

**SENATE BILL 5418**

**State of Washington**

**56th Legislature**

**1999 Regular Session**

**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 01/21/1999. Referred to Committee on Education.

1 AN ACT Relating to K-12 accountability and assistance; amending RCW  
2 28A.630.887, 28A.630.889, 28A.320.205, 28A.165.012, 28A.165.030,  
3 28A.165.040, 28A.165.050, 28A.165.060, 28A.165.070, 28A.165.080,  
4 28A.165.095, 28A.300.130, and 28A.630.885; adding new sections to  
5 chapter 28A.300 RCW; creating new sections; repealing RCW 28A.165.010  
6 and 28A.300.138; repealing 1998 c 225 s 3 (uncodified); repealing 1995  
7 c 209 s 3 (uncodified); repealing 1995 c 209 s 2 and 1992 c 141 s 203  
8 (uncodified); and declaring an emergency.

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

**PART 1**

**INTENT**

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

1 all levels of Washington's education system and on a fundamental  
2 principle that all students have equitable access to curriculum and  
3 instruction that is aligned to the standards.

4 The legislature further finds that the accountability system should  
5 rely on local responsibility and leadership. The state's educational  
6 system should respect and support local flexibility in the design,  
7 financing, and management of schools, including their instructional  
8 programs, organization, and structure. Districts and schools should be  
9 expected to improve and be evaluated based on their improvement over  
10 time. Districts should recognize exceptional progress and work closely  
11 with struggling schools. In addition to providing funding, the state  
12 should provide technical assistance and expertise where needed.

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

23 The legislature further finds that the long-range goal is for all  
24 public school students to meet the standards established under RCW  
25 28A.630.885. The mid-term goal is that at least eighty percent of all  
26 students state-wide meet the standards and achieve the certificate of  
27 mastery within a decade after assessments are required to be  
28 administered.

29 The legislature further finds that teachers, other instructional  
30 staff, and principals need additional time and resources to increase  
31 the number of students meeting the standards and achieving the goals.  
32 Time is needed so that educators can determine how to improve  
33 instruction, information must be available regarding effective programs  
34 and practices, and extended learning opportunities must be provided for  
35 students who are struggling to achieve the standards. Unless this  
36 additional assistance is provided by the state, additional state-level  
37 accountability requirements for improved student learning must not be  
38 mandated.

PART 2

ACCOUNTABILITY GOALS

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2  
3       **Sec. 201.** RCW 28A.630.887 and 1998 c 319 s 101 are each amended to  
4 read as follows:

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

7       (a) Select the reading standard results on either the 1997 or 1998  
8 fourth grade Washington assessment of student learning as the school  
9 district's initial baseline reading standard. Districts may select the  
10 1997 results only if all of the elementary schools with fourth grade  
11 students administered the assessment;

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

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

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

25       (2) By December 15, 1999, each school district board of directors  
26 shall:

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

32       (b) Establish a district-wide goal to increase by the end of the  
33 2001-02 school year the percentage of students who meet or exceed the  
34 mathematics standard on the fourth grade Washington assessment of  
35 student learning. The 2001-02 percentage increase goal may not be less  
36 than the district's total percentage of students who did not meet the  
37 baseline mathematics standard multiplied by twenty-five percent;

1 (c) Specify the annual district-wide percentage improvement  
2 increments to meet the 2001-02 mathematics goal; and  
3 (d) Direct each elementary school to establish a 2001-02  
4 mathematics goal for its fourth grade students, subject to approval by  
5 the board. The aggregate of the elementary school goals must meet or  
6 exceed the district-wide goals established by the board.  
7 (3) 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 and mathematics goals in kindergarten through fourth grade, including  
15 ((grade-level expectations,)) curriculum and instruction, parental or  
16 guardian involvement, and resources available to parents and guardians  
17 to help students meet the reading and mathematics standards;  
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)) (4) Schools and school districts that meet or exceed the  
27 minimum state-wide goals shall be recognized by the superintendent of  
28 public instruction in accordance with section 701 of this act.  
29 (5) Schools and school districts in which ten or fewer students are  
30 eligible to be assessed in a grade level are not required to establish  
31 or report numerical improvement goals and performance relative to the  
32 goals, but are required to report to parents and the community their  
33 plans to improve reading and mathematics achievement in kindergarten  
34 through fourth grade as required in subsection (3)(a)(iii) of this  
35 section.  
36 (6) The elementary grade reading goal shall be reset by the  
37 commission on student learning in 2001 and the mathematics goal shall  
38 be reset by the commission on student learning in 2002. If deemed  
39 appropriate by the commission, the commission may establish goals for

1 other content and grade levels when assessments in the other content  
2 areas and other grade levels are required to be administered state-  
3 wide. High school goals shall include the percent of students  
4 achieving a certificate of mastery and a reduction in dropout rates.  
5 The commission may revise these state-wide accountability goals as  
6 necessary.

