

2 **SSB 5418** - H COMM AMD **ADOPTED 04/09/99**
3 By Committee on Education

4

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

7

"PART 1

8

OVERSIGHT OF THE ACCOUNTABILITY SYSTEM

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

10 (1) The Washington commission on educational accountability is
11 established.

12 (2) The commission shall consist of seven members selected as
13 follows:

14 (a) One member shall be appointed by but shall not be the
15 superintendent of public instruction;

16 (b) Two members shall be appointed by the governor;

17 (c) Two members shall be appointed by but shall not be members of
18 the house of representatives. The two members, one nominated by each
19 major caucus, shall be appointed by the speaker of the house of
20 representatives; and

21 (d) Two members shall be appointed by but shall not be members of
22 the senate. The two members, one nominated by each major caucus, shall
23 be appointed by the president of the senate.

24 (3) The commission shall appoint a chair from among the commission
25 members.

26 (4) Appointees shall be individuals who are supportive of
27 educational improvement, who have a positive record of service, and who
28 will devote sufficient time to the responsibilities of the commission
29 to ensure that the objectives of the commission are achieved.

30 (5) Each appointing authority shall appoint its initial commission
31 members by July 1, 1999. The first meeting of the commission shall be
32 convened by the superintendent of public instruction no later than July
33 30, 1999.

34 (6) Members shall serve for terms of four years, with the terms
35 expiring on June 30th of the fourth year of the term. However, in the

1 case of the initial members, one of the members appointed by the
2 governor shall serve for a three-year term and both members appointed
3 by the house of representatives shall serve for two-year terms, with
4 each of the terms expiring on June 30th of the applicable year.

5 (7) Each appointing authority shall fill any vacancies in
6 appointments that may occur.

7 NEW SECTION. **Sec. 102.** COMMISSION'S POWERS AND DUTIES. The
8 powers and duties of the Washington commission on educational
9 accountability shall include, but are not limited to the following:

10 (1) The adoption and revision of performance improvement goals by
11 subject and grade level, as assessed by the Washington assessment of
12 student learning. The goals shall be in addition to and may revise any
13 goals adopted in RCW 28A.630.887 (as recodified by this act). However,
14 before each goal is implemented, the commission shall present the goal
15 to the education and fiscal committees of the house of representatives
16 and the senate for the committees' review and comment;

17 (2) The adoption of objective, systematic criteria to identify
18 successful and failed schools and school districts;

19 (3) The recommendation to the superintendent of public instruction
20 of schools and school districts to be recognized for two types of
21 accomplishments, student achievement and improvements in student
22 achievement;

23 (4) The identification of schools and school districts in which
24 state intervention measures will be needed and the identification of a
25 range of appropriate intervention strategies as authorized by law. At
26 the request of the commission, the superintendent shall intervene in
27 the school or school district and take corrective actions as authorized
28 by law;

29 (5) The identification of appropriate choice options within and
30 outside the school district for students attending failed schools. The
31 options shall include, but need not be limited to vocational education
32 opportunities;

33 (6) The identification of performance incentive systems that have
34 improved student achievement;

35 (7) The adoption of performance standards to determine whether a
36 student has met the standard on the Washington assessment of student
37 learning, and the determination of any performance levels above and
38 below the standard. The commission shall set such performance

1 standards and levels in consultation with the superintendent of public
2 instruction and after consideration of any recommendations that may be
3 developed by any advisory committees that may be established for this
4 purpose;

5 (8) The annual review of the assessment reporting system to ensure
6 fairness, accuracy, timeliness, and equity of opportunity, especially
7 with regard to schools with special circumstances and unique
8 populations of students, and a recommendation to the superintendent of
9 public instruction of any improvements needed to the system;

10 (9) The recommendation to the superintendent of public instruction
11 of criteria for use in the determination of schools which might receive
12 any funds appropriated for short-term, intensive, tailored assistance
13 under section 402 of this act;

14 (10) The adoption of necessary rules;

15 (11) The establishment of advisory committees, which may include
16 persons who are not members of the commission;

17 (12) The hiring of necessary staff and the determination of the
18 staff's duties and compensation. However, the office of the
19 superintendent of public instruction shall provide staff support to the
20 commission until the commission has hired its own staff, and shall
21 provide most of the technical assistance and logistical support needed
22 by the commission thereafter;

23 (13) The receipt of per diem and travel allowances as permitted
24 under RCW 43.03.050 and 43.03.060; and

25 (14) The holding of meetings and public hearings, including
26 hearings on possible state interventions.

