
SUBSTITUTE SENATE BILL 5418

State of Washington

56th Legislature

1999 Regular Session

By Senate Committee on Education (originally sponsored by Senators McAuliffe, Rasmussen, Patterson and Kohl-Welles; by request of Governor Locke, Superintendent of Public Instruction and Commission on Student Learning)

Read first time 02/24/1999.

1 AN ACT Relating to K-12 accountability and assistance; amending RCW
2 28A.630.887, 28A.630.889, 28A.320.205, 28A.300.130, and 28A.630.885;
3 adding new sections to chapter 28A.300 RCW; adding new sections to
4 chapter 28A.630 RCW; creating new sections; repealing RCW 28A.300.138;
5 repealing 1998 c 225 s 3 (uncodified); repealing 1995 c 209 s 3
6 (uncodified); repealing 1995 c 209 s 2 and 1992 c 141 s 203
7 (uncodified); and declaring an emergency.

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

9 **PART 1**

10 **INTENT**

11 NEW SECTION. **Sec. 101.** INTENT. The legislature finds that the
12 purpose of Washington's accountability system is to improve student
13 learning and student achievement of the essential academic learning
14 requirement standards so that each individual student will be given the
15 opportunity to become a responsible citizen and successfully live,
16 learn, and work in the twenty-first century. To achieve this purpose,
17 the accountability system should be based on continuous improvement at
18 all levels of Washington's education system and on a fundamental

1 principle that all students have access to curriculum and instruction
2 that is aligned to the standards.

3 The legislature further finds that the accountability system should
4 rely on local responsibility and leadership. Districts and schools
5 should be expected to improve and be evaluated based on their
6 improvement over time. Districts should recognize exceptional progress
7 and work closely with struggling schools. The state should provide
8 technical assistance and expertise where needed.

9 The legislature further finds that the accountability system must
10 be simple to use and understand. Consequences must be predictable and
11 fair. Differences among students, schools, and districts should be
12 recognized and respected as the system is implemented. There should be
13 a balance of each student's right to privacy and the public's right to
14 know the overall levels of learning and achievement at the school,
15 district, and state levels. In addition, the accountability system
16 should be continuously reviewed and improved as more is learned about
17 how schools operate to meet the learning needs of Washington's
18 students.

19 PART 2

20 ACCOUNTABILITY GOALS

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

23 (1) By December 15, 1998, each school district board of directors
24 shall:

25 (a) Select the reading standard results on either the 1997 or 1998
26 fourth grade Washington assessment of student learning as the school
27 district's initial baseline reading standard. Districts may select the
28 1997 results only if all of the elementary schools with fourth grade
29 students administered the assessment;

30 (b) Establish a three-year, district-wide goal to increase, by the
31 end of the 2000-01 school year, the percentage of students who meet or
32 exceed the reading standard on the fourth grade Washington assessment
33 of student learning. The ~~((three-year))~~ 2000-01 percentage increase
34 goal may not be less than the district's total percentage of students
35 who did not meet the baseline reading standard multiplied by twenty-
36 five percent;

1 (c) Specify the annual district-wide percentage improvement
2 increments to meet the (~~three-year~~) 2000-01 goal; and

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

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

8 (a) Annually report (~~biannually~~) to parents (~~in writing~~) and to
9 the community in a public meeting and twice annually report in writing
10 the following information:

11 (i) District-wide and school-level three-year goals;

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

13 (iii) District-wide and school-level plans to achieve the reading
14 goal in kindergarten through fourth grade, including (~~grade-level~~
15 ~~expectations,~~) curriculum and instruction, parental or guardian
16 involvement, and resources available to parents and guardians to help
17 students meet the reading standard;

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

21 (c) Include the (~~reported information~~) school-level goals,
22 student performance relative to the goals, and a summary of school-
23 level plans to achieve the goals in each school's annual school
24 performance report under RCW 28A.320.205. This shall be considered one
25 of the twice-annual written reports required in (a) of this subsection.

