

2 **2SHB 1462** - S AMD (S2727.2) - 339
3 By Senators McAuliffe, Eide and Finkbeiner

4 ADOPTED AS AMENDED (FLR 368 & 369) 4/13/99

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 continuous improvement at
15 all levels of Washington's education system and on a fundamental
16 principle that all students have access to curriculum and instruction
17 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 struggling schools. The state should provide
23 technical assistance and expertise where needed.

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

1
2 **PART 1**

OVERSIGHT OF THE ACCOUNTABILITY SYSTEM

3 NEW SECTION. **Sec. 101.** COMPOSITION OF THE COMMISSION. (1) The
4 Washington commission on academic achievement is hereby established.
5 The primary purpose of the commission is to provide oversight of the
6 accountability system.

7 (2) The commission shall include one member of the state board of
8 education, the superintendent of public instruction, and seven members
9 appointed by the governor with the consent of the senate. All
10 appointments shall be made by July 1, 1999. The governor shall appoint
11 a chair from the commission members, and fill any vacancies in
12 gubernatorial appointments that may occur. Gubernatorial and state
13 board appointees shall serve for a term of four years. However, four
14 of the initial seven gubernatorial appointments and the state board
15 appointee shall serve two-year terms. Appointees may be reappointed to
16 serve more than one term. The state board of education shall fill any
17 vacancies of the state board of education appointment that may occur.
18 Of the appointments made by the governor, one shall be from a list of
19 names submitted by the superintendent of public instruction. In making
20 the appointments, educators, business leaders, and parents shall be
21 represented, and nominations from state-wide education, business, and
22 parent organizations shall be requested. Efforts shall be made to
23 ensure that the commission reflects the racial and ethnic diversity of
24 the state's K-12 student population and that the major geographic
25 regions in the state are represented. Appointees shall be qualified
26 individuals who are supportive of educational improvement and
27 accountability, who have a positive record of service, and who will
28 devote sufficient time to the responsibilities of the commission to
29 ensure that the objectives of the commission are achieved.

30 NEW SECTION. **Sec. 102.** DUTIES OF THE COMMISSION. (1) For
31 purposes of state-wide accountability, the commission shall:

32 (a) Establish goals for reading, writing, communications, and
33 mathematics at the appropriate grade level as the commission deems
34 appropriate to improve student learning when assessments in reading,
35 writing, communications, and mathematics are required to be
36 administered state-wide. The commission may revise the state-wide
37 accountability goals as necessary. The commission shall adopt the

1 goals by rule. Before adopting or revising the rules, the commission
2 shall present the goals to the education committees of the senate and
3 the house of representatives for review and comment;

4 (b) Develop criteria for deciding when it is appropriate for the
5 commission to make recommendations to the superintendent about
6 assistance and recognition;

7 (c) Review data and make recommendations to the superintendent of
8 public instruction about school districts requiring school assistance
9 and recognition;

10 (d) Submit recommendations to the superintendent of public
11 instruction about appropriate assistance and recognition;

12 (e) Develop recommendations to the legislature about criteria for
13 deciding when it is appropriate for the commission to make
14 recommendations for interventions and recommendations for appropriate
15 types of interventions.

16 (f) Annually review the reporting system to ensure fairness,
17 accuracy, timeliness, and equity of opportunity, especially with regard
18 to schools with special circumstances and unique populations of
19 students, and recommend to the superintendent of public instruction
20 needed improvements;

21 (g) Recommend changes to the superintendent and the legislature
22 regarding accountability policy and legislation, as necessary;

23 (h) Report annually by December 1st to the legislature, the
24 governor, the superintendent of public instruction, and the state board
25 of education on the progress, findings, and recommendations of the
26 commission;

27 (i) By December 1, 2000, and by December 31st annually thereafter,
28 report to the education committees of the house of representatives and
29 the senate on the progress that has been made in achieving the goals,
30 and on the setting of goals and progress in achieving goals; and

31 (j) Make recommendations to the legislature and take other actions
32 necessary or desirable to help students meet the student learning
33 goals.