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

33 (1) A graduated series of increasingly intensive school district
34 and state intervention strategies for schools in which low-performance
35 persists over an identified period of time, including options for
36 budgeting and personnel.

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 However, if after a period of time, school district intervention is not
4 successful, state intervention may be necessary.

5 (b) The strategies shall also be formulated in accordance with the
6 assumption that the longer low performance persists, the less control
7 and decision-making authority a school shall retain.

8 (c) In its deliberations, the commission may consider intervention
9 strategies underway in Washington and other states, such as the type of
10 graduated intervention system adopted by the Seattle school district;

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

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

13 (4) Any statutory changes necessary to give the superintendent of
14 public instruction the authority to implement, in a school or school
15 district, the state intervention strategies identified in subsection
16 (1) of this section.

17 PART 2

18 ACCOUNTABILITY GOALS, INCLUDING GOALS IN READING AND MATHEMATICS

19 NEW SECTION. **Sec. 201.** MID-TERM GOAL FOR ACCOUNTABILITY SYSTEM.
20 The mid-term goal of the state's accountability system is that eighty
21 percent or more of all public school students state-wide meet the state
22 standards on the Washington assessment of student learning within a
23 decade after the administration of each assessment is required state-
24 wide.

25 **Sec. 202.** RCW 28A.630.887 and 1998 c 319 s 101 are each amended to
26 read as follows:

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

29 (a) Select the reading standard results on either the 1997 or 1998
30 fourth grade Washington assessment of student learning as the school
31 district's initial baseline reading standard. Districts may select the
32 1997 results only if all of the elementary schools with fourth grade
33 students administered the assessment;

34 (b) By December 15, 2000, select the mathematics standard results
35 on either the 1998 or 1999 fourth grade Washington assessment of

1 student learning as the school district's fourth grade baseline
2 mathematics standard;

3 ~~(c)~~ Establish ~~((a))~~ three-year, district-wide goals to increase, by
4 the end of the 2000-01 school year, the percentage of students who meet
5 or exceed the reading standard, and by the 2002-03 school year, the
6 percentage of students who meet or exceed the mathematics standard on
7 the fourth grade Washington assessment of student learning. The three-
8 year percentage increase goal in each subject may not be less than the
9 district's total percentage of students who did not meet the baseline
10 ~~((reading))~~ standard in each subject multiplied by twenty-five percent;

11 ~~((e))~~ ~~(d)~~ Specify the annual district-wide percentage improvement
12 increments to meet the ~~((three-year))~~ goals; and

13 ~~((d))~~ ~~(e)~~ Direct each elementary school to establish ~~((a))~~ three-
14 year goals for its fourth grade students, subject to approval by the
15 board. The aggregate of the elementary school goals must meet or
16 exceed the district-wide goals established by the board.

17 (2) Each school district board of directors shall:

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

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

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

22 ~~(iii)~~ District wide and school level plans to achieve the reading
23 goal in kindergarten through fourth grade, including grade level
24 expectations, curriculum and instruction, parental or guardian
25 involvement, and resources available to parents and guardians to help
26 students meet the reading standard;

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

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

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

37 ~~(4)~~ ~~This section expires July 1, 2006.)~~ By December 15, 2000,
38 select the reading standard results on either the 1998, 1999, or 2000

1 seventh grade Washington assessment of student learning as the school
2 district's seventh grade baseline reading standard;

3 (b) By December 15, 2001, select the mathematics standard results
4 on either the 2000 or 2001 seventh grade Washington assessment of
5 student learning as the school district's seventh grade baseline
6 mathematics standard;

