
SUBSTITUTE HOUSE BILL 2124

State of Washington 58th Legislature 2003 Regular Session

By House Committee on Education (originally sponsored by Representatives Quall, Talcott, McDermott, Tom, Haigh, Cox, Rockefeller, Hunter, Santos, Edwards and Anderson)

READ FIRST TIME 03/05/03.

1 AN ACT Relating to high school graduation requirements; amending
2 RCW 28A.230.090, 28A.655.030, 28A.655.060, and 28A.655.070; adding a
3 new section to chapter 28A.655 RCW; creating a new section; and
4 declaring 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 Washington assessment of student learning
10 in reading, writing, mathematics, and science shall lead to a
11 certificate of academic proficiency. The certificate of academic
12 proficiency shall be obtained by most students at about the age of
13 sixteen, and is evidence that the students have successfully met the
14 state standard in the content areas included in the certificate. The
15 certificate of academic proficiency is required for graduation from a
16 public high school but is not the only requirement for graduation.

17 (2) The high school assessment system shall include but need not be
18 limited to the Washington assessment of student learning, opportunities
19 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 and mathematics content areas of the high
6 school Washington assessment of student learning is required for
7 graduation from a public high school in the state of Washington and,
8 until the provisions of subsection (4) of this section take effect,
9 shall lead to a certificate of academic proficiency.

10 (4) Beginning with the graduating class of 2010, successful
11 completion of the writing and science content areas of the high school
12 Washington assessment of student learning are required for graduation
13 from a public high school in the state of Washington.

14 (5) Beginning with the graduating class of 2010, successful
15 completion of the reading, writing, mathematics, and science content
16 areas of the high school Washington assessment of student learning
17 shall lead to a certificate of academic proficiency.

18 (6) The state board of education may not require the acquisition of
19 the certificate of academic proficiency for students in home-based
20 instruction under chapter 28A.200 RCW or for students enrolled in
21 private schools under chapter 28A.195 RCW.

22 (7) A student may retain and use the highest result from each
23 successfully completed content area of the high school assessment.

24 (8) Beginning with the graduating class of 2008, if a student takes
25 the high school assessment but is not successful in one or more content
26 areas required for the certificate of academic proficiency, the student
27 may retake the assessment in that content area one or more times at no
28 cost to the student and may choose one or more of the following
29 options:

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

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

1 (c) To use an alternative means developed and approved by the
2 superintendent of public instruction to demonstrate achievement of the
3 standards for that content area if the student has retaken the
4 assessment in that content area at least once.

5 (9) Opportunities for retaking the high school assessment shall
6 begin no later than the spring 2004 administration of the assessment,
7 subject to available funding. Beginning no later than 2006,
8 opportunities to retake the assessment in the fall shall be available
9 in each school district. In addition, subject to available funding,
10 beginning no later than 2006, the results of the spring administration
11 of the assessment shall be available to students, parents, and schools
12 before June 1st of each year.

13 (10) Beginning no later than September 1, 2006, subject to
14 available funding, alternative means to demonstrate academic
15 proficiency and an appeal option shall be in place in each school
16 district.

17 (11) Beginning no later than September 1, 2006, each school
18 district shall prepare a high school graduation plan for each student
19 in grades eight through twelve who is not successful in one or more
20 content areas of the Washington assessment of student learning for the
21 student's grade level. The plan shall include, but need not be limited
22 to, the courses, competencies, and other steps needed by the student to
23 meet state academic standards and stay on track for graduation.
24 Progress on the plan shall be reported at least once a year to the
25 student and the student's parents or guardian.

26 (12)(a) By July 1, 2004, the state board of education shall report
27 to the governor and the house of representatives and senate education
28 committees on whether the high school assessment system in the content
29 areas of reading and mathematics is a sufficiently valid and reliable
30 measure of the essential academic learning requirements to be used to
31 make consistent decisions about whether individual students have met
32 the performance standards related to the essential academic learning
33 requirements and earned a certificate of academic proficiency. In the
34 report, the state board shall recommend any actions necessary to
35 increase the validity and reliability of any assessment system content
36 area that the state board believes is not sufficiently valid and
37 reliable to be used for individual student decisions.

1 (b) By December 15, 2005, the state board shall report to the
2 governor and the house of representatives and senate education
3 committees on the readiness of the education system to support the
4 inclusion of the writing and science content areas as graduation
5 requirements for the class of 2010. In the report, the state board
6 shall recommend any actions necessary to increase the validity and
7 reliability of the writing and science content areas if the state board
8 believes that the assessment for writing and science are not yet
9 sufficiently valid and reliable to be used for individual student
10 decisions related to the certificate of academic proficiency.