7 ~~(7) By December 1, 2000, and by December 31st annually thereafter~~  
8 ~~the ((superintendent of public instruction)) commission on student~~  
9 ~~learning shall report to the education committees of the house of~~  
10 ~~representatives and the senate on the progress that has been made in~~  
11 ~~achieving the ((three-year)) reading and mathematics goals, and~~  
12 ~~((provide recommendations to the legislature on setting reading goals~~  
13 ~~for the next three years.~~

14 ~~(4) This section expires July 1, 2006)) on the setting and~~  
15 ~~achievement of goals in the other content areas and at other grade~~  
16 ~~levels.~~

### 17 PART 3

#### 18 REPORTING ASSESSMENT RESULTS

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

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

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

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

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

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

33 (b) A learning improvement index that shows changes in student  
34 performance within the different levels of student learning reported on  
35 the Washington assessment of student learning.

36 (3) Data regarding the different characteristics of schools, such  
37 as poverty levels, percent of English as a second language students,

1 drop-out rates, attendance, percent of students in special education,  
2 and student mobility shall also be reported so that districts and  
3 schools can learn from the improvement efforts of other schools and  
4 districts with similar characteristics.

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

11 (5) The commission on student learning shall annually review the  
12 reporting system to ensure fairness, accuracy, timeliness, and equity  
13 of opportunity, especially with regard to schools with special  
14 circumstances and unique populations of students, and recommend to the  
15 superintendent of public instruction needed improvements.

16 (6) The superintendent of public instruction shall monitor the  
17 percentage and number of special education and limited English-  
18 proficient students exempted from taking the assessments by schools and  
19 school districts to ensure the exemptions are in compliance with  
20 exemption guidelines.

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

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

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

1 comparisons to a school's performance in preceding years and shall  
2 (~~project goals in performance categories~~) include school level goals  
3 under RCW 28A.630.887, student performance relative to the goals, and  
4 information regarding school-level plans to achieve the goals.

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

15 (3) The superintendent of public instruction shall develop by June  
16 30, 1994, a model report form, which shall also be adapted for  
17 computers, that schools may use to meet the requirements of subsections  
18 (1) and (2) of this section.

#### 19 PART 4

#### 20 ASSISTANCE FOR SCHOOLS AND DISTRICTS

21 NEW SECTION. Sec. 401. A new section is added to chapter 28A.300  
22 RCW to read as follows:

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

1 (2) To be eligible for allocations in the 1999-2000 school year,  
2 school district superintendents and principals must certify that  
3 activities funded by accountability implementation funds will be in  
4 accordance with the requirements of chapter . . . , Laws of 1999 (this  
5 act). To be eligible for funds in the 2000-01 school year and  
6 thereafter, school district superintendents and school principals must  
7 certify that they have analyzed the use of state, federal, and local  
8 funds used for professional development and planning and that these  
9 funds will be used in an effective manner to improve student learning.

10 (3) Schools receiving funds shall develop, update as needed, and  
11 keep on file a school student learning improvement plan to achieve the  
12 student learning goals and essential academic learning requirements and  
13 to implement the assessment system as it is developed. The plan shall  
14 delineate how the accountability implementation funds will be used to  
15 accomplish the requirements of this section. The plan shall be made  
16 available to the public and to others upon request.

17 (4) The amount of allocations shall be determined in the biennial  
18 operating budget.

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

21 (6) The superintendent of public instruction may adopt timelines  
22 and rules as necessary under chapter 34.05 RCW to administer the  
23 program, and require that schools and districts submit reports  
24 regarding the use of the funds.

25 (7) Funding under this section shall not become a part of the  
26 state's basic program of education obligation as set forth under  
27 Article IX of the state Constitution.

28 NEW SECTION. **Sec. 402.** A new section is added to chapter 28A.300  
29 RCW to read as follows:

30 EMERGENCY TARGETED ASSISTANCE TO SCHOOLS. (1) To the extent funds  
31 are appropriated, the superintendent of public instruction shall grant  
32 funds to schools for short-term, intensive, tailored assistance to  
33 develop and implement comprehensive improvement plans that are based on  
34 reliable research and effective practices. Recommendations regarding  
35 the criteria for granting funds shall be made by the commission on  
36 student learning to the superintendent of public instruction. Priority  
37 for funds shall be given to schools that need to improve student  
38 achievement substantially. The funds under this section are intended



1 to stimulate comprehensive, school-wide change, rather than a  
2 piecemeal, fragmented approach to school improvement.

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

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

6 (b) Comprehensive design with aligned components;

7 (c) High quality and continuous teacher and staff professional  
8 development and training;

9 (d) Measurable goals and benchmarks;

10 (e) Support within the school;

11 (f) Family and community involvement;

12 (g) External technical support and assistance;

13 (h) Measures to improve school security and supportive learning  
14 environments;

15 (i) Evaluation strategies; and

16 (j) Coordination of available federal, state, local, and private  
17 resources.