7 (c) Establish three-year district-wide goals to increase, by the
8 end of the 2002-03 school year, the percentage of students who meet or
9 exceed the reading standard, and by the end of the 2003-04 school year,
10 the percentage of students who meet or exceed the mathematics standard,
11 on the seventh grade Washington assessment of student learning. The
12 percentage increase goal in each subject may not be less than the
13 district's total percentage of students who did not meet the baseline
14 standard in each subject multiplied by twenty-five percent;

15 (d) Specify the annual district-wide percentage improvement
16 increments necessary to meet the goals; and

17 (e) Direct each middle or junior high school, as appropriate, to
18 establish reading and mathematics goals for its seventh grade students,
19 subject to approval by the board. The aggregate of the middle or
20 junior high school goals must meet or exceed the district-wide goals
21 established by the board in each subject.

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

25 **PART 3**

26 **REPORTING RESULTS**

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

29 (1) By September 10, 1998, and by September 10th each year
30 thereafter, the superintendent of public instruction shall:

31 (a) Report to schools, school districts, and the legislature on the
32 results of the ((fourth-grade)) Washington assessment of student
33 learning; and

34 (b) Post individual school results of the ((fourth-grade))
35 Washington assessment of student learning on the superintendent of
36 public instruction's internet world-wide web site.

1 (2) The reports shall include the assessment results by school and
2 school district, and include changes over time. Results shall be
3 reported as follows:

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

5 (b) The percentage of students performing at each level of the
6 assessment; and

7 (c) A learning improvement index that shows changes in student
8 performance within the different levels of student learning reported on
9 the Washington assessment of student learning.

10 (3) Data regarding the different characteristics of schools, such
11 as poverty levels, percent of English as a second language students,
12 dropout rates, attendance, percent of students in special education,
13 and student mobility shall also be reported so that districts and
14 schools can learn from the improvement efforts of other schools and
15 districts with similar characteristics.

16 (4) To protect the privacy of students, the results of schools and
17 districts that test fewer than ten students in a grade level shall not
18 be reported. In addition, in order to ensure that results are reported
19 accurately, the superintendent of public instruction shall maintain the
20 confidentiality of state-wide data files until the superintendent
21 determines that the data are complete and accurate.

22 (5) The superintendent of public instruction shall monitor the
23 percentage and number of special education and limited English-
24 proficient students exempted from taking the assessments by schools and
25 school districts to ensure the exemptions are in compliance with
26 exemption guidelines.

27 (6) By December 1, 2000, and by December 31st annually thereafter,
28 the superintendent of public instruction shall report to the education
29 committees of the house of representatives and the senate on the
30 progress that has been made in achieving the reading and mathematics
31 goals under RCW 28A.630.887 (as recodified by this act) and any
32 additional goals adopted by the commission on educational
33 accountability.

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

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

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

1 (i) District-wide and school-level three-year goals;
2 (ii) Student performance relative to the goals; and
3 (iii) District-wide and school-level plans to achieve the goals,
4 including curriculum and instruction, parental or guardian involvement,
5 and resources available to parents and guardians to help students meet
6 the state standards;

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

10 (c) Include the school-level goals, student performance relative to
11 the goals, and a summary of school-level plans to achieve the goals in
12 each school's annual school performance report under RCW 28A.320.205.

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

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

20 (1) Beginning with the 1994-95 school year, to provide the local
21 community and electorate with access to information on the educational
22 programs in the schools in the district, each school shall publish
23 annually a school performance report and deliver the report to each
24 parent with children enrolled in the school and make the report
25 available to the community served by the school. The annual
26 performance report shall be in a form that can be easily understood and
27 be used by parents, guardians, and other members of the community who
28 are not professional educators to make informed educational decisions.
29 As data from the assessments in RCW 28A.630.885 (as recodified by this
30 act) becomes available, the annual performance report should enable
31 parents, educators, and school board members to determine whether
32 students in the district's schools are attaining mastery of the student
33 learning goals under RCW 28A.150.210, and other important facts about
34 the schools' performance in assisting students to learn. The annual
35 report shall make comparisons to a school's performance in preceding
36 years and shall ~~((project goals in performance categories))~~ include
37 school level goals under RCW 28A.630.887 (as recodified by this act),
38 student performance relative to the goals and the percentage of

1 students performing at each level of the assessment, a comparison of
2 student performance at each level of the assessment to the previous
3 year's performance, and information regarding school-level plans to
4 achieve the goals.