11 (c) In making this determination, the state board shall consider
12 the following for each of the content areas included in the certificate
13 of academic proficiency:

14 (i) The validity and reliability of the high school Washington
15 assessment of student learning for the content areas included in the
16 certificate;

17 (ii) The availability of retakes;

18 (iii) The availability of alternative means by which a student may
19 demonstrate that the student has met the standard; and

20 (iv) Other information relevant to ensuring that Washington's
21 students have been given an opportunity to learn the content areas
22 covered by the certificate of academic proficiency.

23 NEW SECTION. **Sec. 2.** (1) Before the results of the 2004 high
24 school assessment of student learning are reported to school districts,
25 the academic achievement and accountability commission shall review and
26 adjust, if necessary, the cut scores needed to meet the high school
27 standards and obtain a certificate of academic proficiency as provided
28 in section 1 of this act. The commission shall include in its review
29 consideration of the use of the standard error of measurement into the
30 decision regarding the award of the certificate of academic
31 proficiency. By November 30, 2004, the commission shall report its
32 decision to the governor, the superintendent of public instruction, and
33 the house of representatives and senate education committees. To
34 assist in its deliberations, the commission shall seek advice from a
35 committee that includes parents, practicing classroom teachers and
36 principals, administrators, staff, and other interested parties.

1 (2) The office of the superintendent of public instruction shall
2 develop alternative assessment options, procedures, and criteria,
3 including an appeals process, to help determine whether students who
4 were not successful in one or more of the content areas of the high
5 school assessment can demonstrate that they meet state standards
6 through another objectively evaluated means. In its deliberations, the
7 office shall consult with parents, administrators, practicing classroom
8 teachers including teachers in career and technical education,
9 practicing principals, appropriate agencies, professional
10 organizations, assessment experts, and other interested parties.

11 (a) By July 1, 2004, the office shall report its recommendations
12 for alternative assessments and appeals, including possible options, to
13 the governor and the house of representatives and senate education
14 committees.

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

18 (3) The office of the superintendent of public instruction shall
19 convene three task forces to provide advice to policymakers on the
20 certificate of academic proficiency graduation requirements. By
21 September 1, 2003, each of the task forces shall provide the office
22 with an initial report on its progress. By November 30, 2003, each of
23 the task forces shall provide a copy of its recommendations to the
24 governor, the superintendent of public instruction, the state board of
25 education, and the house of representatives and senate education
26 committees. In addition:

27 (a) One task force shall provide advice on the appropriate
28 application of the certificate of academic proficiency requirement to
29 special education students. The task force shall also recommend one or
30 more ways to acknowledge the accomplishments of students who meet the
31 requirements of the students' individual education plans but who do not
32 earn a certificate of academic proficiency. The task force shall
33 include but need not be limited to parents, administrators, practicing
34 classroom teachers and principals, and representatives of organizations
35 interested in special education, including representatives from
36 nonprofit organizations representing students with a variety of
37 disabilities, special education students, students under five hundred
38 and four plans, and different learners;

1 (b) One task force shall provide advice on the appropriate
2 application of the certificate of academic proficiency requirement to
3 students with limited English proficiency. The task force shall also
4 recommend one or more ways to acknowledge the accomplishments of
5 limited English proficient students who meet every state and local
6 graduation requirement except that of the certificate of academic
7 proficiency. The task force shall include but need not be limited to
8 parents, administrators, practicing classroom teachers and principals,
9 and representatives of organizations interested in the education of
10 limited English proficient students;

11 (c) One task force shall recommend best practices that schools may
12 use with middle, junior high, and high school students who need
13 additional assistance to meet the requirements of the certificate of
14 academic proficiency. The task force shall include, but need not be
15 limited to district administrators, practicing teachers including
16 teachers in career and technical education, practicing middle and high
17 school principals, parents, counselors, and representatives of
18 organizations interested in special education. The task force shall
19 examine ways that current programs and student counseling efforts can
20 be adjusted to meet student assistance needs and identify additional
21 tools needed by the system for that purpose. The task force also shall
22 examine how the high school graduation plan in section 1(11) of this
23 act could:

24 (i) Be developed in consultation with the student and the student's
25 parent or guardian;

26 (ii) Address, at a minimum, any courses, competencies, or other
27 steps needed by a student to demonstrate achievement of the state
28 standards for that content area;

29 (iii) Be used to help guide a student who meets every graduation
30 requirement except the acquisition of a certificate of academic
31 proficiency; and

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

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

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

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

7 (b) The certificate of academic proficiency requirements under
8 section 1 of this act are required for graduation from a public high
9 school but are not the only requirements for graduation.