18 (3) When determining grant recipients, the following criteria shall  
19 be considered:

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

21 (b) Student achievement evidence from district or other state  
22 assessments;

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

24 (d) Whether the criteria in subsection (2) of this section have  
25 been met; and

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

28 (4) Subject to available funding, individual grants shall be  
29 awarded for a period of two years.

30 (5) Grant applications shall be approved by the school district  
31 board of directors before submission of the application to the  
32 superintendent of public instruction.

33 **PART 5**

34 **TARGETED ASSISTANCE TO LOW-PERFORMING STUDENTS**

35 NEW SECTION. **Sec. 501.** INTENT. The legislature finds that the  
36 adoption of state-wide academic standards requires that school  
37 districts carefully analyze the use of funds intended to assist low-

1 performing students and that schools should be using research-based  
2 instructional practices and programs. The legislature further finds  
3 that additional state funds should be allocated to school districts  
4 that would be used to provide assistance and extended learning  
5 opportunities for students before and after school, on Saturdays,  
6 during the summer, during other vacation periods, and during the school  
7 day. The legislature further finds that learning assistance funding  
8 should not be reduced when schools provide services that are successful  
9 in improving student achievement, that schools and districts should be  
10 given more flexibility in how funds are used, and that state-level  
11 monitoring should be based primarily on how effective schools are at  
12 helping students achieve the state-wide standards.

13 **Sec. 502.** RCW 28A.165.012 and 1987 c 478 s 2 are each amended to  
14 read as follows:

15 There is hereby created a state-wide program designed to enhance  
16 educational opportunities for public school students who ~~((are~~  
17 ~~deficient in basic skills achievement))~~, without additional assistance,  
18 are not likely to meet the state-wide academic standards, or who did  
19 not meet the standards, as measured by the Washington assessment of  
20 student learning. This program shall be known as the learning  
21 assistance program.

22 **Sec. 503.** RCW 28A.165.030 and 1990 c 33 s 148 are each amended to  
23 read as follows:

24 Unless the context clearly indicates otherwise the definitions in  
25 this section apply throughout RCW 28A.165.010 through 28A.165.090.

26 (1) ~~(( "Basic skills" means reading, mathematics, and language arts~~  
27 ~~as well as readiness activities associated with such skills.~~

28 ~~(2) "Placement testing" means the administration of objective~~  
29 ~~measures by a school district for the purposes of diagnosing the basic~~  
30 ~~skills achievement levels, determining the basic skills areas of~~  
31 ~~greatest need, and establishing the learning assistance needs of~~  
32 ~~individual students in conformance with instructions established by the~~  
33 ~~superintendent of public instruction for such purposes.~~

34 ~~(3) "Approved program" means a program conducted pursuant to a plan~~  
35 ~~submitted by a district and approved by the superintendent of public~~  
36 ~~instruction under RCW 28A.165.040.~~

1       ~~(4))~~ "Participating student" means a low-performing student in  
2 kindergarten through grade nine who ~~((scores below grade level in basic~~  
3 ~~skills, as determined by placement testing, and who))~~ is identified  
4 ~~((under RCW 28A.165.050))~~ to receive additional services or support  
5 ~~((under an approved program.~~

6       ~~(5) "Basic skills tests" means state-wide tests at the fourth and~~  
7 ~~eighth grade levels established pursuant to RCW 28A.230.190)).~~  
8 Identification of participating students shall be determined in each  
9 participating school through a selection process that may include  
10 classroom performance, teacher referrals, placement testing, and other  
11 appropriate educational criteria as may be determined by the school  
12 district. In schools that are determined to be a school-wide program,  
13 all children are eligible to receive services depending on their needs.

14       (2) "Low-performing student" means a student who, without  
15 additional assistance, is not likely to meet the state-wide academic  
16 standards, or who did not meet the standards, as measured by the  
17 Washington assessment of student learning.

18       (3) "State-wide academic standards" means the standards established  
19 under RCW 28A.630.885 in reading, writing, communications, and  
20 mathematics as measured by the Washington assessment of student  
21 learning.

22       (4) "School-wide program" means a school where all children are  
23 eligible to receive services depending on their needs. Schools with a  
24 high percentage of low-performing students or students from low-income  
25 households are eligible to be designated school-wide programs. The  
26 criteria for designating school-wide programs shall be determined by  
27 the superintendent of public instruction.