5 (2) The annual performance report shall include, but not be limited
6 to: (a) A brief statement of the mission of the school and the school
7 district; (b) enrollment statistics including student demographics; (c)
8 expenditures per pupil for the school year; (d) a summary of student
9 scores on all mandated tests, and a comparison of those scores with
10 comparable Washington schools of similar demographic characteristics;
11 (e) a concise annual budget report; (f) student attendance, graduation,
12 and dropout rates; (g) information regarding the use and condition of
13 the school building or buildings; (h) a brief description of the
14 ((restructuring)) learning improvement plans for the school; (i) school
15 safety indicators, including but not limited to, the number of
16 suspensions and of violent incidents a year at the school and at
17 school-sponsored events; (j) information on the credentials of teachers
18 in the school, including, but not limited to, the number of teachers
19 with advanced degrees, the number teaching out of their endorsement
20 areas, the average number of years teachers in the school have been
21 teaching, and the number of teachers who have passed Washington's
22 teacher assessments; (k) the types of choice options available to
23 students at the school, including vocational education opportunities;
24 and (l) an invitation to all parents and citizens to participate in
25 school activities.

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

34 **PART 4**

35 **ASSISTANCE FOR SCHOOLS AND DISTRICTS**

36 NEW SECTION. Sec. 401. ACCOUNTABILITY IMPLEMENTATION FUNDS. (1)
37 To the extent funds are appropriated, the office of the superintendent

1 of public instruction annually shall allocate accountability
2 implementation funds to school districts. The purposes of the funds
3 are to: Develop and update student learning improvement plans;
4 implement curriculum materials and instructional strategies; provide
5 staff professional development to implement the selected curricula and
6 instruction; develop and implement assessment strategies and training
7 in assessment scoring; and fund other activities intended to improve
8 student learning for all students, including students with diverse
9 needs. Activities funded by the allocations must be consistent with
10 the school or district improvement plan, designed to improve the
11 ability of teachers and other instructional certificated and classified
12 staff to assist students in meeting the essential academic learning
13 requirements, and designed to achieve state and local accountability
14 goals.

15 (2) To be eligible for allocations in the 1999-2000 school year,
16 school district superintendents and principals must certify that
17 activities funded by accountability implementation funds will be in
18 accordance with the requirements of this act. To be eligible for funds
19 in the 2000-01 school year and thereafter, school district
20 superintendents and school principals must certify that they have
21 analyzed the use of state, federal, and local funds used for
22 professional development and planning and that these funds will be used
23 in an effective manner to improve student learning.

24 (3) 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 (4) The amount of allocations shall be determined in the omnibus
32 appropriations act.

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

35 (6) 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 NEW SECTION. **Sec. 402.** HELPING CORPS AND TARGETED ASSISTANCE

2 FUNDS. (1) In order to increase the availability and quality of
3 technical assistance state-wide, the superintendent of public
4 instruction, subject to available funding, may employ school
5 improvement coordinators and school improvement specialists to provide
6 assistance to schools and districts. The improvement specialists shall
7 serve on a rotating basis and shall not be permanent employees.

8 (2) The types of assistance provided by the improvement
9 coordinators and specialists may include, but need not be limited to:

10 (a) Assistance to schools to use student performance data and
11 develop improvement plans based on those data;

12 (b) Consultation with schools and districts concerning their
13 performance on the Washington assessment of student learning and other
14 assessments;

15 (c) Consultation concerning curricula that aligns with the
16 essential academic learning requirements and the Washington assessment
17 of student learning and that meets the needs of diverse learners;

18 (d) Assistance in the identification and implementation of
19 research-based instructional practices;

20 (e) Staff training that emphasizes effective instructional
21 strategies and classroom-based assessment;

22 (f) Assistance in developing and implementing family and community
23 involvement programs; and

24 (g) Other assistance to schools and school districts intended to
25 improve student learning.

