

SHB 2195 - H AMD 215
By Representative Quall

ADOPTED 03/17/2003

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** (1) By December 1, 2003, the superintendent
4 of public instruction, after consultation with parents, teachers,
5 principals, and other interested parties, shall report to the governor,
6 the state board of education, and the house of representatives and
7 senate education committees with one or more recommendations on the
8 design, administration, scoring, and reporting of assessments for
9 social studies, the arts, and health and fitness.

10 (2) By May 1, 2004, the superintendent of public instruction shall
11 report to the governor, the state board of education, and the house of
12 representatives and senate education committees on:

13 (a) The review, prioritization, and identification of the essential
14 academic learning requirements and grade level content expectations;
15 and

16 (b) Subject to available funding, the results of independent
17 research on the alignment and technical review of the reading, writing,
18 and science content areas of the Washington assessment of student
19 learning for fourth and seventh grades and for high school. The review
20 shall be comparable to the research conducted on the mathematics
21 assessments.

22 (3) By November 30, 2004, the superintendent of public instruction
23 shall report to the governor, the state board of education, and the
24 house of representatives and senate education committees on the
25 feasibility of returning the results of the Washington assessment of
26 student learning, including individual student performance information,
27 to schools, teachers, and parents in the same school year in which the
28 assessment is administered.

1 (4) By November 30, 2006, subject to available funding, the
2 academic achievement and accountability commission shall report to the
3 governor, the superintendent of public instruction, the state board of
4 education, and the house of representatives and senate education
5 committees on the results of its review of the cut scores needed to
6 meet all grade level content standards on the Washington assessment of
7 student learning. In its report, the commission shall include a
8 schedule for the regular review and adjustment of the cut scores.

9 **Sec. 2.** RCW 28A.655.070 and 1999 c 388 s 501 are each amended to
10 read as follows:

11 (1) The superintendent of public instruction shall identify the
12 knowledge and skills all public school students need to know and be
13 able to do based on the student learning goals in RCW 28A.150.210,
14 develop student assessments, and implement the accountability
15 recommendations and requests regarding assistance, rewards, and
16 recognition of the academic achievement and accountability commission.

17 (2) The superintendent of public instruction shall:

18 (a) Periodically revise the essential academic learning
19 requirements, as needed, based on the student learning goals in RCW
20 28A.150.210. Goals one and two shall be considered primary. To the
21 maximum extent possible, the superintendent shall integrate goal four
22 and the knowledge and skill areas in the other goals in the essential
23 academic learning requirements; and

24 (b) Review and prioritize the essential academic learning
25 requirements and identify, with clear and concise descriptions, the
26 grade level content expectations to be assessed on the Washington
27 assessment of student learning and used for state or federal
28 accountability purposes. The review, prioritization, and
29 identification shall result in more focus and targeting with an
30 emphasis on depth over breadth in the number of grade level content
31 expectations assessed at each grade level. Grade level content
32 expectations shall be articulated over the grades as a sequence of
33 expectations and performances that are logical, build with increasing
34 depth after foundational knowledge and skills are acquired, and
35 reflect, where appropriate, the sequential nature of the discipline.

36 (3) In consultation with the academic achievement and
37 accountability commission, the superintendent of public instruction

1 shall maintain and continue to develop and revise a statewide academic
2 assessment system for use in the elementary, middle, and high school
3 years designed to determine if each student has mastered the essential
4 academic learning requirements identified in subsection (1) of this
5 section. The academic assessment system shall include a variety of
6 assessment methods, including criterion-referenced and performance-
7 based measures.

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

14 (a) By September 2006, the results for reading and mathematics
15 shall be reported in a format that will allow parents and teachers to
16 determine the academic gain a student has acquired in those content
17 areas from one school year to the next; and

18 (b) In order to assist parents and teachers in their efforts to
19 provide educational support to individual students, including students
20 seeking a certificate of academic proficiency, the superintendent of
21 public instruction shall provide as much individual student performance
22 information as possible within the constraints of the assessment
23 system's item bank. The superintendent shall also provide to school
24 districts information on classroom-based and other assessments that may
25 provide additional achievement information for individual students.

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

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

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

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

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

4 **Sec. 3.** RCW 28A.655.090 and 1999 c 388 s 301 are each amended to
5 read as follows:

6 (1) By September 10, 1998, and by September 10th each year
7 thereafter, the superintendent of public instruction shall report to
8 schools, school districts, and the legislature on the results of the
9 Washington assessment of student learning and state-mandated norm-
10 referenced standardized tests. By 2005, the superintendent shall
11 report the results only of those students whose enrollment in the
12 district is continuous and uninterrupted from October 1st through the
13 testing period, to the extent that the reporting period is permitted by
14 federal law.

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

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

19 (b) The percentage of students performing at each level of the
20 assessment; and

21 (c) A learning improvement index that shows changes in student
22 performance within the different levels of student learning reported on
23 the Washington assessment of student learning.

24 (3) The reports shall contain data regarding the different
25 characteristics of schools, such as poverty levels, percent of English
26 as a second language students, dropout rates, attendance, percent of
27 students in special education, and student mobility so that districts
28 and schools can learn from the improvement efforts of other schools and
29 districts with similar characteristics.

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

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

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

36 (7) 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 statewide data files until the superintendent
4 determines that the data are complete and accurate.

5 (8) The superintendent of public instruction shall monitor the
6 percentage and number of special education and limited English-
7 proficient students exempted from taking the assessments by schools and
8 school districts to ensure the exemptions are in compliance with
9 exemption guidelines."

10 Correct the title.

EFFECT: Restructures the legislation and removes references to a set of principles for the essential academic learning requirements and the Washington Assessment of Student Learning. Eliminates two one-time reports required of the Superintendent of Public Instruction. Removes references to a civics assessment and to the listening assessment. Requires a report from the superintendent on how to assess social studies, the arts, and health and fitness, includes language making two reports subject to available funding, and removes the effective date and the severability and null and void clauses.

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