

2 **SSB 5418 - H AMD 276 ADOPTED 4-24-99**
3 By Representative Talcott and Quall

4

5 Strike everything after the enacting clause and insert the
6 following:

7 **"INTENT**

8 NEW SECTION. **Sec. 1.** INTENT. The legislature finds that the
9 purpose of Washington's accountability system is to improve student
10 learning and student achievement of the essential academic learning
11 requirement standards so that each individual student will be given the
12 opportunity to become a responsible citizen and successfully live,
13 learn, and work in the twenty-first century. To achieve this purpose,
14 the accountability system should be based on student achievement and
15 continuous improvement at all levels of Washington's education system
16 and on a fundamental principle that all public school students have
17 access to curriculum and instruction that is aligned to the standards.

18 The legislature further finds that the accountability system should
19 rely on local responsibility and leadership. Districts and schools
20 should be expected to improve and be evaluated based on their
21 improvement over time. Districts should recognize exceptional progress
22 and work closely with schools needing assistance.

23 The legislature further finds that the accountability system must
24 be simple to use and understand. Consequences must be predictable and
25 fair. Differences among students, schools, and districts should be
26 recognized and respected as the system is implemented. There should be
27 a balance of each student's right to privacy and the public's right to
28 know the overall levels of learning and achievement at the school,
29 district, and state levels. In addition, the accountability system
30 should be continuously reviewed and improved as more is learned about
31 how schools operate to meet the learning needs of Washington's
32 students.

33 **PART 1**
34 **OVERSIGHT OF THE ACCOUNTABILITY SYSTEM**

1 NEW SECTION. **Sec. 101.** COMMISSION FORMED AND MEMBERS APPOINTED.

2 (1) The academic achievement and accountability commission is
3 established.

4 (2) The primary purpose of the commission is to provide oversight
5 of the state's educational accountability system.

6 (3) The commission shall consist of nine members selected as
7 follows:

8 (a) One member shall be the superintendent of public instruction or
9 the superintendent's designee; and

10 (b) Eight members shall be appointed by the governor. Four of the
11 members shall be selected as follows: Each major caucus of the house
12 of representatives and the senate shall submit a list of three names.
13 The lists may not include the names of members of the legislature. The
14 governor shall select a member from each list provided by each caucus.
15 All members appointed by the governor shall be subject to confirmation
16 by the senate.

17 (4) The governor shall appoint a chair from among the commission
18 members.

19 (5) Appointees shall be individuals who are supportive of
20 educational improvement, who have a positive record of service, and who
21 will devote sufficient time to the responsibilities of the commission
22 to ensure that the objectives of the commission are achieved. The
23 commission shall be composed of a balance of individuals from within
24 and outside the public education system. The commission shall include
25 educators, business leaders, and parents.

26 (6) The governor shall appoint its initial commission members by
27 July 1, 1999. The first meeting of the commission shall be convened by
28 the superintendent of public instruction no later than July 30, 1999.

29 (7) Appointed members shall serve for terms of four years, with the
30 terms expiring on June 30th of the fourth year of the term. However,
31 in the case of the initial members, four members shall serve four-year
32 terms, two members shall serve three-year terms, and two members shall
33 serve two-year terms, with each of the terms expiring on June 30th of
34 the applicable year. Appointees may be reappointed to serve more than
35 one term.

36 (8) The governor shall fill any vacancy in appointments that may
37 occur. When filling a vacancy of a member nominated by a major caucus
38 of the legislature, the governor shall select the new member from a

1 list of three names submitted by the same caucus that provided the list
2 from which the retiring member was appointed.