26 (3) To the extent funds are appropriated, the superintendent of
27 public instruction shall grant funds to schools for short-term,
28 intensive, tailored assistance to develop and implement comprehensive
29 improvement plans that are based on reliable research and effective
30 practices. Recommendations regarding the criteria for granting funds
31 shall be made by the Washington commission on educational
32 accountability to the superintendent of public instruction. Priority
33 for funds shall be given to schools that need to improve student
34 achievement substantially. The funds under this section are intended
35 to stimulate comprehensive, school-wide change, rather than a
36 piecemeal, fragmented approach to school improvement. Grant funds may
37 not be awarded unless the following conditions are met:

1 (a) School districts must seek comprehensive recommendations from
2 a helping corps technical assistance team formed by the superintendent
3 of public instruction;

4 (b) Comprehensive improvement plans must be consistent with the
5 recommendations of a helping corps technical assistance team formed by
6 the superintendent of public instruction; and

7 (c) The coordinator or director of the helping corps technical
8 assistance team must certify that the comprehensive improvement plan is
9 consistent with the technical assistance team recommendations.

10 (4) To be considered comprehensive, plans must integrate, in a
11 coherent manner, the following components:

12 (a) Effective, research-based methods and strategies;

13 (b) Comprehensive design with aligned components;

14 (c) High quality and continuous teacher and staff professional
15 development and training;

16 (d) Measurable goals and benchmarks;

17 (e) Support within the school;

18 (f) Family and community involvement;

19 (g) External technical support and assistance;

20 (h) Measures to improve school security and supportive learning
21 environments;

22 (i) Evaluation strategies; and

23 (j) Coordination of available federal, state, local, and private
24 resources.

25 (5) When determining grant recipients, the following criteria shall
26 be considered:

27 (a) Results of the Washington assessment of student learning;

28 (b) Student achievement evidence from district or other state
29 assessments;

30 (c) The level of improvement in student achievement over time;

31 (d) Whether the criteria in subsection (4) of this section have
32 been met; and

33 (e) The likelihood that the proposed application will lead to a
34 plan and actions that will result in improved student achievement.

35 (6) Subject to available funding, individual grants shall be
36 awarded for a period of two years.

37 (7) Grant applications shall be approved by the school district
38 board of directors before submission of the application to the
39 superintendent of public instruction.

1 PART 5

2 TRANSFER OF DUTIES AND MATERIALS

3 NEW SECTION. **Sec. 501.** SUPERINTENDENT OF PUBLIC INSTRUCTION'S
4 DUTIES FOR STANDARDS AND ASSESSMENTS. (1) The superintendent of public
5 instruction shall identify the knowledge and skills all public school
6 students need to know and be able to do based on the student learning
7 goals in RCW 28A.150.210 to develop student assessments and implement
8 the accountability recommendations and requests of the commission on
9 academic achievement.

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

17 (3) In consultation with the commission on educational
18 accountability, the superintendent of public instruction shall maintain
19 and continue to develop and revise a state-wide academic assessment
20 system for use in the elementary, middle, and high school years
21 designed to determine if each student has mastered the essential
22 academic learning requirements identified in subsection (1) of this
23 section. The academic assessment system shall include a variety of
24 assessment methods, including criterion-referenced and performance-
25 based measures.

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

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

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

37 (7) The superintendent shall develop assessments that are directly
38 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. 502.** COMMISSION ON STUDENT LEARNING--TRANSFER
10 OF POWERS. (1) Beginning on July 1, 1999, the powers, duties, and
11 functions of the commission on student learning are hereby transferred
12 to the superintendent of public instruction. All references to the
13 commission on student learning in the Revised Code of Washington shall
14 be construed to mean the superintendent of public instruction when
15 addressing the duties, activities, or functions regarding the essential
16 academic learning requirements, the standards, or the assessments
17 addressed under this act.