26 (3) Schools and school districts in which ten or fewer students are
27 eligible to be assessed in a grade level are not required to establish
28 or report numerical improvement goals and performance relative to the
29 goals, but are required to report to parents and the community their
30 plans to improve reading achievement in kindergarten through fourth
31 grade as required in subsection (2)(a)(iii) of this section.

32 (4) The commission on academic achievement may establish goals for
33 other content and grade levels as the commission deems appropriate to
34 improve student learning when assessments in the other content areas
35 and other grade levels are required to be administered state-wide. In
36 setting high school goals, the commission shall consider the percent of
37 students achieving a certificate of mastery and a reduction in dropout
38 rates. The commission may revise these state-wide accountability goals
39 as necessary.

1 (5) By December 1, 2000, and by December 31st annually thereafter,
2 the ((superintendent of public instruction)) commission on academic
3 achievement shall report to the education committees of the house of
4 representatives and the senate on the progress that has been made in
5 achieving the ((three-year)) reading goal, and ((provide
6 recommendations to the legislature on setting reading goals for the
7 next three years.

8 (4) This section expires July 1, 2006)) on the setting of goals and
9 progress in achieving goals in the other content areas and at other
10 grade levels.

11 **PART 3**

12 **REPORTING ASSESSMENT RESULTS**

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

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

17 (a) Report to the public, schools, school districts, and the
18 legislature on the results of the ((fourth-grade)) Washington
19 assessment of student learning; and

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

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

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

27 (b) A learning improvement index that shows changes in student
28 performance within the different levels of student learning reported on
29 the Washington assessment of student learning.

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

36 (4) To protect the privacy of students, the results of schools and
37 districts that test fewer than ten students in a grade level shall not

1 be reported. In addition, in order to ensure that results are reported
2 accurately, the superintendent of public instruction shall maintain the
3 confidentiality of state-wide data files until the superintendent
4 determines that the data are complete and accurate.

5 (5) The commission on academic achievement shall annually review
6 the reporting system to ensure fairness, accuracy, timeliness, and
7 equity of opportunity, especially with regard to schools with special
8 circumstances and unique populations of students, and recommend to the
9 superintendent of public instruction needed improvements.

10 (6) The superintendent of public instruction shall monitor the
11 percentage and number of special education and limited English-
12 proficient students exempted from taking the assessments by schools and
13 school districts to ensure the exemptions are in compliance with
14 exemption guidelines.

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

16 **Sec. 302.** RCW 28A.320.205 and 1993 c 336 s 1006 are each amended
17 to read as follows:

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

37 (2) The annual performance report shall include, but not be limited
38 to: A brief statement of the mission of the school and the school

1 district; enrollment statistics including student demographics;
2 expenditures per pupil for the school year; a summary of student scores
3 on all mandated tests; a concise annual budget report; student
4 attendance, graduation, and dropout rates; information regarding the
5 use and condition of the school building or buildings; a brief
6 description of ~~((the restructuring))~~ learning improvement plans for the
7 school; and an invitation to all parents and citizens to participate in
8 school activities.

9 (3) The superintendent of public instruction shall develop by June
10 30, 1994, a model report form, which shall also be adapted for
11 computers, that schools may use to meet the requirements of subsections
12 (1) and (2) of this section.

13 **PART 4**

14 **ASSISTANCE FOR SCHOOLS AND DISTRICTS**

15 NEW SECTION. **Sec. 401.** A new section is added to chapter 28A.300
16 RCW to read as follows:

17 ACCOUNTABILITY IMPLEMENTATION FUNDS. (1) To the extent funds are
18 appropriated, the office of the superintendent of public instruction
19 annually shall allocate accountability implementation funds to school
20 districts. The purposes of the funds are to provide time for teachers
21 and other certificated instructional staff and classified staff to:
22 Develop and update student learning improvement plans; implement
23 curriculum materials and instructional strategies; provide staff
24 professional development to implement the selected curricula and
25 instruction; develop and implement assessment strategies and training
26 in assessment scoring; and fund other activities intended to improve
27 student learning for all students, including students with diverse
28 needs. Activities funded by the allocations shall be consistent with
29 the school or district improvement plan, designed to improve the
30 ability of teachers and other instructional certificated and classified
31 staff to assist students in meeting the essential academic learning
32 requirements, and designed to achieve state and local accountability
33 goals. Activities funded by the allocations shall be designed to
34 protect the teachers' instructional time with students and minimize the
35 use of substitute teachers.