28       **Sec. 504.** RCW 28A.165.040 and 1990 c 33 s 149 are each amended to  
29 read as follows:

30       Each school district which applies for state funds distributed  
31 pursuant to RCW 28A.165.070 shall conduct a needs assessment and, on  
32 the basis of its findings, shall develop a plan for the use of these  
33 funds. The district plan ((may)) shall incorporate plans developed by  
34 each ((eligible)) school that receives learning assistance funds.  
35 Districts are encouraged to place special emphasis on addressing the  
36 needs of students in the early grades. The needs assessment and plan  
37 shall be updated at least biennially, and shall be determined in  
38 consultation with an advisory committee including but not limited to

1 members of the following groups: Parents, including parents of  
2 students served by the program; teachers; principals; administrators;  
3 and school directors. (~~The district shall submit a biennial~~  
4 ~~application specifying this plan to the office of the superintendent of~~  
5 ~~public instruction for approval.~~) Plans shall include:

6 (1) The means which the district will use to identify participating  
7 students to receive additional services or support under the proposed  
8 program;

9 (2) The specific services or activities which the funds will be  
10 used to support, and their estimated costs. Services and activities  
11 must have been demonstrated to be effective with the types of students  
12 being served;

13 (3) A plan for annual evaluation of the program by the district,  
14 based on performance objectives related to (~~basic skills achievement~~  
15 ~~of participating students, and a plan for reporting the results of this~~  
16 ~~evaluation to the superintendent of public instruction)) the attainment  
17 of the state-wide academic standards;~~

18 (4) Procedures for involving families and community members in the  
19 education of participating students;

20 (5) Procedures for recordkeeping or other program documentation as  
21 may be required by the superintendent of public instruction; and

22 (~~(+5))~~ (6) The approval of the local school district board of  
23 directors.

24 **Sec. 505.** RCW 28A.165.050 and 1987 c 478 s 5 are each amended to  
25 read as follows:

26 (~~Identification of participating students for an approved program~~  
27 ~~of learning assistance shall be determined in each district through the~~  
28 ~~implementation of the findings of the district's needs assessment and~~  
29 ~~through placement testing.~~) School districts are encouraged to  
30 coordinate the use of funds from federal, state, and local sources in  
31 serving low-performing students (~~who are below grade level in basic~~  
32 ~~skills,~~) and to make efficient use of these resources in meeting the  
33 needs of students (~~with the greatest academic deficits~~) who are not  
34 achieving the state-wide academic standards.

35 **Sec. 506.** RCW 28A.165.060 and 1989 c 233 s 3 are each amended to  
36 read as follows:

1 Services or activities which may be supported under ~~((an approved))~~  
2 a program of learning assistance ~~((shall))~~ may include, but not be  
3 limited to:

4 (1) Extended learning opportunities, including assistance provided  
5 before and after school, on Saturdays, and during summer and vacation  
6 periods. This assistance may be provided by teachers, instructional  
7 support staff, classified staff, and paid and volunteer tutors;

8 (2) Consultant teachers to assist classroom teachers in meeting the  
9 needs of participating students;

10 ~~((+2))~~ (3) Instructional support staff and instructional  
11 assistants to assist classroom teachers in meeting the needs of  
12 participating students;

13 ~~((+3))~~ (4) In-service training for classroom teachers,  
14 instructional support staff, and instructional assistants in  
15 multicultural differences ~~((and)),~~ in the identification of learning  
16 problems ~~((or)),~~ and in instructional methods for teaching students  
17 with learning problems;

18 ~~((+4))~~ (5) Special instructional programs ~~((for participating~~  
19 students, of sufficient size, scope, and quality to address the needs  
20 of these students and to give reasonable promise of substantial  
21 progress toward meeting their educational objectives)), such as  
22 nationally validated comprehensive models that are based on effective  
23 learning practices and address the needs of the participating students;

24 ~~((+5) Tutoring assistance during or after school or on Saturday~~  
25 ~~provided by instructional support staff, a student tutor, teacher, or~~  
26 ~~instructional assistant;))~~

27 (6) In-service training for parents of participating students;  
28 ~~((and))~~

29 (7) Full-day kindergarten;

30 (8) Volunteer coordinators; and

31 (9) Counseling, with an emphasis on services for elementary  
32 students who are in need of learning assistance, provided by  
33 instructional support staff such as school counselors, school  
34 psychologists, school nurses, and school social workers. ~~((Pursuant to~~  
35 the provisions of section 4(2) of this act,)) Learning assistance funds  
36 may be used to provide counseling for students who in the absence of  
37 counseling would likely become in need of such learning assistance.

1       **Sec. 507.** RCW 28A.165.070 and 1995 1st sp.s. c 13 s 1 are each  
2 amended to read as follows:

3       Each school district (~~((which has established an approved program))~~)  
4 shall be eligible, as determined by the superintendent of public  
5 instruction, for state funds made available for the purposes of  
6 (~~((such))~~) the learning assistance program(~~((s))~~).