3 NEW SECTION. **Sec. 102.** COMMISSION'S POWERS AND DUTIES. The
4 powers and duties of the academic achievement and accountability
5 commission shall include, but are not limited to the following:

6 (1) For purposes of state-wide accountability, the commission
7 shall:

8 (a) Adopt and revise performance improvement goals in reading,
9 writing, science, and mathematics by subject and grade level as the
10 commission deems appropriate to improve student learning, once
11 assessments in these subjects are required state-wide. The goals shall
12 be in addition to any goals adopted in RCW 28A.630.887 (as recodified
13 by this act). The commission may also revise any goal adopted in RCW
14 28A.630.887 (as recodified by this act). The commission shall adopt
15 the goals by rule. However, before each goal is implemented, the
16 commission shall present the goal to the education committees of the
17 house of representatives and the senate for the committees' review and
18 comment in a time frame that will permit the legislature to take
19 statutory action on the goal if such action is deemed warranted by the
20 legislature;

21 (b) Identify the scores students must achieve in order to meet the
22 standard on the Washington assessment of student learning and determine
23 student scores that identify levels of student performance below and
24 beyond the standard. The commission shall set such performance
25 standards and levels in consultation with the superintendent of public
26 instruction and after consideration of any recommendations that may be
27 developed by any advisory committees that may be established for this
28 purpose;

29 (c) Adopt objective, systematic criteria to identify successful
30 schools and school districts and recommend to the superintendent of
31 public instruction schools and districts to be recognized for two types
32 of accomplishments, student achievement and improvements in student
33 achievement. Recognition for improvements in student achievement shall
34 include consideration of one or more of the following accomplishments:

35 (i) An increase in the percent of students meeting standards. The
36 level of achievement required for recognition may be based on the
37 achievement goals established by the legislature under RCW 28A.630.887

1 (as recodified by this act) and the commission under (a) of this
2 subsection;

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

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

9 When determining the baseline year or years for recognizing
10 individual schools, the commission may use the assessment results from
11 the initial years the assessments were administered, if doing so with
12 individual schools would be appropriate;

13 (d) Adopt objective, systematic criteria to identify schools and
14 school districts in need of assistance and those in which significant
15 numbers of students persistently fail to meet state standards. In its
16 deliberations, the commission shall consider the use of all state-wide
17 mandated criterion-referenced and norm-referenced standardized tests;

18 (e) Identify schools and school districts in which state
19 intervention measures will be needed and a range of appropriate
20 intervention strategies, beginning no earlier than June 30, 2001, and
21 after the legislature has authorized a set of intervention strategies.
22 Beginning no earlier than June 30, 2001, and after the legislature has
23 authorized a set of intervention strategies, at the request of the
24 commission, the superintendent shall intervene in the school or school
25 district and take corrective actions. This chapter does not provide
26 additional authority for the commission or the superintendent of public
27 instruction to intervene in a school or school district;

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

30 (g) Annually review the assessment reporting system to ensure
31 fairness, accuracy, timeliness, and equity of opportunity, especially
32 with regard to schools with special circumstances and unique
33 populations of students, and a recommendation to the superintendent of
34 public instruction of any improvements needed to the system;

35 (h) Annually report by December 1st to the legislature, the
36 governor, the superintendent of public instruction, and the state board
37 of education on the progress, findings, and recommendations of the
38 commission. The report may include recommendations of actions to help
39 improve student achievement;

1 (i) By December 1, 2000, and by December 1st annually thereafter,
2 report to the education committees of the house of representatives and
3 the senate on the progress that has been made in achieving the reading
4 goal under RCW 28A.630.887 (as recodified by this act) and any
5 additional goals adopted by the commission;

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

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

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

12 (2) Holding meetings and public hearings, which may include
13 regional meetings and hearings;

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

26 (4) Receiving per diem and travel allowances as permitted under RCW
27 43.03.050 and 43.03.060.

28 NEW SECTION. **Sec. 103.** COMMISSION'S REPORT ON ACCOUNTABILITY
29 POLICIES. By September 5, 2000, the academic achievement and
30 accountability commission shall recommend accountability policies to
31 the governor, the superintendent of public instruction, and the
32 education and fiscal committees of the house of representatives and
33 senate. The policies shall include, but need not be limited to:

34 (1) A graduated series of increasingly intensive state intervention
35 strategies for schools and school districts in which low-performance
36 persists over an identified period of time.

37 (a) The strategies shall be formulated in accordance with the
38 assumption that school districts have primary responsibility for

1 intervening in schools with relatively large numbers of students who
2 are not achieving the essential academic learning requirements.