36 (2) Schools receiving funds shall develop, update as needed, and
37 keep on file a school student learning improvement plan to achieve the

1 student learning goals and essential academic learning requirements and
2 to implement the assessment system as it is developed. The plan shall
3 describe how the accountability implementation funds will be used to
4 accomplish the requirements of this section. The plan shall be made
5 available to the public and to others upon request.

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

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

12 **PART 5**

13 **STATE AND REGIONAL-LEVEL TECHNICAL ASSISTANCE**

14 **Sec. 501.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to
15 read as follows:

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

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

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

36 (b) Serve as a clearinghouse for information regarding successful
37 educational ~~((restructuring))~~ improvement and parental involvement

1 programs in schools and districts, and information about efforts within
2 institutions of higher education in the state to support educational
3 (~~restructuring~~) improvement initiatives in Washington schools and
4 districts;

5 (c) Provide best practices research and advice that can be used to
6 help schools develop and implement: Programs and practices to improve
7 (~~reading~~) instruction of the essential academic learning requirements
8 under section 701 of this act; systems to analyze student assessment
9 data, with an emphasis on systems that will combine the use of state
10 and local data to monitor the academic progress of each and every
11 student in the school district; (~~school~~) comprehensive, school-wide
12 improvement plans; school-based shared decision-making models; programs
13 to promote lifelong learning and community involvement in education;
14 school-to-work transition programs; programs to meet the needs of
15 highly capable students; programs and practices to meet the diverse
16 needs of students based on gender, racial, ethnic, economic, and
17 special needs status; research, information, and technology systems;
18 and other programs and practices that will assist educators in helping
19 students learn the essential academic learning requirements;

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

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

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

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

37 (~~g~~) (h) Work with appropriate organizations to inform teachers,
38 district and school administrators, and school directors about the

1 waivers available (~~(under RCW 28A.305.140)~~) and the broadened school
2 board powers under RCW 28A.320.015;

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

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

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

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

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

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

26 NEW SECTION. Sec. 502. A new section is added to chapter 28A.300
27 RCW to read as follows:

28 HELPING CORPS. (1) In order to increase the availability and
29 quality of technical assistance state-wide, the superintendent of
30 public instruction, subject to available funding, shall employ regional
31 school improvement coordinators and school improvement specialists to
32 provide assistance to schools and districts. The regional coordinators
33 and specialists shall be hired by and work under the direction of a
34 state-wide school improvement coordinator. The improvement specialists
35 shall serve on a rotating basis from one to three years and shall not
36 be permanent employees of the superintendent of public instruction.

37 (2) The school improvement coordinators and specialists shall
38 provide the following:

- 1 (a) Assistance to schools to disaggregate student performance data
2 and develop improvement plans based on those data;
- 3 (b) Consultation with schools and districts concerning their
4 performance on the Washington assessment of student learning and other
5 assessments;
- 6 (c) Consultation concerning curricula that aligns with the
7 essential academic learning requirements, the Washington assessment of
8 student learning, and meets the needs of diverse learners;
- 9 (d) Assistance in the identification and implementation of
10 research-based instructional practices;
- 11 (e) Staff training that emphasizes effective instructional
12 strategies and classroom-based assessment;
- 13 (f) Assistance in developing and implementing family and community
14 involvement programs; and
- 15 (g) Other assistance to schools and school districts intended to
16 improve student learning.