10 (c) The state board may not require a student plan as a condition
11 for graduation.

12 (2) In recognition of the statutory authority of the state board of
13 education to establish and enforce minimum high school graduation
14 requirements, the state board shall periodically reevaluate the
15 graduation requirements and shall report such findings to the
16 legislature in a timely manner as determined by the state board.

17 (3) Pursuant to any requirement for instruction in languages other
18 than English established by the state board of education or a local
19 school district, or both, for purposes of high school graduation,
20 students who receive instruction in American sign language or one or
21 more American Indian languages shall be considered to have satisfied
22 the state or local school district graduation requirement for
23 instruction in one or more languages other than English.

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

28 (a) The course was taken with high school students, if the academic
29 level of the course exceeds the requirements for seventh and eighth
30 grade classes, and the student has successfully passed by completing
31 the same course requirements and examinations as the high school
32 students enrolled in the class; or

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

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

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

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

11 The powers and duties of the academic achievement and
12 accountability commission shall include, but are not limited to the
13 following:

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

15 (a) Adopt and revise performance improvement goals in reading,
16 writing, science, and mathematics by subject and grade level as the
17 commission deems appropriate to improve student learning, once
18 assessments in these subjects are required statewide. The goals shall
19 be consistent with student privacy protection provisions of RCW
20 28A.655.090(7) and shall not conflict with requirements contained in
21 Title I of the federal elementary and secondary education act of 1965,
22 as amended. The goals may be established for all students,
23 economically disadvantaged students, limited English proficient
24 students, students with disabilities, and students from
25 disproportionately academically underachieving racial and ethnic
26 backgrounds. The commission may establish school and school district
27 goals addressing high school graduation rates and dropout reduction
28 goals for students in grades seven through twelve. (~~The goals shall
29 be in addition to any goals adopted in RCW 28A.655.050. The commission
30 may also revise any goal adopted in RCW 28A.655.050.~~) The commission
31 shall adopt the goals by rule. However, before each goal is
32 implemented, the commission shall present the goal to the education
33 committees of the house of representatives and the senate for the
34 committees' review and comment in a time frame that will permit the
35 legislature to take statutory action on the goal if such action is
36 deemed warranted by the legislature;

1 (b) Identify the scores students must achieve in order to meet the
2 standard on the Washington assessment of student learning and, for high
3 school students, obtain a certificate of academic proficiency. The
4 commission shall also determine student scores that identify levels of
5 student performance below and beyond the standard. The commission
6 shall consider the incorporation of the standard error of measurement
7 into the decision regarding the award of the certificate of academic
8 proficiency. The commission shall set such performance standards and
9 levels in consultation with the superintendent of public instruction
10 and after consideration of any recommendations that may be developed by
11 any advisory committees that may be established for this purpose;

12 (c) Adopt objective, systematic criteria to identify successful
13 schools and school districts and recommend to the superintendent of
14 public instruction schools and districts to be recognized for two types
15 of accomplishments, student achievement and improvements in student
16 achievement. Recognition for improvements in student achievement shall
17 include consideration of one or more of the following accomplishments:

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

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

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

28 When determining the baseline year or years for recognizing
29 individual schools, the commission may use the assessment results from
30 the initial years the assessments were administered, if doing so with
31 individual schools would be appropriate;

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

37 (e) Identify schools and school districts in which state
38 intervention measures will be needed and a range of appropriate

1 intervention strategies, beginning no earlier than June 30, 2001, and
2 after the legislature has authorized a set of intervention strategies.
3 Beginning no earlier than June 30, 2001, and after the legislature has
4 authorized a set of intervention strategies, at the request of the
5 commission, the superintendent shall intervene in the school or school
6 district and take corrective actions. This chapter does not provide
7 additional authority for the commission or the superintendent of public
8 instruction to intervene in a school or school district;

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

11 (g) Annually review the assessment reporting system to ensure
12 fairness, accuracy, timeliness, and equity of opportunity, especially
13 with regard to schools with special circumstances and unique
14 populations of students, and a recommendation to the superintendent of
15 public instruction of any improvements needed to the system;

16 (h) Annually report by December 1st to the legislature, the
17 governor, the superintendent of public instruction, and the state board
18 of education on the progress, findings, and recommendations of the
19 commission. The report may include recommendations of actions to help
20 improve student achievement;