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

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

29 **PART 6**

30 **MISCELLANEOUS**

31 NEW SECTION. **Sec. 601.** ANALYSIS OF FOURTH GRADE MATHEMATICS
32 ASSESSMENT. By August 1, 2000, the superintendent of public
33 instruction shall complete an objective analysis of the fourth grade
34 mathematics assessment. The analysis shall include, but need not be
35 limited to, the student developmental level required to achieve the
36 fourth grade standard successfully and the extent to which the

1 assessment measures a student's computational skills, problem-solving
2 skills, math communications skills, and a breakdown of other skills
3 assessed. The analysis shall include the percentage of items that:
4 Require students to use computational skills without the use of
5 technology; require the use of technology to complete an item; measure
6 mathematics communication skills; measure problem-solving skills; and
7 measure other skills included in the mathematics assessment. The
8 superintendent of public instruction shall consult recognized experts
9 with differing views on the instruction of mathematics, and report the
10 results of the analysis to the governor and the education committees of
11 the house of representatives and the senate by August 15, 2000.

12 NEW SECTION. Sec. 602. SLIG'S REPEALED. RCW 28A.300.138 (Student
13 learning improvement grants) and 1994 c 245 s 1 & 1993 c 336 s 301 are
14 each repealed.

15 NEW SECTION. Sec. 603. REPEALERS. The following acts or parts of
16 acts are each repealed:

- 17 (1) 1998 c 225 s 3 (uncodified);
- 18 (2) 1995 c 209 s 3 (uncodified); and
- 19 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

20 NEW SECTION. Sec. 604. PART HEADINGS AND SECTION CAPTIONS NOT
21 LAW. Part headings and section captions used in this act are not any
22 part of the law.

23 NEW SECTION. Sec. 605. NEW ACCOUNTABILITY CHAPTER CREATED.
24 Sections 101 through 103, 201, 302, 401, 402, and 501 of this act
25 constitute a new chapter in Title 28A RCW.

26 NEW SECTION. Sec. 606. RECODIFICATIONS. The following sections
27 are each recodified as new sections in the chapter created in section
28 605 of this act:

- 29 RCW 28A.320.205
- 30 RCW 28A.630.887
- 31 RCW 28A.630.889
- 32 RCW 28A.630.883
- 33 RCW 28A.630.885
- 34 RCW 28A.630.945

1 RCW 28A.630.950
2 RCW 28A.630.951
3 RCW 28A.630.952
4 RCW 28A.630.953
5 RCW 28A.630.954

6 NEW SECTION. **Sec. 607.** EMERGENCY CLAUSE. (1) Section 101 of this
7 act is necessary for the immediate preservation of the public peace,
8 health, or safety, or support of the state government and its existing
9 public institutions, and takes effect July 1, 1999.

10 (2) Sections 502 and 603 of this act are necessary for the
11 immediate preservation of the public peace, health, or safety, or
12 support of the state government and its existing public institutions,
13 and takes effect immediately.

14 NEW SECTION. **Sec. 608.** NULL AND VOID CLAUSES. (1) If specific
15 funding for the purposes of section 101 of this act, referencing
16 section 101 of this act by bill or chapter and section number, is not
17 provided by June 30, 1999, in the omnibus appropriations act, section
18 101 of this act is null and void.

19 (2) If specific funding for the purposes of section 102 of this
20 act, referencing section 102 of this act by bill or chapter and section
21 number, is not provided by June 30, 1999, in the omnibus appropriations
22 act, section 102 of this act is null and void.

23 (3) If specific funding for the purposes of section 103 of this
24 act, referencing section 103 of this act by bill or chapter and section
25 number, is not provided by June 30, 1999, in the omnibus appropriations
26 act, section 103 of this act is null and void.

27 (4) If specific funding for the purposes of section 401 of this
28 act, referencing section 401 of this act by bill or chapter and section
29 number, is not provided by June 30, 1999, in the omnibus appropriations
30 act, section 401 of this act is null and void.

31 (5) If specific funding for the purposes of section 402 of this
32 act, referencing section 402 of this act by bill or chapter and section
33 number, is not provided by June 30, 1999, in the omnibus appropriations
34 act, section 402 of this act is null and void.

35 NEW SECTION. **Sec. 609.** SEVERABILITY CLAUSE. If any provision of
36 this act or its application to any person or circumstance is held

1 invalid, the remainder of the act or the application of the provision
2 to other persons or circumstances is not affected."

3 Correct the title.

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