3 (b) The strategies shall be formulated in accordance with the
4 assumption that continued low performance despite school district
5 efforts shall trigger an evaluation by the commission. The evaluation
6 is intended to identify the next steps needed to improve student
7 performance. In its evaluation, the commission shall use multiple
8 sources of information that may include, but need not be limited to:

9 (i) The results of the Washington assessment of student learning;

10 (ii) The results of state-mandated norm-referenced standardized
11 tests;

12 (iii) Student achievement evidence from other district or school
13 assessments;

14 (iv) The level of improvement in student achievement over time;

15 (v) Student mobility and poverty;

16 (vi) Attendance and dropout rates;

17 (vii) Graduation rates and posthigh school indicators;

18 (viii) The percent of students in special programs; and

19 (ix) Other factors presented by individual districts or schools.

20 (c) In its deliberations, the commission shall consider issues of
21 due process, student dropout rates, management and personnel, and
22 educational options, including public school choice options, for
23 students attending schools in which the state has intervened. The
24 commission may consider intervention strategies underway in Washington
25 and other states;

26 (2) Additional assistance measures for students and schools;

27 (3) Rewards for successful schools and school districts; and

28 (4) Any statutory changes necessary to give the superintendent of
29 public instruction the authority to implement, in a school or school
30 district, the state intervention strategies identified in subsection
31 (1) of this section.

32 **PART 2**

33 **ACCOUNTABILITY GOALS, INCLUDING GOALS IN READING AND MATHEMATICS**

34 **Sec. 201.** RCW 28A.630.887 and 1998 c 319 s 101 are each amended to
35 read as follows:

36 (1) (~~By December 15, 1998,~~) Each school district board of
37 directors shall:

1 (a) Select the reading standard results on either the 1997 or 1998
2 fourth grade Washington assessment of student learning as the school
3 district's initial baseline reading standard. Districts may select the
4 1997 results only if all of the elementary schools with fourth grade
5 students administered the assessment;

6 (b) By December 15, 2001, select the mathematics standard results
7 on the 1998, 1999, or 2000 fourth grade Washington assessment of
8 student learning as the school district's fourth grade baseline
9 mathematics standard, using for its baseline a year in which all of the
10 elementary schools with fourth grade students administered the
11 assessment;

12 (c) Establish ((a)) three-year, district-wide goals to increase, by
13 the end of the 2000-01 school year, the percentage of students who meet
14 or exceed the reading standard, and by the 2003-04 school year, the
15 percentage of students who meet or exceed the mathematics standard on
16 the fourth grade Washington assessment of student learning. The three-
17 year percentage increase goal in each subject may not be less than the
18 district's total percentage of students who did not meet the baseline
19 ((reading)) standard in each subject multiplied by twenty-five percent;

20 ((+e)) (d) Specify the annual district-wide percentage improvement
21 increments to meet the ((three-year)) goals; and

22 ((+d)) (e) Direct each elementary school to establish ((a)) three-
23 year goals for its fourth grade students, subject to approval by the
24 board. The aggregate of the elementary school goals must meet or
25 exceed the district-wide goals established by the board.

26 (2) ~~((Each school district board of directors shall:~~

27 ~~(a) Report biannually to parents in writing and to the community in~~
28 ~~a public meeting the following information:~~

29 ~~(i) District wide and school level three year goals;~~

30 ~~(ii) Student performance relative to the goals; and~~

31 ~~(iii) District wide and school level plans to achieve the reading~~
32 ~~goal in kindergarten through fourth grade, including grade level~~
33 ~~expectations, curriculum and instruction, parental or guardian~~
34 ~~involvement, and resources available to parents and guardians to help~~
35 ~~students meet the reading standard;~~

36 ~~(b) Report annually to the superintendent of public instruction and~~
37 ~~in a news release to the local media the district's progress toward~~
38 ~~meeting the district wide and school level goals; and~~

1 ~~(c) Include the reported information in each school's annual school~~
2 ~~performance report under RCW 28A.320.205.~~