7       (1) (~~((For the 1995-96 school year and thereafter,))~~) The  
8 superintendent of public instruction shall distribute funds  
9 appropriated for the learning assistance program in accordance with the  
10 biennial appropriations act. For the 1999-2000 school year and  
11 thereafter, the distribution formula shall be based upon ((an  
12 assessment of students and)) a poverty factor. The biennial funding  
13 formula shall include a provision to ensure individual school districts  
14 do not receive less funding as a result of the modified formula in this  
15 subsection.

16       (2) The distribution of state funds to school districts is for  
17 allocation purposes only. School districts shall determine the  
18 allocation of funds to schools within the school district based on the  
19 needs of students.

20       (~~((3) The superintendent of public instruction shall recommend to~~  
21 ~~the legislature a new allocation formula that uses additional elements~~  
22 ~~consistent with performance based education and the new assessment~~  
23 ~~system developed by the commission on student learning. The~~  
24 ~~superintendent of public instruction shall develop the recommendations~~  
25 ~~for a new allocation formula not later than the 1997-98 school year,~~  
26 ~~based upon the initial implementation of the assessment system for~~  
27 ~~reading, writing, communication, and mathematics.))~~)

28       **Sec. 508.** RCW 28A.165.080 and 1990 c 33 s 151 are each amended to  
29 read as follows:

30       (1) In order to (~~((insure))~~) ensure that school districts are  
31 (~~((meeting the requirements of an approved program))~~) using learning  
32 assistance program funds effectively to improve the academic  
33 achievement of low-performing students, the superintendent of public  
34 instruction shall (~~((monitor))~~) annually evaluate the effectiveness of  
35 such programs ((no less than once every three years. The results of  
36 the evaluations required by RCW 28A.165.040 shall be transmitted to the  
37 superintendent of public instruction annually)). The effectiveness  
38 review shall be based on the results of state-mandated assessments,

1 including both the state-wide norm-referenced tests and the Washington  
2 assessment of student learning and other appropriate data, as  
3 determined by the superintendent of public instruction. Decisions  
4 regarding assistance and corrective actions shall be made in accordance  
5 with sections 701 and 702 of this act.

6 (2) Individual student records shall be maintained at the school  
7 district for a period of time as determined by the superintendent of  
8 public instruction.

9 **Sec. 509.** RCW 28A.165.095 and 1997 c 431 s 5 are each amended to  
10 read as follows:

11 ~~((1))~~ Schools and school districts may obtain~~((, in accordance~~  
12 ~~with RCW 28A.320.017,))~~ waivers from the statutory requirements in this  
13 chapter that pertain to the instructional program, operation, and  
14 management of schools, except provisions pertaining to the monitoring  
15 of program effectiveness. Waivers also may be obtained~~((, in~~  
16 ~~accordance with RCW 28A.320.017,))~~ from any rules of the ~~((state board~~  
17 ~~of education and))~~ superintendent of public instruction adopted to  
18 implement the statutory requirements. The superintendent of public  
19 instruction shall establish a process for obtaining waivers.

20 ~~((2) This section expires June 30, 1999.))~~

21 NEW SECTION. **Sec. 510.** RCW 28A.165.010 and 1989 c 233 s 1 & 1987  
22 c 478 s 1 are each repealed.

## 23 PART 6

### 24 STATE AND REGIONAL-LEVEL TECHNICAL ASSISTANCE

25 **Sec. 601.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to  
26 read as follows:

27 (1) Expanding activity in educational research, educational  
28 restructuring, and educational improvement initiatives has produced and  
29 continues to produce much valuable information. The legislature finds  
30 that such information should be shared with the citizens and  
31 educational community of the state as widely as possible. To  
32 facilitate access to information and materials on educational  
33 improvement and research, the superintendent of public instruction, to  
34 the extent funds are appropriated, shall establish the center for the  
35 improvement of student learning. The primary purpose of the center is

1 to provide assistance and advice to parents, school board members,  
2 educators, and the public regarding strategies for assisting students  
3 in learning the essential academic learning requirements pursuant to  
4 RCW 28A.630.885. The center shall work in conjunction with the  
5 commission on student learning, educational service districts, ((and))  
6 institutions of higher education, and education, parent, community, and  
7 business organizations.

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

10 (a) Serve as a clearinghouse for the completed work and activities  
11 of the commission on student learning;

12 (b) Serve as a clearinghouse for information regarding successful  
13 educational ((~~restructuring~~)) improvement and parental involvement  
14 programs in schools and districts, and information about efforts within  
15 institutions of higher education in the state to support educational  
16 ((~~restructuring~~)) improvement initiatives in Washington schools and  
17 districts;

18 (c) Provide best practices research and advice that can be used to  
19 help schools develop and implement: Programs and practices to improve  
20 ((~~reading~~)) instruction of the essential academic learning requirements  
21 established under RCW 28A.630.885; systems to analyze student  
22 assessment data, with an emphasis on systems that will combine the use  
23 of state and local data to monitor the academic progress of each and  
24 every student in the school district; ((~~school~~)) comprehensive, school-