17 **PART 6**

18 **OVERSIGHT OF THE ACCOUNTABILITY SYSTEM**

19 **Sec. 601.** RCW 28A.630.885 and 1998 c 225 s 1 are each amended to
20 read as follows:

21 (1) The Washington commission on ~~((student learning))~~ academic
22 achievement is hereby established. The primary purpose~~((s))~~ of the
23 commission ~~((are to identify the knowledge and skills all public school~~
24 ~~students need to know and be able to do based on the student learning~~
25 ~~goals in RCW 28A.150.210, to develop student assessment and school~~
26 ~~accountability systems, to review current school district data~~
27 ~~reporting requirements and make recommendations on what data is~~
28 ~~necessary for the purposes of accountability and meeting state~~
29 ~~information needs, and to take other steps necessary to develop a~~
30 ~~performance-based education system))~~ is to provide oversight of the
31 accountability system.

32 (2) The commission shall include ~~((three))~~ one member~~((s))~~ of the
33 state board of education, ~~((three))~~ the superintendent of public
34 instruction, and seven members appointed by the governor ~~((before July~~
35 ~~1, 1992, and five members appointed no later than June 1, 1993, by the~~
36 ~~governor elected in the November 1992 election))~~. All appointments
37 shall be made by July 1, 1999. The governor shall appoint a chair from

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

21 ~~((2) The commission shall establish advisory committees.~~
22 ~~Membership of the advisory committees shall include, but not~~
23 ~~necessarily be limited to, professionals from the office of the~~
24 ~~superintendent of public instruction and the state board of education,~~
25 ~~and other state and local educational practitioners and student~~
26 ~~assessment specialists.~~

27 ~~(3) The commission, with the assistance of the advisory committees,~~
28 ~~shall:~~

29 ~~(a) Develop essential academic learning requirements based on the~~
30 ~~student learning goals in RCW 28A.150.210. Essential academic learning~~
31 ~~requirements shall be developed, to the extent possible, for each of~~
32 ~~the student learning goals in RCW 28A.150.210. Goals one and two shall~~
33 ~~be considered primary. Essential academic learning requirements for~~
34 ~~RCW 28A.150.210(1), goal one, and the mathematics component of RCW~~
35 ~~28A.150.210(2), goal two, shall be completed no later than March 1,~~
36 ~~1995. Essential academic learning requirements that incorporate the~~
37 ~~remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and~~
38 ~~four, shall be completed no later than March 1, 1996. To the maximum~~
39 ~~extent possible, the commission shall integrate goal four and the~~

1 knowledge and skill areas in the other goals in the development of the
2 essential academic learning requirements;

3 (b)(i) The commission shall present to the state board of education
4 and superintendent of public instruction a state wide academic
5 assessment system for use in the elementary, middle, and high school
6 years designed to determine if each student has mastered the essential
7 academic learning requirements identified in (a) of this subsection.
8 The academic assessment system shall include a variety of assessment
9 methods, including criterion referenced and performance based measures.
10 Performance standards for determining if a student has successfully
11 completed an assessment shall be initially determined by the commission
12 in consultation with the advisory committees required in subsection (2)
13 of this section.

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

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

1 superintendent of public instruction by June 30, 1999, unless the
2 legislature takes action to delay implementation of the assessment
3 system and essential academic learning requirements. The
4 superintendent shall continue the development of assessments on the
5 following schedule: The history, civics, and geography assessments at
6 the middle and high school levels shall be available for use by
7 districts no later than the 2000-01 school year; the arts assessment
8 for middle and high school levels shall be available for use by
9 districts no later than the 2000-01 school year; and the health and
10 fitness assessments for middle and high school levels shall be
11 available no later than the 2001-02 school year. The elementary
12 science assessment shall be available for use by districts not later
13 than the 2001-02 school year. The commission or the superintendent, as
14 applicable, shall upon request, provide opportunities for the education
15 committees of the house of representatives and the senate to review the
16 assessments and proposed modifications to the essential academic
17 learning requirements before the modifications are adopted. By
18 December 15, 1998, the commission on student learning shall recommend
19 to the appropriate committees of the legislature a revised timeline for
20 implementing these assessments and when the school districts should be
21 required to participate. All school districts shall be required to
22 participate in the history, civics, geography, arts, health, fitness,
23 and elementary science assessments in the third year after the
24 assessments are available to school districts.

