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ENGROSSED SUBSTITUTE HOUSE BILL 2195

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State of Washington

58th Legislature

2003 Regular Session

By House Committee on Education (originally sponsored by Representatives McDermott, Talcott, Quall, Tom and Haigh)

READ FIRST TIME 03/05/03.

1 AN ACT Relating to state academic standards; amending RCW  
2 28A.655.070 and 28A.655.090; and creating a new section.

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

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

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

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

17 (b) Subject to available funding, the results of independent  
18 research on the alignment and technical review of the reading, writing,  
19 and science content areas of the Washington assessment of student

1 learning for fourth and seventh grades and for high school. The review  
2 shall be comparable to the research conducted on the mathematics  
3 assessments.

4 (3) By November 30, 2004, the superintendent of public instruction  
5 shall report to the governor, the state board of education, and the  
6 house of representatives and senate education committees on the  
7 feasibility of returning the results of the Washington assessment of  
8 student learning, including individual student performance information,  
9 to schools, teachers, and parents in the same school year in which the  
10 assessment is administered.

11 (4) By November 30, 2006, subject to available funding, the  
12 academic achievement and accountability commission shall report to the  
13 governor, the superintendent of public instruction, the state board of  
14 education, and the house of representatives and senate education  
15 committees on the results of its review of the cut scores needed to  
16 meet all grade level content standards on the Washington assessment of  
17 student learning. In its report, the commission shall include a  
18 schedule for the regular review and adjustment of the cut scores.

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 identify the  
22 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,  
24 develop student assessments, and implement the accountability  
25 recommendations and requests regarding assistance, rewards, and  
26 recognition of the academic achievement and accountability commission.

27 (2) The superintendent of public instruction shall:

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

34 (b) Review and prioritize the essential academic learning  
35 requirements and identify, with clear and concise descriptions, the  
36 grade level content expectations to be assessed on the Washington  
37 assessment of student learning and used for state or federal

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

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

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

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

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

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

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

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

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

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

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

16 (1) By September 10, 1998, and by September 10th each year  
17 thereafter, the superintendent of public instruction shall report to  
18 schools, school districts, and the legislature on the results of the  
19 Washington assessment of student learning and state-mandated norm-  
20 referenced standardized tests. By 2005, the superintendent shall  
21 report the results only of those students whose enrollment in the  
22 district is continuous and uninterrupted from October 1st through the  
23 testing period, to the extent that the reporting period is permitted by  
24 federal law.

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

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

29 (b) The percentage of students performing at each level of the  
30 assessment; and

31 (c) A learning improvement index that shows changes in student  
32 performance within the different levels of student learning reported on  
33 the Washington assessment of student learning.

34 (3) The reports shall contain data regarding the different  
35 characteristics of schools, such as poverty levels, percent of English  
36 as a second language students, dropout rates, attendance, percent of

1 students in special education, and student mobility so that districts  
2 and schools can learn from the improvement efforts of other schools and  
3 districts with similar characteristics.

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

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

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

10 (7) To protect the privacy of students, the results of schools and  
11 districts that test fewer than ten students in a grade level shall not  
12 be reported. In addition, in order to ensure that results are reported  
13 accurately, the superintendent of public instruction shall maintain the  
14 confidentiality of statewide data files until the superintendent  
15 determines that the data are complete and accurate.

16 (8) 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.

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