25 wide improvement plans; school-based shared decision-making models;  
26 programs to promote lifelong learning and community involvement in  
27 education; school-to-work transition programs; programs to meet the  
28 needs of highly capable students; programs and practices to meet the  
29 diverse needs of students based on gender, racial, ethnic, economic,  
30 and special needs status; research, information, and technology  
31 systems; and other programs and practices that will assist educators in  
32 helping students learn the essential academic learning requirements;

33 (d) Develop and distribute, in conjunction with the commission on  
34 student learning, parental involvement materials, including  
35 instructional guides developed to inform parents of the essential  
36 academic learning requirements. The instructional guides also shall  
37 contain actions parents may take to assist their children in meeting  
38 the requirements, and should focus on reaching parents who have not  
39 previously been involved with their children's education;



1 (e) Identify obstacles to greater parent and community involvement  
2 in school shared decision-making processes and recommend strategies for  
3 helping parents and community members to participate effectively in  
4 school shared decision-making processes, including understanding and  
5 respecting the roles of school building administrators and staff;

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

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

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

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

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

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

20 (3) The superintendent of public instruction, after consultation  
21 with the commission on student learning, shall select and employ a  
22 director for the center.

23 (4) The superintendent may enter into contracts with individuals or  
24 organizations including but not limited to: School districts;  
25 educational service districts; educational organizations; teachers;  
26 higher education faculty; institutions of higher education; state  
27 agencies; business or community-based organizations; and other  
28 individuals and organizations to accomplish the duties and  
29 responsibilities of the center. ~~((The superintendent shall contract~~  
30 out with community-based organizations to meet the provisions of  
31 subsection (2)(d) and (e) of this section.)) In carrying out the  
32 duties and responsibilities of the center, the superintendent, whenever  
33 possible, shall use practitioners to assist agency staff as well as  
34 assist educators and others in schools and districts.

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

37 NEW SECTION. Sec. 602. A new section is added to chapter 28A.300  
38 RCW to read as follows:

1 HELPING CORPS. (1) In order to increase the availability and  
2 quality of technical assistance state-wide, the superintendent of  
3 public instruction, subject to available funding, shall employ regional  
4 school improvement coordinators and school improvement specialists to  
5 provide assistance to schools and districts. The regional coordinators  
6 and specialists shall be hired by and work under the direction of a  
7 state-wide school improvement coordinator. The improvement specialists  
8 shall serve on a rotating basis from one to three years and shall not  
9 be permanent employees.

10 (2) The school improvement coordinators and specialists shall  
11 provide the following:

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

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

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

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

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

24 (f) Assistance in developing and implementing family and community  
25 involvement programs; and

26 (g) Other assistance to schools and school districts intended to  
27 improve student learning.

28 **PART 7**

29 **STATE RESPONSIBILITY FOR RECOGNITION AND INTERVENTION**

30 NEW SECTION. **Sec. 701.** A new section is added to chapter 28A.300  
31 RCW to read as follows:

32 (1) The superintendent of public instruction annually shall  
33 recognize school districts and schools based on the results of the  
34 Washington assessment of student learning. Recommendations regarding  
35 the criteria for selecting districts and schools for recognition shall  
36 be provided by the commission on student learning. Recognition shall

1 be given to schools and school districts that have achieved exceptional  
2 growth:

3 (a) As measured by an increase in the percent of students meeting  
4 standards. The level of achievement required for recognition shall be  
5 based on the achievement goals established by the legislature and  
6 commission on student learning under RCW 28A.630.887;

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

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

13 (2) When determining the baseline year or years for recognizing  
14 individual schools, the superintendent shall use the assessment results  
15 from the initial years the assessments were administered, unless doing  
16 so with individual schools would not be technically appropriate.

17 NEW SECTION. **Sec. 702.** A new section is added to chapter 28A.300  
18 RCW to read as follows:

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

24 (2) School districts have primary responsibility for intervening in  
25 schools with large numbers of students who are not achieving the  
26 essential academic learning requirements. In some cases, school  
27 district intervention may not prove successful. Beginning in the 2001-  
28 02 school year, continuing low performance in elementary schools in  
29 which there is little or no improvement shall trigger an evaluation by  
30 the commission on student learning. The purpose of the evaluation is  
31 to decide whether to initiate additional state-level assistance. For  
32 middle and high schools, the evaluation shall occur three years after  
33 assessments are required state-wide. When making recommendations to  
34 the superintendent of public instruction regarding additional state-  
35 level assistance, the commission on student learning shall use multiple  
36 sources of information including:

37 (a) The results of the Washington assessment of student learning;

1 (b) Student achievement evidence from district or other state  
2 assessments;

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

4 (d) Student mobility and poverty;

5 (e) Attendance and dropout rates;

6 (f) Graduation rates and posthigh school indicators;

7 (g) Percent of students in special programs; and

8 (h) Other factors presented by individual districts or schools.