3 ~~(3) By December 1, 2000, the superintendent of public instruction~~
4 ~~shall report to the education committees of the house of~~
5 ~~representatives and the senate on the progress that has been made in~~
6 ~~achieving the three year reading goal, and provide recommendations to~~
7 ~~the legislature on setting reading goals for the next three years.~~

8 ~~(4) This section expires July 1, 2006))~~ By December 15, 2001, each
9 school district board of directors shall:

10 (a) Select the mathematics standard results on the 1998, 1999,
11 2000, or 2001 seventh grade Washington assessment of student learning
12 as the school district's seventh grade baseline mathematics standard;

13 (b) Establish a three-year district-wide goal to increase, by the
14 end of the 2003-04 school year, the percentage of students who meet or
15 exceed the mathematics standard, on the seventh grade Washington
16 assessment of student learning. The district shall select for its
17 baseline a year in which all of the schools with seventh grade students
18 administered the assessment. The percentage increase goal may not be
19 less than the district's total percentage of students who did not meet
20 the baseline standard in mathematics multiplied by twenty-five percent;

21 (c) Specify the annual district-wide percentage improvement
22 increments necessary to meet the goal; and

23 (d) Direct each middle or junior high school, as appropriate, to
24 establish a mathematics goal for its seventh grade students, subject to
25 approval by the board. The aggregate of the middle or junior high
26 school goals must meet or exceed the district-wide goals established by
27 the board in each subject.

28 (3) Schools and school districts in which ten or fewer students are
29 eligible to be assessed in a grade level are not required to establish
30 numerical improvement goals and performance relative to the goals.

31 **PART 3**

32 **REPORTING RESULTS**

33 **Sec. 301.** RCW 28A.630.889 and 1998 c 319 s 301 are each amended to
34 read as follows:

35 (1) By September 10, 1998, and by September 10th each year
36 thereafter, the superintendent of public instruction shall((÷

1 (a)) report to schools, school districts, and the legislature on
2 the results of the ((fourth grade)) Washington assessment of student
3 learning((; and

4 (b) ~~Post individual school results of the fourth grade Washington~~
5 ~~assessment of student learning on the superintendent of public~~
6 ~~instruction's internet world wide web site)) and state-mandated norm-
7 referenced standardized tests.~~

8 (2) The reports shall include the assessment results by school and
9 school district, and include changes over time. For the Washington
10 assessment of student learning, results shall be reported as follows:

11 (a) The percentage of students meeting the standards;

12 (b) The percentage of students performing at each level of the
13 assessment; and

14 (c) A learning improvement index that shows changes in student
15 performance within the different levels of student learning reported on
16 the Washington assessment of student learning.

17 (3) The reports shall contain data regarding the different
18 characteristics of schools, such as poverty levels, percent of English
19 as a second language students, dropout rates, attendance, percent of
20 students in special education, and student mobility so that districts
21 and schools can learn from the improvement efforts of other schools and
22 districts with similar characteristics.

23 (4) The reports shall contain student scores on mandated tests by
24 comparable Washington schools of similar characteristics.

25 (5) The reports shall contain information on public school choice
26 options available to students, including vocational education.

27 (6) The reports shall be posted on the superintendent of public
28 instruction's internet web site.

29 (7) To protect the privacy of students, the results of schools and
30 districts that test fewer than ten students in a grade level shall not
31 be reported. In addition, in order to ensure that results are reported
32 accurately, the superintendent of public instruction shall maintain the
33 confidentiality of state-wide data files until the superintendent
34 determines that the data are complete and accurate.

35 (8) The superintendent of public instruction shall monitor the
36 percentage and number of special education and limited English-
37 proficient students exempted from taking the assessments by schools and
38 school districts to ensure the exemptions are in compliance with
39 exemption guidelines.