34 (2) The commission shall coordinate its activities with the state
35 board of education and the office of the superintendent of public
36 instruction.

37 (3) The commission shall seek advice broadly from the public and
38 all interested educational organizations in the conduct of its work,
39 including holding periodic regional public hearings.

1 (4) The commission may hire an executive director and staff to
2 perform the duties in support of the activities of the commission. The
3 office of the superintendent of public instruction shall provide
4 administrative oversight and be the fiscal agent for the commission.
5 The commission may direct the office of the superintendent of public
6 instruction to enter into subcontracts, within the commission's
7 resources, with school districts, teachers, higher education faculty,
8 state agencies, business organizations, and other individuals and
9 organizations to assist the commission in its deliberations.

10 (5) Members of the commission shall be reimbursed for per diem and
11 travel expenses as provided in RCW 43.03.050 and 43.03.060.

12 NEW SECTION. **Sec. 103.** RECOGNITION. (1) The commission on
13 academic achievement annually shall make recommendations to the
14 superintendent of public instruction on school districts and schools
15 that should be recognized based on the results of the Washington
16 assessment of student learning. The commission shall develop the
17 criteria for selecting districts and schools for recognition.
18 Recognition shall be given to schools and school districts that have
19 achieved exceptional growth:

20 (a) As measured by an increase in the percent of students meeting
21 standards. The level of achievement required for recognition shall be
22 based on the achievement goals established by the legislature and the
23 commission on academic achievement under RCW 28A.630.887 (as recodified
24 by this act);

25 (b) As measured by an improvement index that measures improvement
26 in all levels of the assessment; and

27 (c) Despite challenges such as high levels of mobility, poverty,
28 English as a second language learners, and large numbers of students in
29 special populations as measured by either the percent of students
30 meeting the standard, or the improvement index.

31 (2) When determining the baseline year or years for recognizing
32 individual schools, the commission may use the assessment results from
33 the initial years the assessments were administered, if doing so with
34 individual schools would be appropriate.

35 NEW SECTION. **Sec. 104.** INTERVENTION. (1) Improved student
36 learning depends on the initiative of educators, parents, and students
37 in each school, the school's local community, and state support.

1 Schools should take responsibility for their own improvement while also
2 having access to assistance from school districts, educational service
3 districts, and the state.

4 (2) School districts have primary responsibility for intervening in
5 schools with large numbers of students who are not achieving the
6 essential academic learning requirements. In some cases, school
7 district intervention may not prove successful. Beginning in the 2001-
8 02 school year, continuing levels of low achievement in elementary
9 schools in which there is little or no improvement shall trigger an
10 evaluation by the commission on academic achievement. The purpose of
11 the evaluation is to decide whether to initiate additional state-level
12 assistance. For middle and high schools, the evaluation shall occur
13 three years after assessments are required state-wide. When making
14 recommendations to the superintendent of public instruction regarding
15 additional state-level assistance, the commission on academic
16 achievement shall use multiple sources of information including:

- 17 (a) The results of the Washington assessment of student learning;
- 18 (b) Student achievement evidence from district or other state
19 assessments;
- 20 (c) The level of improvement in student achievement over time;
- 21 (d) Student mobility and poverty;
- 22 (e) Attendance and dropout rates;
- 23 (f) Graduation rates and posthigh school indicators;
- 24 (g) Percent of students in special programs; and
- 25 (h) Other factors presented by individual districts or schools.

26 PART 2

27 ACCOUNTABILITY GOALS

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

30 (~~(1)~~) By December 15, 1998, each school district board of
31 directors shall:

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

1 ~~((b))~~ (2) Establish a three-year, district-wide goal to increase,
2 by the end of the 2000-01 school year, the percentage of students who
3 meet or exceed the reading standard on the fourth grade Washington
4 assessment of student learning. The ~~((three-year))~~ 2000-01 percentage
5 increase goal may not be less than the district's total percentage of
6 students who did not meet the baseline reading standard multiplied by
7 twenty-five percent;

8 ~~((e))~~ (3) Specify the annual district-wide percentage improvement
9 increments to meet the ~~((three-year))~~ 2000-01 goal; and

10 ~~((d))~~ (4) Direct each elementary school to establish a three-year
11 goal for its fourth grade students, subject to approval by the board.
12 The aggregate of the elementary school goals must meet or exceed the
13 district-wide goals established by the board.