9 (3) If the commission on student learning, after considering the  
10 factors in subsection (1) of this section, finds that the district's  
11 efforts have failed to improve student achievement over a reasonable  
12 period of time, the commission may recommend to the superintendent of  
13 public instruction that the superintendent intervene in the school  
14 district. The superintendent of public instruction may intervene in  
15 the school district and take appropriate corrective actions.

## 16 PART 8

### 17 OVERSIGHT OF THE ACCOUNTABILITY SYSTEM

18 **Sec. 801.** RCW 28A.630.885 and 1998 c 225 s 1 are each amended to  
19 read as follows:

20 (1) The Washington commission on student learning is hereby  
21 established. The primary purposes of the commission are to identify  
22 the knowledge and skills all public school students need to know and be  
23 able to do based on the student learning goals in RCW 28A.150.210, to  
24 develop student assessments ~~((and)), to make recommendations regarding~~  
25 school accountability ~~((systems, to review current school district data~~  
26 ~~reporting requirements and make recommendations on what data is~~  
27 ~~necessary for the purposes of accountability and meeting state~~  
28 ~~information needs))~~, and to take other steps necessary to develop a  
29 performance-based education system. The commission shall include  
30 ~~((three))~~ two members of the state board of education, ~~((three))~~ the  
31 superintendent of public instruction, and eight members appointed by  
32 the governor ~~((before July 1, 1992, and five members appointed no later~~  
33 ~~than June 1, 1993, by the governor elected in the November 1992~~  
34 ~~election))~~. The state board of education and governor may reappoint  
35 existing members or appoint new members. All appointments shall be  
36 made by July 1, 1999. The governor shall appoint a chair from the  
37 commission members, and fill any vacancies in gubernatorial

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

17 (2) The commission shall establish advisory committees. Membership  
18 of the advisory committees shall include, but not necessarily be  
19 limited to, professionals from the office of the superintendent of  
20 public instruction and the state board of education, and other state  
21 and local educational practitioners and student assessment specialists.

22 (3) The commission, with the assistance of the advisory committees,  
23 shall:

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

37 (b)(i) The commission shall present to the state board of education  
38 and superintendent of public instruction a state-wide academic  
39 assessment system for use in the elementary, middle, and high school

1 years designed to determine if each student has mastered the essential  
2 academic learning requirements identified in (a) of this subsection.  
3 The academic assessment system shall include a variety of assessment  
4 methods, including criterion-referenced and performance-based measures.  
5 Performance standards for determining if a student has successfully  
6 completed an assessment shall be initially determined by the commission  
7 in consultation with the advisory committees required in subsection (2)  
8 of this section.

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

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

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

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

25 (iv) Assessments for goals three and four of RCW 28A.150.210 shall  
26 be integrated in the essential academic learning requirements and  
27 assessments for goals one and two. Before the 1997-98 school year, the  
28 elementary assessment system in reading, writing, communications, and  
29 mathematics shall be optional. School districts that desire to  
30 participate before the 1997-98 school year shall notify the commission  
31 on student learning in a manner determined by the commission.  
32 Beginning in the 1997-98 school year, school districts shall be  
33 required to participate in the elementary assessment system for  
34 reading, writing, communications, and mathematics. Before the 2000-01  
35 school year, participation by school districts in the middle school and  
36 high school assessment system for reading, writing, communications,  
37 mathematics, and science shall be optional. School districts that  
38 desire to participate before the 1998-99 school year shall notify the  
39 commission on student learning in a manner determined by the commission

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

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

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

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



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

15 (d) Consider methods to address the unique needs of special  
16 education students when developing the assessments in (b) and (c) of  
17 this subsection;

18 (e) Consider methods to address the unique needs of highly capable  
19 students when developing the assessments in (b) and (c) of this  
20 subsection;

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

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

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

37 ~~(i) What data is necessary to compare how school districts are  
38 performing before the essential academic learning requirements and the  
39 assessment system are implemented with how school districts are~~

1 performing after the essential academic learning requirements and the  
2 assessment system are implemented; and

3 (ii) What data is necessary pertaining to school district reports  
4 under the accountability systems developed by the commission on student  
5 learning under this section;

6 (i) Recommend to the legislature, governor, state board of  
7 education, and superintendent of public instruction:

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

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

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

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

33 The commission shall make recommendations regarding a state wide  
34 accountability system for reading in grades kindergarten through four  
35 by November 1, 1997. Recommendations for an accountability system in  
36 the other subject areas and grade levels shall be made no later than  
37 June 30, 1999)) For purposes of state-wide accountability:

38 (i) Establish and revise performance goals under RCW 28A.630.887;

