

ESHB 2195 - S COMM AMD
By Committee on Education

NOT ADOPTED 04/17/2003

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

3 "NEW SECTION. **Sec. 1.** (1) The superintendent of public
4 instruction shall report to the governor, the state board of education,
5 and the house of representatives and senate education committees on:

6 (a) The review, prioritization, and identification of the essential
7 academic learning requirements and grade level content expectations in
8 accordance with the following timelines:

9 (i) In the content areas of reading, writing, math, and science by
10 November 1, 2004;

11 (ii) In the content area of social studies by November 1, 2005;

12 (iii) In the content area of the arts by November 1, 2006; and

13 (iv) In the content area of health and fitness by November 1, 2007;

14 and

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

21 (2) By November 30, 2004, the superintendent of public instruction
22 shall report to the governor, the state board of education, and the
23 house of representatives and senate education committees on the
24 feasibility of returning the results of the Washington assessment of
25 student learning, including individual student performance information,
26 to schools, teachers, and parents in the same school year in which the
27 assessment is administered. Subject to available funding, beginning no
28 later than 2006, the results of the math component of the spring
29 administration of the high school Washington assessment of student

1 learning shall be available to students, parents, and schools before
2 June 1st of each year.

3 (3) By November 30, 2006, subject to available funding, the
4 academic achievement and accountability commission shall report to the
5 governor, the superintendent of public instruction, the state board of
6 education, and the house of representatives and senate education
7 committees on the results of its review of the student performance
8 scores needed to meet all grade level content standards on the
9 Washington assessment of student learning. In its report, the
10 commission shall include a schedule for the regular review and
11 adjustment of the student performance scores. If the commission makes
12 any adjustment of the student performance standards, then the
13 commission shall present the recommended changes to the education
14 committees of the house of representatives and the senate by January
15 31st of the school year in which the changes will take place in order
16 to permit the legislature to take statutory action before the changes
17 being implemented, if such action is deemed warranted by the
18 legislature.

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

21 (1) The superintendent of public instruction shall develop
22 essential academic learning requirements that identify the knowledge
23 and skills all public school students need to know and be able to do
24 based on the student learning goals in RCW 28A.150.210, develop student
25 assessments, and implement the accountability recommendations and
26 requests regarding assistance, rewards, and recognition of the academic
27 achievement and accountability commission.

28 (2) The superintendent of public instruction shall:

29 (a) Periodically revise the essential academic learning
30 requirements, as needed, based on the student learning goals in RCW
31 28A.150.210. Goals one and two shall be considered primary. To the
32 maximum extent possible, the superintendent shall integrate goal four
33 and the knowledge and skill areas in the other goals in the essential
34 academic learning requirements; and

35 (b) Review and prioritize the essential academic learning
36 requirements and identify, with clear and concise descriptions, the

1 grade level content expectations to be assessed on the Washington
2 assessment of student learning and used for state or federal
3 accountability purposes. The review, prioritization, and
4 identification shall result in more focus and targeting with an
5 emphasis on depth over breadth in the number of grade level content
6 expectations assessed at each grade level. Grade level content
7 expectations shall be articulated over the grades as a sequence of
8 expectations and performances that are logical, build with increasing
9 depth after foundational knowledge and skills are acquired, and
10 reflect, where appropriate, the sequential nature of the discipline.

11 (3) In consultation with the academic achievement and
12 accountability commission, the superintendent of public instruction
13 shall maintain and continue to develop and revise a statewide academic
14 assessment system in the content areas of reading, writing,
15 mathematics, and science for use in the elementary, middle, and high
16 school years designed to determine if each student has mastered the
17 essential academic learning requirements identified in subsection (1)
18 of this section. The academic assessment system shall include a
19 variety of assessment methods, including criterion-referenced and
20 performance-based measures.

21 (4) If the superintendent proposes any modification to the
22 essential academic learning requirements or the statewide assessments,
23 then the superintendent shall, upon request, provide opportunities for
24 the education committees of the house of representatives and the senate
25 to review the proposed modifications to the essential academic learning
26 requirements before the modifications are adopted.

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

33 ~~((+5))~~ (b) Assessments measuring the essential academic learning
34 requirements in the content areas of reading, writing, mathematics,
35 and science shall be available for voluntary use by school districts
36 and shall be required to be administered by school districts according

1 to the following schedule unless the legislature takes action to delay
2 or prevent implementation of the assessment system and essential
3 academic learning requirements.

<u>Assessments</u>	<u>Assessments</u>
<u>available for</u>	<u>required to be</u>
<u>voluntary use</u>	<u>administered</u>
<u>(School years)</u>	<u>(School years)</u>

4
5
6
7
8 **Reading, Writing,**

9 **Mathematics**

10 - Elementary school 1996-97 1997-98

11 - Middle school 1997-98 2000-01

12 - High school 1998-99 2000-01

13 **Science**

14 - High school 2002-03 2003-04

15 - Middle school 2002-03 2003-04

16 - Elementary school 2003-04 2004-05

17 (c) School districts may design, develop, administer, score, and
18 report classroom-based elementary, middle, and/or high school
19 assessments in the content areas of communication, social studies,
20 arts, and health and fitness. Such assessments shall be based on the
21 student learning goals and measure the essential academic learning
22 requirements.

23 (6) By September 2006, the results for reading and mathematics
24 shall be reported in a format that will allow parents and teachers to
25 determine the academic gain a student has acquired in those content
26 areas from one school year to the next.

27 (7) In order to assist parents and teachers in their efforts to
28 provide educational support to individual students, including students
29 seeking a scholar's certificate or a certificate of achievement, the
30 superintendent of public instruction shall provide as much individual
31 student performance information as possible within the constraints of
32 the assessment system's item bank. The superintendent shall also
33 provide to school districts information on classroom-based and other
34 assessments that may provide additional achievement information for
35 individual students.

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

3 ~~((+6+))~~ (9) Assessments for goals three and four of RCW 28A.150.210
4 shall be integrated in the essential academic learning requirements and
5 assessments for goals one and two.

6 ~~((+7+))~~ (10) The superintendent shall develop assessments that are
7 directly related to the essential academic learning requirements, and
8 are not biased toward persons with different learning styles, racial or
9 ethnic backgrounds, or on the basis of gender.

10 ~~((+8+))~~ (11) The superintendent shall consider methods to address
11 the unique needs of special education students when developing the
12 assessments under this section.

13 ~~((+9+))~~ (12) The superintendent shall consider methods to address
14 the unique needs of highly capable students when developing the
15 assessments under this section.

16 NEW SECTION. Sec. 3. RCW 28A.655.060 (Essential academic learning
17 requirements--Statewide academic assessment system--Certificate of
18 mastery--Educational pathways--Accountability--Reports and
19 recommendations--Washington commission on student learning, creation
20 and expiration) and 2001 2nd sp.s. c 20 s 1, 1999 c 373 s 501, 1998 c
21 225 s 1, & 1997 c 268 s 1 are each repealed."

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22 On page 1, line 1 of the title, after "standards;" strike the
23 remainder of the title and insert "amending RCW 28A.655.070; creating
24 a new section; and repealing RCW 28A.655.060."

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