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

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

1 ~~desire to participate before the 1998-99 school year shall notify the~~
2 ~~commission on student learning in a manner determined by the commission~~
3 ~~on student learning. Schools that desire to participate after the~~
4 ~~1998-99 school year, shall notify the superintendent of public~~
5 ~~instruction in a manner determined by the superintendent. Beginning in~~
6 ~~the 2000-01 school year, all school districts shall be required to~~
7 ~~participate in the assessment system for reading, writing,~~
8 ~~communications, mathematics, and science.~~

9 ~~(v) The commission on student learning may modify the essential~~
10 ~~academic learning requirements and the assessments for reading,~~
11 ~~writing, communications, mathematics, and science, as needed, before~~
12 ~~June 30, 1999. The commission shall, upon request, provide~~
13 ~~opportunities for the education committees of the house of~~
14 ~~representatives and the senate to review the assessments and proposed~~
15 ~~modifications to the essential academic learning requirements before~~
16 ~~the modifications are adopted.~~

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

21 ~~(c) After a determination is made by the state board of education))~~

22 (3) When the commission determines that the high school assessment
23 system has been implemented and that it is sufficiently reliable and
24 valid, successful completion of the high school assessment shall lead
25 to a certificate of mastery. The certificate of mastery shall be
26 obtained by most students at about the age of sixteen, and is evidence
27 that the student has successfully mastered the essential academic
28 learning requirements during his or her educational career. The
29 certificate of mastery shall be required for graduation but shall not
30 be the only requirement for graduation. The commission shall make
31 recommendations to the state board of education regarding the
32 relationship between the certificate of mastery and high school
33 graduation requirements. Upon achieving the certificate of mastery,
34 schools shall provide students with the opportunity to pursue career
35 and educational objectives through educational pathways that emphasize
36 integration of academic and vocational education. Educational pathways
37 may include, but are not limited to, programs such as work-based
38 learning, school-to-work transition, tech prep, vocational-technical
39 education, running start, and preparation for technical college,

1 community college, or university education. Any middle school, junior
2 high school, or high school using educational pathways shall ensure
3 that all participating students will continue to have access to the
4 courses and instruction necessary to meet admission requirements at
5 baccalaureate institutions. Students shall be allowed to enter the
6 educational pathway of their choice. Before accepting a student into
7 an educational pathway, the school shall inform the student's parent of
8 the pathway chosen, the opportunities available to the student through
9 the pathway, and the career objectives the student will have exposure
10 to while pursuing the pathway. Parents and students dissatisfied with
11 the opportunities available through the selected educational pathway
12 shall be provided with the opportunity to transfer the student to any
13 other pathway provided in the school. Schools may not develop
14 educational pathways that retain students in high school beyond the
15 date they are eligible to graduate, and may not require students who
16 transfer between pathways to complete pathway requirements beyond the
17 date the student is eligible to graduate(;

18 ~~(d) Consider methods to address the unique needs of special~~
19 ~~education students when developing the assessments in (b) and (c) of~~
20 ~~this subsection;~~

21 ~~(e) Consider methods to address the unique needs of highly capable~~
22 ~~students when developing the assessments in (b) and (c) of this~~
23 ~~subsection;~~

24 ~~(f) Develop recommendations on the time, support, and resources,~~
25 ~~including technical assistance, needed by schools and school districts~~
26 ~~to help students achieve the essential academic learning requirements.~~
27 ~~These recommendations shall include an estimate for the legislature,~~
28 ~~superintendent of public instruction, and governor on the expected cost~~
29 ~~of implementing the academic assessment system;~~

30 ~~(g) Develop recommendations for consideration by the higher~~
31 ~~education coordinating board for adopting college and university~~
32 ~~entrance requirements for public school students that are consistent~~
33 ~~with the essential academic learning requirements and the certificate~~
34 ~~of mastery;~~