1 (ii) Make recommendations to the superintendent of public  
2 instruction regarding the reporting of assessment and other data in  
3 accordance with RCW 28A.630.889 and section 702 of this act;

4 (iii) Review data and make recommendations to the superintendent of  
5 public instruction regarding school district and school assistance,  
6 recognition, and intervention;

7 (iv) Hear concerns about interventions; and

8 (v) Recommend changes to the superintendent and the legislature  
9 regarding accountability policy and legislation, as necessary;

10 ~~((j))~~ (i) Report annually by December 1st to the legislature, the  
11 governor, the superintendent of public instruction, and the state board  
12 of education on the progress, findings, and recommendations of the  
13 commission; and

14 ~~((k))~~ (j) Make recommendations to the legislature and take other  
15 actions necessary or desirable to help students meet the student  
16 learning goals.

17 (4) The commission shall coordinate its activities with the state  
18 board of education and the office of the superintendent of public  
19 instruction.

20 (5) The commission shall seek advice broadly from the public and  
21 all interested educational organizations in the conduct of its work,  
22 including holding periodic regional public hearings.

23 (6) The commission ~~((shall select an entity to provide staff~~  
24 ~~support and))~~ may appoint an executive director and clerical staff to  
25 perform the duties in support of the activities of the commission. The  
26 office of the superintendent of public instruction shall provide  
27 administrative oversight and be the fiscal agent for the commission.  
28 The commission may direct the office of the superintendent of public  
29 instruction to enter into subcontracts, within the commission's  
30 resources, with school districts, teachers, higher education faculty,  
31 state agencies, business organizations, and other individuals and  
32 organizations to assist the commission in its deliberations.

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

35 ~~((8)(a) By September 30, 1997, the commission on student learning,~~  
36 ~~the state board of education, and the superintendent of public~~  
37 ~~instruction shall jointly present recommendations to the education~~  
38 ~~committees of the house of representatives and the senate regarding the~~

1 high school assessments, the certificate of mastery, and high school  
2 graduation requirements.

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

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

7 (ii) Should the students be required to pass the high school  
8 assessments in all skill and content areas, or only in select skill and  
9 content areas, to graduate?

10 (iii) How will the criteria for establishing the standards for  
11 passing scores on the assessments be determined?

12 (iv) What timeline should be used in phasing in the assessments as  
13 a graduation requirement?

14 (v) What options may be used in demonstrating how the results of  
15 the assessments will be displayed in a way that is meaningful to  
16 students, parents, institutions of higher education, and potential  
17 employers?

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

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

24 (b) The ad hoc working group shall report its recommendations to  
25 the commission on student learning, the state board of education, and  
26 the superintendent of public instruction by June 15, 1997. The  
27 commission shall report the ad hoc working group's recommendations to  
28 the education committees of the house of representatives and senate by  
29 July 15, 1997. Final recommendations of the commission on student  
30 learning, the state board of education, and the superintendent of  
31 public instruction shall be presented to the education committees of  
32 the house of representatives and the senate by September 30, 1997.

33 (9) The Washington commission on student learning shall expire on  
34 June 30, 1999.))

35 NEW SECTION. **Sec. 802.** The following acts or parts of acts are  
36 each repealed:

37 (1) 1998 c 225 s 3 (uncodified);

38 (2) 1995 c 209 s 3 (uncodified); and

1 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

2 **PART 9**

3 **PERFORMANCE INCENTIVE STUDY**

4 NEW SECTION. **Sec. 901.** The superintendent of public instruction  
5 shall conduct a study of performance incentive systems in public  
6 education. The study will examine incentive strategies that have been  
7 shown to contribute positively to student achievement. Study results  
8 shall be reported to all school districts and to the appropriate  
9 committees of the legislature by January 15, 2000.

10 **PART 10**

11 **CONSOLIDATED PLANNING**

12 NEW SECTION. **Sec. 1001.** The superintendent of public instruction,  
13 in consultation with school district personnel, shall consolidate and  
14 streamline the planning, application, and reporting requirements for  
15 major state and federal categorical and grant programs. The  
16 superintendent also shall take actions to increase the use of online  
17 electronic applications and reporting.

18 **PART 11**

19 **MISCELLANEOUS**

20 NEW SECTION. **Sec. 1101.** RCW 28A.300.138 and 1994 c 245 s 1 & 1993  
21 c 336 s 301 are each repealed.

22 NEW SECTION. **Sec. 1102.** PART HEADINGS AND SECTION CAPTIONS NOT  
23 LAW. Part headings and section captions used in this act are not any  
24 part of the law.

25 NEW SECTION. **Sec. 1103.** Section 801 of this act is necessary for  
26 the immediate preservation of the public peace, health, or safety, or  
27 support of the state government and its existing public institutions,  
28 and takes effect immediately.

29 NEW SECTION. **Sec. 1104.** If any provision of this act or its  
30 application to any person or circumstance is held invalid, the

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

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