1 (~~(2) This section expires July 1, 2006.~~)

2 **NEW SECTION. Sec. 302.** SCHOOL DISTRICT REPORTS ON PROGRESS TOWARD
3 PERFORMANCE GOALS. Each school district board of directors shall:

4 (1)(a) Annually report to parents and to the community in a public
5 meeting and annually report in writing the following information:

6 (i) District-wide and school-level performance improvement goals;

7 (ii) Student performance relative to the goals; and

8 (iii) District-wide and school-level plans to achieve the goals,
9 including curriculum and instruction, parental or guardian involvement,
10 and resources available to parents and guardians to help students meet
11 the state standards;

12 (b) Report annually in a news release to the local media the
13 district's progress toward meeting the district-wide and school-level
14 goals; and

15 (c) Include the school-level goals, student performance relative to
16 the goals, and a summary of school-level plans to achieve the goals in
17 each school's annual school performance report under RCW 28A.320.205
18 (as recodified by this act).

19 (2) School districts in which ten or fewer students in the district
20 or in a school in the district are eligible to be assessed in a grade
21 level are not required to report numerical improvement goals and
22 performance relative to the goals, but are required to report to
23 parents and the community their plans to improve student achievement.

24 **Sec. 303.** RCW 28A.320.205 and 1993 c 336 s 1006 are each amended
25 to read as follows:

26 (1) Beginning with the 1994-95 school year, to provide the local
27 community and electorate with access to information on the educational
28 programs in the schools in the district, each school shall publish
29 annually a school performance report and deliver the report to each
30 parent with children enrolled in the school and make the report
31 available to the community served by the school. The annual
32 performance report shall be in a form that can be easily understood and
33 be used by parents, guardians, and other members of the community who
34 are not professional educators to make informed educational decisions.
35 As data from the assessments in RCW 28A.630.885 (as recodified by this
36 act) becomes available, the annual performance report should enable
37 parents, educators, and school board members to determine whether

1 students in the district's schools are attaining mastery of the student
2 learning goals under RCW 28A.150.210, and other important facts about
3 the schools' performance in assisting students to learn. The annual
4 report shall make comparisons to a school's performance in preceding
5 years and shall (~~project goals in performance categories~~) include
6 school level goals under RCW 28A.630.887 (as recodified by this act),
7 student performance relative to the goals and the percentage of
8 students performing at each level of the assessment, a comparison of
9 student performance at each level of the assessment to the previous
10 year's performance, and information regarding school-level plans to
11 achieve the goals.

12 (2) The annual performance report shall include, but not be limited
13 to: (a) A brief statement of the mission of the school and the school
14 district; (b) enrollment statistics including student demographics; (c)
15 expenditures per pupil for the school year; (d) a summary of student
16 scores on all mandated tests; (e) a concise annual budget report; (f)
17 student attendance, graduation, and dropout rates; (g) information
18 regarding the use and condition of the school building or buildings;
19 (h) a brief description of the (~~restructuring~~) learning improvement
20 plans for the school; and (i) an invitation to all parents and citizens
21 to participate in school activities.

22 (3) The superintendent of public instruction shall develop by June
23 30, 1994, and update periodically, a model report form, which shall
24 also be adapted for computers, that schools may use to meet the
25 requirements of subsections (1) and (2) of this section. In order to
26 make school performance reports broadly accessible to the public, the
27 superintendent of public instruction, to the extent feasible, shall
28 make information on each school's report available on or through the
29 superintendent's internet web site.

30 PART 4

31 ASSISTANCE FOR SCHOOLS AND DISTRICTS

32 **Sec. 401.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to
33 read as follows:

34 (1) Expanding activity in educational research, educational
35 restructuring, and educational improvement initiatives has produced and
36 continues to produce much valuable information. The legislature finds
37 that such information should be shared with the citizens and

1 educational community of the state as widely as possible. To
2 facilitate access to information and materials on educational
3 improvement and research, the superintendent of public instruction, to
4 the extent funds are appropriated, shall establish the center for the
5 improvement of student learning. The primary purpose of the center is
6 to provide assistance and advice to parents, school board members,
7 educators, and the public regarding strategies for assisting students
8 in learning the essential academic learning requirements pursuant to
9 RCW 28A.630.885. The center shall work in conjunction with the
10 academic achievement and accountability commission (~~(on student~~
11 ~~learning)~~), educational service districts, (~~and~~) institutions of
12 higher education, and education, parent, community, and business
13 organizations.