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

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

17 ~~(i) District wide and school level three year goals;~~
18 ~~(ii) Student performance relative to the goals; and~~
19 ~~(iii) District wide and school level plans to achieve the reading
20 goal in kindergarten through fourth grade, including grade level
21 expectations, curriculum and instruction, parental or guardian
22 involvement, and resources available to parents and guardians to help
23 students meet the reading standard;~~

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

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

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

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

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PART 3
REPORTING RESULTS

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

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

5 (a) Report to the public, schools, school districts, and the
6 legislature on the results of the ~~((fourth-grade))~~ Washington
7 assessment of student learning; and

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

11 (2) The reports shall include the assessment results by school and
12 school district, and include changes over time. Results shall be
13 reported in two ways:

14 (a) The percent of students meeting the standards; and

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

18 (3) Data regarding the different characteristics of schools, such
19 as poverty levels, percent of English as a second language students,
20 drop-out rates, attendance, percent of students in special education,
21 and student mobility shall also be reported so that districts and
22 schools can learn from the improvement efforts of other schools and
23 districts with similar characteristics.

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

30 (5) The superintendent of public instruction shall monitor the
31 percentage and number of special education and limited English-
32 proficient students exempted from taking the assessments by schools and
33 school districts to ensure the exemptions are in compliance with
34 exemption guidelines.

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

36 NEW SECTION. **Sec. 302.** DISTRICT REPORTS. (1) Each school
37 district board of directors shall:

1 (a) Annually report to parents and to the community in a public
2 meeting and twice annually report in writing the following information:
3 (i) District-wide and school-level three-year goals;
4 (ii) Student performance relative to the goals; and
5 (iii) District-wide and school-level plans to achieve the reading
6 goal in kindergarten through fourth grade, including curriculum and
7 instruction, parental or guardian involvement, and resources available
8 to parents and guardians to help students meet the reading standard;
9 (b) Report annually in a news release to the local media the
10 district's progress toward meeting the district-wide and school-level
11 goals; and
12 (c) Include the school-level goals, student performance relative to
13 the goals, and a summary of school-level plans to achieve the goals in
14 each school's annual school performance report under RCW 28A.320.205.
15 This shall be considered one of the twice-annual written reports
16 required in (a) of this subsection.

17 (2) Schools and school districts in which ten or fewer students are
18 eligible to be assessed in a grade level are not required to establish
19 or report numerical improvement goals and performance relative to the
20 goals, but are required to report to parents and the community their
21 plans to improve reading achievement in kindergarten through fourth
22 grade as required in subsection (1)(a)(iii) of this section.

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

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

1 the schools' performance in assisting students to learn. The annual
2 report shall make comparisons to a school's performance in preceding
3 years and shall (~~project goals in performance categories~~) include
4 school level goals under RCW 28A.630.887 (as recodified by this act),
5 student performance relative to the goals, and information regarding
6 school-level plans to achieve the goals.

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

17 (3) The superintendent of public instruction shall develop by June
18 30, 1994, a model report form, which shall also be adapted for
19 computers, that schools may use to meet the requirements of subsections
20 (1) and (2) of this section.