35 ~~(h) Review current school district data reporting requirements for~~
36 ~~the purposes of accountability and meeting state information needs.~~
37 ~~The commission on student learning shall report recommendations to the~~
38 ~~joint select committee on education restructuring by September 15,~~
39 ~~1996, on:~~

1 ~~(i) What data is necessary to compare how school districts are~~
2 ~~performing before the essential academic learning requirements and the~~
3 ~~assessment system are implemented with how school districts are~~
4 ~~performing after the essential academic learning requirements and the~~
5 ~~assessment system are implemented; and~~

6 ~~(ii) What data is necessary pertaining to school district reports~~
7 ~~under the accountability systems developed by the commission on student~~
8 ~~learning under this section;~~

9 ~~(i) Recommend to the legislature, governor, state board of~~
10 ~~education, and superintendent of public instruction;~~

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

19 ~~(ii) A school assistance program to help schools and school~~
20 ~~districts that are having difficulty helping students meet the~~
21 ~~essential academic learning requirements as measured by performance on~~
22 ~~the elementary, middle school, and high school assessments;~~

23 ~~(iii) A system to intervene in schools and school districts in~~
24 ~~which significant numbers of students persistently fail to learn the~~
25 ~~essential academic learning requirements or meet the standards~~
26 ~~established for the elementary, middle school, and high school~~
27 ~~assessments; and~~

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

36 ~~The commission shall make recommendations regarding a state wide~~
37 ~~accountability system for reading in grades kindergarten through four~~
38 ~~by November 1, 1997. Recommendations for an accountability system in~~

1 the other subject areas and grade levels shall be made no later than
2 June 30, 1999)).

3 (4) For purposes of state-wide accountability, the commission
4 shall:

5 (a) Establish and revise performance goals under RCW 28A.630.887;

6 (b) Make recommendations to the superintendent of public
7 instruction regarding the reporting of assessment and other data in
8 accordance with RCW 28A.630.889;

9 (c) Review data and make recommendations to the superintendent of
10 public instruction about school districts requiring school assistance,
11 recognition, and intervention;

12 (d) Submit recommendations to the superintendent of public
13 instruction about appropriate interventions, assistance, and
14 recognition;

15 (e) Develop criteria for deciding when it is appropriate for the
16 commission to make recommendations to the superintendent about
17 interventions, assistance, and recognition;

18 (f) Hear concerns about interventions;

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

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

25 ~~((+k))~~ (i) Make recommendations to the legislature and take other
26 actions necessary or desirable to help students meet the student
27 learning goals.

28 ~~((+4))~~ (5) The commission shall coordinate its activities with the
29 state board of education and the office of the superintendent of public
30 instruction.

31 ~~((+5))~~ (6) The commission shall seek advice broadly from the
32 public and all interested educational organizations in the conduct of
33 its work, including holding periodic regional public hearings.

34 ~~((+6))~~ (7) The commission ~~((shall select an entity to provide~~
35 staff support and)) may appoint an executive director and staff to
36 perform the duties in support of the activities of the commission. The
37 office of the superintendent of public instruction shall provide
38 administrative oversight and be the fiscal agent for the commission.
39 The commission may direct the office of the superintendent of public

1 instruction to enter into subcontracts, within the commission's
2 resources, with school districts, teachers, higher education faculty,
3 state agencies, business organizations, and other individuals and
4 organizations to assist the commission in its deliberations.

5 ~~((7))~~ (8) The commission may adopt rules as necessary to carry
6 out its duties.