14 (2) The center, in conjunction with other staff in the office of
15 the superintendent of public instruction, shall:

16 (a) Serve as a clearinghouse for the completed work and activities
17 of the academic achievement and accountability commission (~~(on student~~
18 ~~learning)~~);

19 (b) Serve as a clearinghouse for information regarding successful
20 educational (~~(restructuring)~~) improvement and parental involvement
21 programs in schools and districts, and information about efforts within
22 institutions of higher education in the state to support educational
23 (~~(restructuring)~~) improvement initiatives in Washington schools and
24 districts;

25 (c) Provide best practices research and advice that can be used to
26 help schools develop and implement: Programs and practices to improve
27 (~~(reading)~~) instruction of the essential academic learning requirements
28 under section 701 of this act; systems to analyze student assessment
29 data, with an emphasis on systems that will combine the use of state
30 and local data to monitor the academic progress of each and every
31 student in the school district; (~~(school)~~) comprehensive, school-wide
32 improvement plans; school-based shared decision-making models; programs
33 to promote lifelong learning and community involvement in education;
34 school-to-work transition programs; programs to meet the needs of
35 highly capable students; programs and practices to meet the diverse
36 needs of students based on gender, racial, ethnic, economic, and
37 special needs status; research, information, and technology systems;
38 and other programs and practices that will assist educators in helping
39 students learn the essential academic learning requirements;

1 (d) Develop and distribute, in conjunction with the academic
2 achievement and accountability commission (~~((on student learning))~~),
3 parental involvement materials, including instructional guides
4 developed to inform parents of the essential academic learning
5 requirements. The instructional guides also shall contain actions
6 parents may take to assist their children in meeting the requirements,
7 and should focus on reaching parents who have not previously been
8 involved with their children's education;

9 (e) Identify obstacles to greater parent and community involvement
10 in school shared decision-making processes and recommend strategies for
11 helping parents and community members to participate effectively in
12 school shared decision-making processes, including understanding and
13 respecting the roles of school building administrators and staff;

14 (f) Develop and maintain an internet web site to increase the
15 availability of information, research, and other materials;

16 (g) Take other actions to increase public awareness of the
17 importance of parental and community involvement in education;

18 (~~((g))~~) (h) Work with appropriate organizations to inform teachers,
19 district and school administrators, and school directors about the
20 waivers available (~~((under RCW 28A.305.140))~~) and the broadened school
21 board powers under RCW 28A.320.015;

22 (~~((h))~~) (i) Provide training and consultation services, including
23 conducting regional summer institutes;

24 (~~((i))~~) (j) Address methods for improving the success rates of
25 certain ethnic and racial student groups; and

26 (~~((j))~~) (k) Perform other functions consistent with the purpose of
27 the center as prescribed in subsection (1) of this section.

28 (3) The superintendent of public instruction, after consultation
29 with the academic achievement and accountability commission (~~((on~~
30 ~~student learning))~~), shall select and employ a director for the center.

31 (4) The superintendent may enter into contracts with individuals or
32 organizations including but not limited to: School districts;
33 educational service districts; educational organizations; teachers;
34 higher education faculty; institutions of higher education; state
35 agencies; business or community-based organizations; and other
36 individuals and organizations to accomplish the duties and
37 responsibilities of the center. (~~((The superintendent shall contract~~
38 ~~out with community-based organizations to meet the provisions of~~
39 ~~subsection (2)(d) and (e) of this section.))~~) In carrying out the

1 duties and responsibilities of the center, the superintendent, whenever
2 possible, shall use practitioners to assist agency staff as well as
3 assist educators and others in schools and districts.