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

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

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

30 (l) Establish advisory committees, which may include persons who
31 are not members of the commission;

32 (2) Holding meetings and public hearings, which may include
33 regional meetings and hearings;

34 (3) Hiring necessary staff and determining the staff's duties and
35 compensation. However, the office of the superintendent of public
36 instruction shall provide staff support to the commission until the
37 commission has hired its own staff, and shall provide most of the
38 technical assistance and logistical support needed by the commission

1 thereafter. The office of the superintendent of public instruction
2 shall be the fiscal agent for the commission. The commission may
3 direct the office of the superintendent of public instruction to enter
4 into subcontracts, within the commission's resources, with school
5 districts, teachers, higher education faculty, state agencies, business
6 organizations, and other individuals and organizations to assist the
7 commission in its deliberations; and

8 (4) Receiving per diem and travel allowances as permitted under RCW
9 43.03.050 and 43.03.060.

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

12 (1) The Washington commission on student learning is hereby
13 established. The primary purposes of the commission are to identify
14 the knowledge and skills all public school students need to know and be
15 able to do based on the student learning goals in RCW 28A.150.210, to
16 develop student assessment and school accountability systems, to review
17 current school district data reporting requirements and make
18 recommendations on what data is necessary for the purposes of
19 accountability and meeting state information needs, and to take other
20 steps necessary to develop a performance-based education system. The
21 commission shall include three members of the state board of education,
22 three members appointed by the governor before July 1, 1992, and five
23 members appointed no later than June 1, 1993, by the governor elected
24 in the November 1992 election. The governor shall appoint a chair from
25 the commission members, and fill any vacancies in gubernatorial
26 appointments that may occur. The state board of education shall fill
27 any vacancies of state board of education appointments that may occur.
28 In making the appointments, educators, business leaders, and parents
29 shall be represented, and nominations from statewide education,
30 business, and parent organizations shall be requested. Efforts shall
31 be made to ensure that the commission reflects the racial and ethnic
32 diversity of the state's K-12 student population and that the major
33 geographic regions in the state are represented. Appointees shall be
34 qualified individuals who are supportive of educational restructuring,
35 who have a positive record of service, and who will devote sufficient
36 time to the responsibilities of the commission to ensure that the
37 objectives of the commission are achieved.

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

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

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

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

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

1 (iii) Assessments measuring the essential academic learning
 2 requirements shall be available for voluntary use by school districts
 3 and shall be required to be administered by school districts according
 4 to the following schedule unless the legislature takes action to delay
 5 or prevent implementation of the assessment system and essential
 6 academic learning requirements.

7 **Assessments Assessments**
 8 **available for required to be**
 9 **voluntary use administered**
 10 **(School years) (School years)**

11	Reading, Writing,		
12	Communication, Mathematics		
13	- Elementary school	1996-97	1997-98
14	- Middle school	1997-98	2000-01
15	- High school	1998-99	2000-01
16	Science		
17	- High school	2002-03	2003-04
18	- Middle school	2002-03	2003-04
19	- Elementary school	2003-04	2004-05
20	Social Studies		
21	- Elementary, middle, and	2004-05	2007-08
22	high school		
23	Arts		
24	- Middle and high school	2005-06	2008-09
25	- Elementary school	2005-06	2009-10
26	Health, Fitness		
27	- Middle and high school	2005-06	2008-09
28	- Elementary school	2005-06	2009-10

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

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

35 Assessments for goals three and four of RCW 28A.150.210 shall be

1 integrated in the essential academic learning requirements and
2 assessments for goals one and two.

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

12 (vi) The commission and the superintendent of public instruction
13 shall develop assessments that are directly related to the essential
14 academic learning requirements, and are not biased toward persons with
15 different learning styles, racial or ethnic backgrounds, or on the
16 basis of gender;

17 ~~(c) ((After a determination is made by the state board of education
18 that the high school assessment system has been implemented and that it
19 is sufficiently reliable and valid, successful completion of the high
20 school assessment shall lead to a certificate of mastery. The
21 certificate of mastery shall be obtained by most students at about the
22 age of sixteen, and is evidence that the student has successfully
23 mastered the essential academic learning requirements during his or her
24 educational career. The certificate of mastery shall be required for
25 graduation but shall not be the only requirement for graduation. The
26 commission shall make recommendations to the state board of education
27 regarding the relationship between the certificate of mastery and high
28 school graduation requirements.))~~ Upon achieving the certificate of
29 ~~((mastery))~~ academic proficiency, schools shall provide students with
30 the opportunity to pursue career and educational objectives through
31 educational pathways that emphasize integration of academic and
32 vocational education. Educational pathways may include, but are not
33 limited to, programs such as work-based learning, school-to-work
34 transition, tech prep, vocational-technical education, running start,
35 and preparation for technical college, community college, or university
36 education. Any middle school, junior high school, or high school using
37 educational pathways shall ensure that all participating students will
38 continue to have access to the courses and instruction necessary to