21 **PART 4**

22 **ASSISTANCE FOR SCHOOLS AND DISTRICTS**

23 NEW SECTION. Sec. 401. ACCOUNTABILITY IMPLEMENTATION FUNDS. (1)
24 To the extent funds are appropriated, the office of the superintendent
25 of public instruction annually shall allocate accountability
26 implementation funds to school districts. The purposes of the funds
27 are to provide time for teachers and other certificated instructional
28 staff and classified staff to: Develop and update student learning
29 improvement plans; implement curriculum materials and instructional
30 strategies; provide staff professional development to implement the
31 selected curricula and instruction; develop and implement assessment
32 strategies and training in assessment scoring; and fund other
33 activities intended to improve student learning for all students,
34 including students with diverse needs. Activities funded by the
35 allocations shall be consistent with the school or district improvement
36 plan, designed to improve the ability of teachers and other
37 instructional certificated and classified staff to assist students in

1 meeting the essential academic learning requirements, and designed to
2 achieve state and local accountability goals. Activities funded by the
3 allocations shall be designed to protect the teachers' instructional
4 time with students and minimize the use of substitute teachers.

5 (2) Schools receiving funds shall develop, update as needed, and
6 keep on file a school student learning improvement plan to achieve the
7 student learning goals and essential academic learning requirements and
8 to implement the assessment system as it is developed. The plan shall
9 describe how the accountability implementation funds will be used to
10 accomplish the requirements of this section. The plan shall be made
11 available to the public and to others upon request.

12 (3) To the extent funds are appropriated, the state schools for the
13 deaf and blind are eligible to receive allocations under this section.

14 (4) The superintendent of public instruction may adopt timelines
15 and rules as necessary under chapter 34.05 RCW to administer the
16 program, and require that schools and districts submit reports
17 regarding the use of the funds.

18 NEW SECTION. **Sec. 402.** HELPING CORPS. (1) In order to increase
19 the availability and quality of technical assistance state-wide, the
20 superintendent of public instruction, subject to available funding,
21 shall employ regional school improvement coordinators and school
22 improvement specialists to provide assistance to schools and districts.
23 The regional coordinators and specialists shall be hired by and work
24 under the direction of a state-wide school improvement coordinator.
25 The improvement specialists shall serve on a rotating basis from one to
26 three years and shall not be permanent employees of the superintendent
27 of public instruction.

28 (2) The school improvement coordinators and specialists shall
29 provide the following:

30 (a) Assistance to schools to disaggregate student performance data
31 and develop improvement plans based on those data;

32 (b) Consultation with schools and districts concerning their
33 performance on the Washington assessment of student learning and other
34 assessments;

35 (c) Consultation concerning curricula that aligns with the
36 essential academic learning requirements, the Washington assessment of
37 student learning, and meets the needs of diverse learners;

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

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

5 (f) Assistance in developing and implementing family and community
6 involvement programs; and

7 (g) Other assistance to schools and school districts intended to
8 improve student learning.

9 **Sec. 403.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to
10 read as follows:

11 (1) Expanding activity in educational research, educational
12 restructuring, and educational improvement initiatives has produced and
13 continues to produce much valuable information. The legislature finds
14 that such information should be shared with the citizens and
15 educational community of the state as widely as possible. To
16 facilitate access to information and materials on educational
17 improvement and research, the superintendent of public instruction, to
18 the extent funds are appropriated, shall establish the center for the
19 improvement of student learning. The primary purpose of the center is
20 to provide assistance and advice to parents, school board members,
21 educators, and the public regarding strategies for assisting students
22 in learning the essential academic learning requirements pursuant to
23 RCW 28A.630.885 (as recodified by this act). The center shall work in
24 conjunction with the commission on ~~((student learning))~~ academic
25 achievement, educational service districts, ~~((and))~~ institutions of
26 higher education, and education, parent, community, and business
27 organizations.

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

30 (a) Serve as a clearinghouse for the completed work and activities
31 of the commission on ~~((student learning))~~ academic achievement;

32 (b) Serve as a clearinghouse for information regarding successful
33 educational ~~((restructuring))~~ improvement and parental involvement
34 programs in schools and districts, and information about efforts within
35 institutions of higher education in the state to support educational
36 ~~((restructuring))~~ improvement initiatives in Washington schools and
37 districts;