4 ~~((5) The superintendent shall report annually to the commission on
5 student learning on the activities of the center.))~~

6 NEW SECTION. **Sec. 402.** ACCOUNTABILITY IMPLEMENTATION FUNDS. (1)
7 To the extent funds are appropriated, the office of the superintendent
8 of public instruction annually shall allocate accountability
9 implementation funds to school districts. The purposes of the funds
10 are to: Develop and update student learning improvement plans;
11 implement curriculum materials and instructional strategies; provide
12 staff professional development to implement the selected curricula and
13 instruction; develop and implement assessment strategies and training
14 in assessment scoring; and fund other activities intended to improve
15 student learning for all students, including students with diverse
16 needs. Activities funded by the allocations must be consistent with
17 the school or district improvement plan, designed to improve the
18 ability of teachers and other instructional certificated and classified
19 staff to assist students in meeting the essential academic learning
20 requirements, and designed to achieve state and local accountability
21 goals. Activities funded by the allocations shall be designed to
22 protect the teachers' instructional time with students and minimize the
23 use of substitute teachers.

24 (2) Schools receiving funds shall develop, update as needed, and
25 keep on file a school student learning improvement plan to achieve the
26 student learning goals and essential academic learning requirements and
27 to implement the assessment system as it is developed. The plan shall
28 delineate how the accountability implementation funds will be used to
29 accomplish the requirements of this section. The plan shall be made
30 available to the public and to others upon request.

31 (3) The amount of allocations shall be determined in the omnibus
32 appropriations act.

33 (4) The state schools for the deaf and blind are eligible to
34 receive allocations under this section.

35 (5) The superintendent of public instruction may adopt timelines
36 and rules as necessary under chapter 34.05 RCW to administer the
37 program, and require that schools and districts submit reports
38 regarding the use of the funds.

1 on the student learning goals in RCW 28A.150.210. Goals one and two
2 shall be considered primary. To the maximum extent possible, the
3 superintendent shall integrate goal four and the knowledge and skill
4 areas in the other goals in the essential academic learning
5 requirements.

6 (3) In consultation with the academic achievement and
7 accountability commission, the superintendent of public instruction
8 shall maintain and continue to develop and revise a state-wide academic
9 assessment system for use in the elementary, middle, and high school
10 years designed to determine if each student has mastered the essential
11 academic learning requirements identified in subsection (1) of this
12 section. The academic assessment system shall include a variety of
13 assessment methods, including criterion-referenced and performance-
14 based measures.

15 (4) The assessment system shall be designed so that the results
16 under the assessment system are used by educators as tools to evaluate
17 instructional practices, and to initiate appropriate educational
18 support for students who have not mastered the essential academic
19 learning requirements at the appropriate periods in the student's
20 educational development.

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

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

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

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

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

36 NEW SECTION. **Sec. 502.** COMMISSION ON STUDENT LEARNING--TRANSFER
37 OF POWERS. (1) Beginning July 1, 1999, the powers, duties, and
38 functions of the commission on student learning are transferred to the

1 academic achievement and accountability commission or to the
2 superintendent of public instruction as appropriate under the transfer
3 of duties made from the commission on student learning to the academic
4 achievement and accountability commission or the superintendent of
5 public instruction under this act. All references to the commission on
6 student learning in the Revised Code of Washington shall be construed
7 to mean the academic achievement and accountability commission when
8 addressing the duties, activities, or functions regarding the
9 accountability system under this act. All references to the commission
10 on student learning in the Revised Code of Washington shall be
11 construed to mean the superintendent of public instruction when
12 addressing the duties, activities, or functions regarding the essential
13 academic learning requirements, the standards, or the assessments
14 addressed under this act.

15 (2) All reports, documents, surveys, books, records, files, papers,
16 or written material in the possession of the commission on student
17 learning shall be delivered to the custody of the academic achievement
18 and accountability commission or the superintendent of public
19 instruction, as appropriate. All cabinets, furniture, office
20 equipment, motor vehicles, and other tangible property employed by the
21 commission on student learning shall be made available to the academic
22 achievement and accountability commission or the superintendent of
23 public instruction, as appropriate.

24 (3) The transfer of the powers, duties, functions, and personnel of
25 the commission on student learning shall not affect the validity of any
26 act performed before the effective date of this section.