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

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

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

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

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

32 (h) Review current school district data reporting requirements for
33 the purposes of accountability and meeting state information needs.
34 The commission on student learning shall report recommendations to the
35 joint select committee on education restructuring by September 15,
36 1996, on:

37 (i) What data is necessary to compare how school districts are
38 performing before the essential academic learning requirements and the

1 assessment system are implemented with how school districts are
2 performing after the essential academic learning requirements and the
3 assessment system are implemented; and

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

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

9 (i) A statewide accountability system to monitor and evaluate
10 accurately and fairly at elementary, middle, and high schools the level
11 of learning occurring in individual schools and school districts with
12 regard to the goals included in RCW 28A.150.210 (1) through (4). The
13 accountability system must assess each school individually against its
14 own baseline, schools with similar characteristics, and schools
15 statewide. The system shall include school-site, school district, and
16 state-level accountability reports;

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

21 (iii) A system to intervene in schools and school districts in
22 which significant numbers of students persistently fail to learn the
23 essential academic learning requirements or meet the standards
24 established for the elementary, middle school, and high school
25 assessments; and

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

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

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

5 (k) Make recommendations to the legislature and take other actions
6 necessary or desirable to help students meet the student learning
7 goals.

8 (4) The commission shall coordinate its activities with the state
9 board of education and the office of the superintendent of public
10 instruction.

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

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

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

25 (8)(a) By September 30, 1997, the commission on student learning,
26 the state board of education, and the superintendent of public
27 instruction shall jointly present recommendations to the education
28 committees of the house of representatives and the senate regarding the
29 high school assessments, the certificate of (~~mastery~~) academic
30 proficiency, and high school graduation requirements.

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

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

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

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

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

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

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

12 (vii) Should the assessments and certificate of (~~mastery~~)
13 academic proficiency be used to satisfy college or university entrance
14 criteria for public school students? If yes, how should these methods
15 be phased-in?

16 (b) The ad hoc working group shall report its recommendations to
17 the commission on student learning, the state board of education, and
18 the superintendent of public instruction by June 15, 1997. The
19 commission shall report the ad hoc working group's recommendations to
20 the education committees of the house of representatives and senate by
21 July 15, 1997. Final recommendations of the commission on student
22 learning, the state board of education, and the superintendent of
23 public instruction shall be presented to the education committees of
24 the house of representatives and the senate by September 30, 1997.

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

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

29 (1) The superintendent of public instruction shall identify the
30 knowledge and skills all public school students need to know and be
31 able to do based on the student learning goals in RCW 28A.150.210,
32 develop student assessments, and implement the accountability
33 recommendations and requests regarding assistance, rewards, and
34 recognition of the academic achievement and accountability commission.

35 (2) The superintendent of public instruction shall periodically
36 revise the essential academic learning requirements, as needed, based
37 on the student learning goals in RCW 28A.150.210. Goals one and two

1 shall be considered primary. To the maximum extent possible, the
2 superintendent shall integrate goal four and the knowledge and skill
3 areas in the other goals in the essential academic learning
4 requirements.

5 (3) In consultation with the academic achievement and
6 accountability commission, the superintendent of public instruction
7 shall maintain and continue to develop and revise a statewide academic
8 assessment system for use in the elementary, middle, and high school
9 years designed to determine if each student has mastered the essential
10 academic learning requirements identified in subsection (1) of this
11 section. The academic assessment system shall include:

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

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

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

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

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

36 (7) The superintendent shall develop assessments that are directly
37 related to the essential academic learning requirements, and are not

1 biased toward persons with different learning styles, racial or ethnic
2 backgrounds, or on the basis of gender.

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

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

9 NEW SECTION. **Sec. 7.** If any provision of this act or its
10 application to any person or circumstance is held invalid, the
11 remainder of the act or the application of the provision to other
12 persons or circumstances is not affected.

13 NEW SECTION. **Sec. 8.** This act is necessary for the immediate
14 preservation of the public peace, health, or safety, or support of the
15 state government and its existing public institutions, and takes effect
16 immediately.

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