1 (c) Provide best practices research and advice that can be used to
2 help schools develop and implement: Programs and practices to improve
3 ~~((reading))~~ instruction of the essential academic learning requirements
4 under section 501 of this act; systems to analyze student assessment
5 data, with an emphasis on systems that will combine the use of state
6 and local data to monitor the academic progress of each and every
7 student in the school district; ~~((school))~~ comprehensive, school-wide
8 improvement plans; school-based shared decision-making models; programs
9 to promote lifelong learning and community involvement in education;
10 school-to-work transition programs; programs to meet the needs of
11 highly capable students; programs and practices to meet the diverse
12 needs of students based on gender, racial, ethnic, economic, and
13 special needs status; research, information, and technology systems;
14 and other programs and practices that will assist educators in helping
15 students learn the essential academic learning requirements;

16 (d) Develop and distribute, in conjunction with the commission on
17 ~~((student—learning))~~ academic achievement, parental involvement
18 materials, including instructional guides developed to inform parents
19 of the essential academic learning requirements. The instructional
20 guides also shall contain actions parents may take to assist their
21 children in meeting the requirements, and should focus on reaching
22 parents who have not previously been involved with their children's
23 education;

24 (e) Identify obstacles to greater parent and community involvement
25 in school shared decision-making processes and recommend strategies for
26 helping parents and community members to participate effectively in
27 school shared decision-making processes, including understanding and
28 respecting the roles of school building administrators and staff;

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

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

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

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

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

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

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

8 (4) The superintendent may enter into contracts with individuals or
9 organizations including but not limited to: School districts;
10 educational service districts; educational organizations; teachers;
11 higher education faculty; institutions of higher education; state
12 agencies; business or community-based organizations; and other
13 individuals and organizations to accomplish the duties and
14 responsibilities of the center. (~~The superintendent shall contract
15 out with community-based organizations to meet the provisions of
16 subsection (2)(d) and (e) of this section.~~) In carrying out the
17 duties and responsibilities of the center, the superintendent, whenever
18 possible, shall use practitioners to assist agency staff as well as
19 assist educators and others in schools and districts.

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

22

PART 5

23

TRANSFER OF DUTIES AND MATERIALS

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

31 (2) The superintendent of public instruction shall periodically
32 revise the essential academic learning requirements, as needed, based
33 on the student learning goals in RCW 28A.150.210. Goals one and two
34 shall be considered primary. To the maximum extent possible, the
35 superintendent shall integrate goal four and the knowledge and skill
36 areas in the other goals in the essential academic learning
37 requirements.

1 (3) The superintendent of public instruction shall maintain and
2 continue to develop and revise a state-wide academic assessment system
3 for use in the elementary, middle, and high school years designed to
4 determine if each student has mastered the essential academic learning
5 requirements identified in subsection (1) of this section. The
6 academic assessment system shall include a variety of assessment
7 methods, including criterion-referenced and performance-based measures.
8 Performance standards for determining if a student has successfully
9 completed an assessment shall be determined by the superintendent.

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

16 (5) The assessments in reading, writing, mathematics, and
17 communications are required at the elementary level, beginning with the
18 1997-98 school year and for middle and secondary levels beginning with
19 the 2000-01 school year. The assessment for middle and high school in
20 science shall be required beginning with the 2000-01 school year. The
21 superintendent shall develop timelines for the remaining assessments in
22 history, civics, geography, arts, health, fitness, and science at the
23 elementary, middle, and high school level, to the extent the
24 legislature has not adopted timelines in statute. However the
25 assessments shall be completed not later than the 2003-04 school year
26 and shall be required in the 2007-08 school year. The assessments
27 shall not be implemented if the legislature takes action to delay or
28 prevent implementation of the assessment system and the essential
29 academic learning requirements.

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

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

35 (8) The superintendent shall develop assessments that are directly
36 related to the essential academic learning requirements, and are not
37 biased toward persons with different learning styles, racial or ethnic
38 backgrounds, or on the basis of gender.