27 **PART 6**

28 **MISCELLANEOUS**

29 NEW SECTION. **Sec. 601.** ANALYSIS OF FOURTH GRADE MATHEMATICS
30 ASSESSMENT. By August 1, 2000, the superintendent of public
31 instruction shall complete an objective analysis of the fourth grade
32 mathematics assessment. The analysis shall include, but need not be
33 limited to, the student developmental level required to achieve the
34 fourth grade standard successfully and the extent to which the
35 assessment measures a student's computational skills, problem-solving
36 skills, math communications skills, and a breakdown of other skills
37 assessed. The analysis shall include the percentage of items that:

1 Require students to use computational skills without the use of
2 technology; require the use of technology to complete an item; measure
3 mathematics communication skills; measure problem-solving skills; and
4 measure other skills included in the mathematics assessment. The
5 superintendent of public instruction shall consult recognized experts
6 with differing views on the instruction of mathematics, and report the
7 results of the analysis to the governor and the education committees of
8 the house of representatives and the senate by August 15, 2000.

9 NEW SECTION. **Sec. 602.** CONSOLIDATED PLANNING. The superintendent
10 of public instruction, in consultation with school district personnel,
11 shall consolidate and streamline the planning, application, and
12 reporting requirements for major state and federal categorical and
13 grant programs. The superintendent also shall take actions to increase
14 the use of online electronic applications and reporting.

15 NEW SECTION. **Sec. 603.** SLIGS REPEALED. RCW 28A.300.138 (Student
16 learning improvement grants) and 1994 c 245 s 1 & 1993 c 336 s 301 are
17 each repealed.

18 NEW SECTION. **Sec. 604.** REPEALERS. The following acts or parts of
19 acts are each repealed:

- 20 (1) 1998 c 225 s 3 (uncodified);
21 (2) 1995 c 209 s 3 (uncodified); and
22 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

23 NEW SECTION. **Sec. 605.** PART HEADINGS AND SECTION CAPTIONS NOT
24 LAW. Part headings and section captions used in this act are not any
25 part of the law.

26 NEW SECTION. **Sec. 606.** NEW ACCOUNTABILITY CHAPTER CREATED.
27 Sections 101 through 103, 302, 402, 403, 501, 502, and 602 of this act
28 constitute a new chapter in Title 28A RCW.

29 NEW SECTION. **Sec. 607.** RECODIFICATIONS. The following sections
30 are each recodified as new sections in the chapter created in section
31 606 of this act:

- 32 RCW 28A.320.205
33 RCW 28A.630.887

1 RCW 28A.630.889
2 RCW 28A.630.883
3 RCW 28A.630.885
4 RCW 28A.630.945
5 RCW 28A.630.950
6 RCW 28A.630.951
7 RCW 28A.630.952
8 RCW 28A.630.953
9 RCW 28A.630.954

10 NEW SECTION. **Sec. 608.** EMERGENCY CLAUSE. (1) Section 101 of this
11 act is necessary for the immediate preservation of the public peace,
12 health, or safety, or support of the state government and its existing
13 public institutions, and takes effect July 1, 1999.

14 (2) Sections 502 and 604 of this act are necessary for the
15 immediate preservation of the public peace, health, or safety, or
16 support of the state government and its existing public institutions,
17 and take effect immediately.

18 NEW SECTION. **Sec. 609.** SEVERABILITY CLAUSE. If any provision of
19 this act or its application to any person or circumstance is held
20 invalid, the remainder of the act or the application of the provision
21 to other persons or circumstances is not affected."

22 **SSB 5418** - H AMD
23 By Representative

24
25 On page 1, line 1 of the title, after "assistance;" strike the
26 remainder of the title and insert "amending RCW 28A.630.887,
27 28A.630.889, 28A.320.205, and 28A.300.130; adding a new chapter to
28 Title 28A RCW; creating new sections; recodifying RCW 28A.320.205,
29 28A.630.887, 28A.630.889, 28A.630.883, 28A.630.885, 28A.630.945,
30 28A.630.950, 28A.630.951, 28A.630.952, 28A.630.953, and 28A.630.954;
31 repealing RCW 28A.300.138; repealing 1998 c 225 s 3 (uncodified);
32 repealing 1995 c 209 s 3 (uncodified); repealing 1995 c 209 s 2 and

1 1992 c 141 s 203 (uncodified); providing an effective date; and
2 declaring an emergency."

--- END ---