

CERTIFICATION OF ENROLLMENT  
ENGROSSED SUBSTITUTE HOUSE BILL 2300

55th Legislature  
1998 Regular Session

Passed by the House February 17, 1998  
Yeas 96 Nays 0

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Speaker of the  
House of Representatives

Passed by the Senate March 6, 1998  
Yeas 47 Nays 0

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President of the Senate

Approved

\_\_\_\_\_  
Governor of the State of Washington

CERTIFICATE

I, Timothy A. Martin, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE HOUSE BILL 2300** as passed by the House of Representatives and the Senate on the dates hereon set forth.

\_\_\_\_\_  
Chief Clerk

FILED

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Secretary of State  
State of Washington

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ENGROSSED SUBSTITUTE HOUSE BILL 2300

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Passed Legislature - 1998 Regular Session

State of Washington

55th Legislature

1998 Regular Session

By House Committee on Education (originally sponsored by Representatives Johnson, Keiser, Huff, Talcott, Hickel, Carrell, Linville, Lisk, Voloria, Skinner, Cairnes, Mason, Lambert, Mulliken, Backlund, Mitchell, Wolfe, Constantine, Kastama, Kenney, Gardner, Benson, Ogden, Butler, Carlson, Kessler, Costa, Anderson, Conway, Lantz and McDonald)

Read first time 01/27/98. Referred to Committee on .

1 AN ACT Relating to educational pathways; amending RCW 28A.630.885;  
2 adding a new section to chapter 28A.600 RCW; and providing an  
3 expiration date.

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

5 **Sec. 1.** RCW 28A.630.885 and 1997 c 268 s 1 are each amended to  
6 read as follows:

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

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

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

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

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

34 (b)(i) The commission shall present to the state board of education  
35 and superintendent of public instruction a state-wide academic  
36 assessment system for use in the elementary, middle, and high school  
37 years designed to determine if each student has mastered the essential  
38 academic learning requirements identified in (a) of this subsection.  
39 The academic assessment system shall include a variety of assessment

1 methods, including criterion-referenced and performance-based measures.  
2 Performance standards for determining if a student has successfully  
3 completed an assessment shall be initially determined by the commission  
4 in consultation with the advisory committees required in subsection (2)  
5 of this section.

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

12 (iii) Assessments measuring the essential academic learning  
13 requirements developed for RCW 28A.150.210(1) and the mathematics  
14 component of RCW 28A.150.210(2) referred to in this section as reading,  
15 writing, communications, and mathematics shall be developed and  
16 initially implemented by the commission before transferring the  
17 assessment system to the superintendent of public instruction on June  
18 30, 1999. The elementary assessments for reading, writing,  
19 communications, and mathematics shall be available for use by school  
20 districts no later than the 1996-97 school year, the middle school  
21 assessment no later than the 1997-98 school year, and the high school  
22 assessment no later than the 1998-99 school year, unless the  
23 legislature takes action to delay or prevent implementation of the  
24 assessment system and essential academic learning requirements.  
25 Assessments measuring the essential academic learning requirements  
26 developed for the science component of RCW 28A.150.210(2) at the middle  
27 school and high school levels shall be available for use by districts  
28 no later than the 1998-99 school year unless the legislature takes  
29 action to delay or prevent implementation of the assessment system and  
30 essential academic learning requirements.

31 The completed assessments and assessments still in development  
32 shall be transferred to the superintendent of public instruction by  
33 June 30, 1999, unless the legislature takes action to delay  
34 implementation of the assessment system and essential academic learning  
35 requirements. The superintendent shall continue the development of  
36 assessments on the following schedule: The history, civics, and  
37 geography assessments at the middle and high school levels shall be  
38 available for use by districts no later than (~~the~~) the 2000-01  
39 school year; the arts assessment for middle and high school levels

1 shall be available for use by districts no later than (~~{the}~~) the  
2 2000-01 school year; and the health and fitness assessments for middle  
3 and high school levels shall be available no later than the 2001-02  
4 school year. The elementary science assessment shall be available for  
5 use by districts not later than the 2001-02 school year. The  
6 commission or the superintendent, as applicable, shall upon request,  
7 provide opportunities for the education committees of the house of  
8 representatives and the senate to review the assessments and proposed  
9 modifications to the essential academic learning requirements before  
10 the modifications are adopted. By December 15, 1998, the commission on  
11 student learning shall recommend to the appropriate committees of the  
12 legislature a revised timeline for implementing these assessments and  
13 when the school districts should be required to participate. All  
14 school districts shall be required to participate in the history,  
15 civics, geography, arts, health, fitness, and elementary science  
16 assessments in the third year after the assessments are available to  
17 school districts.