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

9 ~~((8)(a) By September 30, 1997, the commission on student learning,~~
10 ~~the state board of education, and the superintendent of public~~
11 ~~instruction shall jointly present recommendations to the education~~
12 ~~committees of the house of representatives and the senate regarding the~~
13 ~~high school assessments, the certificate of mastery, and high school~~
14 ~~graduation requirements.~~

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

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

19 ~~(ii) Should the students be required to pass the high school~~
20 ~~assessments in all skill and content areas, or only in select skill and~~
21 ~~content areas, to graduate?~~

22 ~~(iii) How will the criteria for establishing the standards for~~
23 ~~passing scores on the assessments be determined?~~

24 ~~(iv) What timeline should be used in phasing in the assessments as~~
25 ~~a graduation requirement?~~

26 ~~(v) What options may be used in demonstrating how the results of~~
27 ~~the assessments will be displayed in a way that is meaningful to~~
28 ~~students, parents, institutions of higher education, and potential~~
29 ~~employers?~~

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

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

36 ~~(b) The ad hoc working group shall report its recommendations to~~
37 ~~the commission on student learning, the state board of education, and~~
38 ~~the superintendent of public instruction by June 15, 1997. The~~
39 ~~commission shall report the ad hoc working group's recommendations to~~

1 ~~the education committees of the house of representatives and senate by~~
2 ~~July 15, 1997. Final recommendations of the commission on student~~
3 ~~learning, the state board of education, and the superintendent of~~
4 ~~public instruction shall be presented to the education committees of~~
5 ~~the house of representatives and the senate by September 30, 1997.~~

6 ~~(9) The Washington commission on student learning shall expire on~~
7 ~~June 30, 1999.)~~

8 NEW SECTION. **Sec. 602.** The following acts or parts of acts are
9 each repealed:

- 10 (1) 1998 c 225 s 3 (uncodified);
11 (2) 1995 c 209 s 3 (uncodified); and
12 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

13 NEW SECTION. **Sec. 603.** A new section is added to chapter 28A.630
14 RCW to read as follows:

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

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

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

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

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

1 NEW SECTION. **Sec. 604.** A new section is added to chapter 28A.630
2 RCW to read as follows:

3 (1) Improved student learning depends on the initiative of
4 educators, parents, and students in each school; the school's local
5 community; and state support. Schools should take responsibility for
6 their own improvement while also having access to assistance from
7 school districts, educational service districts, and the state.

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

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

30 (3) If the commission on academic achievement, after considering
31 the factors in subsection (1) of this section, finds that the
32 district's efforts have failed to improve student achievement over a
33 reasonable period of time, the commission may recommend to the
34 superintendent of public instruction that the superintendent intervene
35 in the school district. The superintendent of public instruction may
36 intervene in the school district and take appropriate corrective
37 actions.

1 accountability recommendations of the commission on academic
2 achievement.

3 (2) The superintendent of public instruction shall periodically
4 revise the essential academic learning requirements, as needed, based
5 on the student learning goals in RCW 28A.150.210. Goals one and two
6 shall be considered primary. To the maximum extent possible, the
7 superintendent shall integrate goal four and the knowledge and skill
8 areas in the other goals in the essential academic learning
9 requirements.

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

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

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

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

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

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

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

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

16 **PART 8**

17 **CONSOLIDATED PLANNING**

18 NEW SECTION. **Sec. 801.** The superintendent of public instruction,
19 in consultation with school district personnel, shall consolidate and
20 streamline the planning, application, and reporting requirements for
21 major state and federal categorical and grant programs. The
22 superintendent also shall take actions to increase the use of online
23 electronic applications and reporting.

24 **PART 9**

25 **MISCELLANEOUS**

26 NEW SECTION. **Sec. 901.** RCW 28A.300.138 (Student learning
27 improvement grants) and 1994 c 245 s 1 & 1993 c 336 s 301 are each
28 repealed.

29 NEW SECTION. **Sec. 902.** PART HEADINGS AND SECTION CAPTIONS NOT
30 LAW. Part headings and section captions used in this act are not any
31 part of the law.

32 NEW SECTION. **Sec. 903.** Section 602 of this act is necessary for
33 the immediate preservation of the public peace, health, or safety, or

1 support of the state government and its existing public institutions,
2 and takes effect immediately.

3 NEW SECTION. **Sec. 904.** If any provision of this act or its
4 application to any person or circumstance is held invalid, the
5 remainder of the act or the application of the provision to other
6 persons or circumstances is not affected.

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