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

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

7 NEW SECTION. **Sec. 502.** COMMISSION ON STUDENT LEARNING--TRANSFER
8 OF POWERS. (1) Beginning July 1, 1999, the powers, duties, and
9 functions of the commission on student learning are transferred to the
10 commission on academic achievement or to the superintendent of public
11 instruction as appropriate under the transfer of duties made from the
12 commission on student learning to the commission on academic
13 achievement or the superintendent of public instruction under this act.
14 All references to the commission on student learning in the Revised
15 Code of Washington shall be construed to mean the commission on
16 academic achievement when addressing the duties, activities, or
17 functions regarding the accountability system under this act. All
18 references to the commission on student learning in the Revised Code of
19 Washington shall be construed to mean the superintendent of public
20 instruction when addressing the duties, activities, or functions
21 regarding the essential academic learning requirements, the standards,
22 or the assessments addressed under this act.

23 (2) All reports, documents, surveys, books, records, files, papers,
24 or written material in the possession of the commission on student
25 learning shall be delivered to the custody of the commission on
26 academic achievement or the superintendent of public instruction, as
27 appropriate. All cabinets, furniture, office equipment, motor
28 vehicles, and other tangible property employed by the commission on
29 student learning shall be made available to the commission on academic
30 achievement or the superintendent of public instruction, as
31 appropriate.

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

35 **PART 6**
36 **MISCELLANEOUS**

1 NEW SECTION. **Sec. 601.** CONSOLIDATED PLANNING. The superintendent
2 of public instruction, in consultation with school district personnel,
3 shall consolidate and streamline the planning, application, and
4 reporting requirements for major state and federal categorical and
5 grant programs. The superintendent also shall take actions to increase
6 the use of online electronic applications and reporting.

7 NEW SECTION. **Sec. 602.** SLIGS. RCW 28A.300.138 (Student learning
8 improvement grants) and 1994 c 245 s 1 & 1993 c 336 s 301 are each
9 repealed.

10 NEW SECTION. **Sec. 603.** REPEALERS. The following acts or parts of
11 acts are each repealed:

- 12 (1) 1998 c 225 s 3 (uncodified);
13 (2) 1995 c 209 s 3 (uncodified); and
14 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

15 NEW SECTION. **Sec. 604.** PART HEADINGS AND SECTION CAPTIONS NOT
16 LAW. Part headings and section captions used in this act are not any
17 part of the law.

18 NEW SECTION. **Sec. 605.** NEW ACCOUNTABILITY CHAPTER CREATED.
19 Sections 101 through 104, 302, 401, 402, 501, and 502 of this act
20 constitute a new chapter in Title 28A RCW.

21 NEW SECTION. **Sec. 606.** RECODIFICATIONS. RCW 28A.630.887,
22 28A.630.889, 28A.320.205, 28A.630.885, 28A.630.883, 28A.630.945,
23 28A.630.950, 28A.630.951, 28A.630.952, 28A.630.953, and 28A.630.954 are
24 each recodified as new sections in the chapter created in section 605
25 of this act.

26 NEW SECTION. **Sec. 607.** EMERGENCY CLAUSE. Sections 101, 502, and
27 603 of this act are necessary for the immediate preservation of the
28 public peace, health, or safety, or support of the state government and
29 its existing public institutions, and take effect immediately.

30 NEW SECTION. **Sec. 608.** SEVERABILITY CLAUSE. If any provision of
31 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 **2SHB 1462** - S AMD - 339

4 By Senators McAuliffe, Eide and Finkbeiner

5 ADOPTED 4/13/99

6 On page 1, line 1 of the title, after "assistance;" strike the
7 remainder of the title and insert "amending RCW 28A.630.887,
8 28A.630.889, 28A.320.205, and 28A.300.130; adding a new chapter to
9 Title 28A RCW; creating new sections; recodifying RCW 28A.630.887,
10 28A.630.889, 28A.320.205, 28A.630.885, 28A.630.883, 28A.630.945,
11 28A.630.950, 28A.630.951, 28A.630.952, 28A.630.953, and 28A.630.954;
12 repealing RCW 28A.300.138; repealing 1998 c 225 s 3 (uncodified);
13 repealing 1995 c 209 s 3 (uncodified); repealing 1995 c 209 s 2 and
14 1992 c 141 s 203 (uncodified); and declaring an emergency."

--- END ---