have not mastered the essential academic
29 learning requirements at the appropriate periods in the student's
30 educational development. In order to assist teachers in their efforts
31 to provide educational support to individual students, including
32 students seeking a certificate of mastery, the superintendent of public
33 instruction shall provide as much individual student performance
34 information as possible within the constraints of the assessment
35 system's item bank. The superintendent shall also provide to school
36 districts information on classroom-based and other assessments that may
37 provide additional achievement information for individual students.

1 (5) To the maximum extent possible, the superintendent shall
2 integrate knowledge and skill areas in development of the assessments.

3 (6) Assessments for goals three and four of RCW 28A.150.210 shall
4 be integrated in the essential academic learning requirements and
5 assessments for goals one and two.

6 (7) The superintendent shall develop assessments that are directly
7 related to the essential academic learning requirements, and are not
8 biased toward persons with different learning styles, racial or ethnic
9 backgrounds, or on the basis of gender.

10 (8) The superintendent shall consider methods to address the unique
11 needs of special education students when developing the assessments
12 under this section.

13 (9) The superintendent shall consider methods to address the unique
14 needs of highly capable students when developing the assessments under
15 this section.

16 (10) The superintendent shall determine the validity and
17 reliability of each content area assessment of the high school
18 assessment system, including whether each of the content areas is
19 sufficiently valid and reliable to use for the purposes of the
20 certificate of mastery.

21 NEW SECTION. Sec. 7. If any provision of this act or its
22 application to any person or circumstance is held invalid, the
23 remainder of the act or the application of the provision to other
24 persons or circumstances is not affected.

25 NEW SECTION. Sec. 8. This act is necessary for the immediate
26 preservation of the public peace, health, or safety, or support of the
27 state government and its existing public institutions, and takes effect
28 immediately.

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