

# **HOUSE BILL ANALYSIS**

## **HB 2849**

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**Title:** *An act relating to student achievement accountability.*

**Brief Description:** *Enhancing student achievement accountability.*

**Sponsors:** *Representatives Talcott, Johnson, B. Thomas, Kastama, L. Thomas, Benson, Lambert, Alexander, Robertson, Pennington, McDonald, Lisk, Cairnes, Radcliff, Ballasiotes, Zellinsky, Backlund, D. Schmidt, Delvin, Carlson, Sump, Chandler, Smith and Thompson.*

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### **HOUSE COMMITTEE ON EDUCATION**

**Meeting Date:** *January 27, 1998.*

**Bill Analysis Prepared by:** *Susan Morrissey (786-7111).*

**Background:** On November 1, 1997, the Commission on Student Learning presented to the Legislature the commission's recommendations on K-4 reading accountability. The recommendations were developed by the commission's accountability task force and adopted unanimously by the commission. In its letter transmitting the recommendations, the commission stated that it would complete recommendations for the overall accountability system in 1998, including provisions for rewards, assistance and intervention. The commission recommended that the Legislature defer action on rewards and sanctions until the full report is completed.

The commission and its task force recommended that each school board develop a three-year, district-wide goal to increase by at least 25 percent the percentage of students who meet or exceed the fourth grade reading standard on the fourth grade assessment. Each school board would also specify annual district-wide increments toward the goal. Each elementary school in the district would establish its own goal for fourth grade students. Those goals would be approved by the school board. The aggregate of the goals adopted by each school would meet or exceed the district-wide improvement goal.

The commission and its task force also recommended a system for each school board to use to disseminate information about its goals to the Superintendent of Public Instruction (SPI), the media, parents, guardians, and other interested parties. Finally, the commission and its task force recommended that, by the end of the three-year period covered by the goals, SPI and the school districts review progress toward achieving the goals and reset goals for the next three-year period.

**Summary of Bill:**

## ***ESTABLISHMENT OF READING ACCOUNTABILITY GOALS***

Each school board will meet new requirements to improve young students' reading skills and to report on the district's improvement efforts to parents and other interested parties. Each school board will meet the following requirements:

- } Establish a three-year district-wide goal to increase by at least one-third the percentage of students who meet or exceed the reading standard on the fourth grade assessment of student learning;
- } Specify yearly district-wide percentage improvements toward the goal;
- } Approve three-year goals adopted by each elementary school in the district. The aggregate of the goals adopted by each school must meet or exceed the district-wide improvement goal.
- } Use the district's results on either the 1997 or 1998 fourth-grade test as the baseline for improvement.
- } Report on the district's reading improvement goals and on its plans for and progress toward meeting the goals. The reports will be distributed to parents, community members, the Superintendent of Public Instruction (SPI) and the press. The legislation specifies how often the board must report to each entity and the contents and method of communication for each report.

School district and elementary school reading improvement goals must be developed by December 15, 1998. By December 1, 2000, the SPI will report to the House and Senate Education Committees on the progress that has been made toward achieving the three-year reading goal. The report will include recommendations on setting reading goals for the ensuing three years.

These requirements expire on July 1, 2006.

## ***ADMINISTRATION OF READING ASSESSMENTS***

Beginning with the 1998-99 school year, districts will administer the second grade reading test annually during the Fall. Existing language that encouraged districts to conduct a second grade test is removed.

SPI will prepare and conduct a norm-referenced standardized achievement test for third grade students. A preevaluation will be given in the Fall. A postevaluation will be given in Spring. The test will allow parents to compare their children's achievement levels over course of the school year. SPI will report to the Legislature annually on the third grade rather than fourth grade test results.

## ***REPORTING ASSESSMENT RESULTS***

By August 1 of each year beginning in 1998, SPI will report the results of the fourth grade assessment to schools, school districts, and the Legislature. SPI will also post test results for each school on the superintendent's Internet site. The reports will include results by school and school district, including changes over time.

These requirements expire on July 1, 2006.

**Appropriation:** *None.*

**Fiscal Note:** *Requested on January 23, 1998.*

**Effective Date:** *Ninety days after adjournment of session in which bill is passed.*