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

20 (iv) Assessments for goals three and four of RCW 28A.150.210 shall  
21 be integrated in the essential academic learning requirements and  
22 assessments for goals one and two. Before the 1997-98 school year, the  
23 elementary assessment system in reading, writing, communications, and  
24 mathematics shall be optional. School districts that desire to  
25 participate before the 1997-98 school year shall notify the commission  
26 on student learning in a manner determined by the commission.  
27 Beginning in the 1997-98 school year, school districts shall be  
28 required to participate in the elementary assessment system for  
29 reading, writing, communications, and mathematics. Before the 2000-01  
30 school year, participation by school districts in the middle school and  
31 high school assessment system for reading, writing, communications,  
32 mathematics, and science shall be optional. School districts that  
33 desire to participate before the 1998-99 school year shall notify the  
34 commission on student learning in a manner determined by the commission  
35 on student learning. Schools that desire to participate after the  
36 1998-99 school year, shall notify the superintendent of public  
37 instruction in a manner determined by the superintendent. Beginning in  
38 the 2000-01 school year, all school districts shall be required to

1 participate in the assessment system for reading, writing,  
2 communications, mathematics, and science.

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

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

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

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

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

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

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

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

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

33 (i) What data is necessary to compare how school districts are  
34 performing before the essential academic learning requirements and the  
35 assessment system are implemented with how school districts are  
36 performing after the essential academic learning requirements and the  
37 assessment system are implemented; and

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

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

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

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

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

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

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

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

1 (k) Make recommendations to the legislature and take other actions  
2 necessary or desirable to help students meet the student learning  
3 goals.

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

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

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

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

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

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

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

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

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

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

38 (v) What options may be used in demonstrating how the results of  
39 the assessments will be displayed in a way that is meaningful to

1 students, parents, institutions of higher education, and potential  
2 employers?

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

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

9 (b) The ad hoc working group shall report its recommendations to  
10 the commission on student learning, the state board of education, and  
11 the superintendent of public instruction by June 15, 1997. The  
12 commission shall report the ad hoc working group's recommendations to  
13 the education committees of the house of representatives and senate by  
14 July 15, 1997. Final recommendations of the commission on student  
15 learning, the state board of education, and the superintendent of  
16 public instruction shall be presented to the education committees of  
17 the house of representatives and the senate by September 30, 1997.

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

20 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.600  
21 RCW to read as follows:

22 Any middle school, junior high school, or high school using  
23 educational pathways shall ensure that all participating students will  
24 continue to have access to the courses and instruction necessary to  
25 meet admission requirements at baccalaureate institutions. Students  
26 shall be allowed to enter the educational pathway of their choice.  
27 Before accepting a student into an educational pathway, the school  
28 shall inform the student's parent of the pathway chosen, the  
29 opportunities available to the student through the pathway, and the  
30 career objectives the student will have exposure to while pursuing the  
31 pathway. Parents and students dissatisfied with the opportunities  
32 available through the selected educational pathway shall be provided  
33 with the opportunity to transfer the student to any other pathway  
34 provided in the school. Schools may not develop educational pathways  
35 that retain students in high school beyond the date they are eligible  
36 to graduate, and may not require students who transfer between pathways  
37 to complete pathway requirements beyond the date the student is  
38 eligible to graduate. Educational pathways may include, but are not

1 limited to, programs such as work-based learning, school-to-work  
2 transition, tech prep, vocational-technical education, running start,  
3 and preparation for technical college, community college, or university  
4 education.

5 NEW SECTION. **Sec. 3.** Section 1 of this act expires June 30, 1999.

--- END ---