

---

HOUSE BILL 3038

---

State of Washington

61st Legislature

2010 Regular Session

By Representatives Maxwell, Priest, Sullivan, Carlyle, White, Hunt, Kagi, Anderson, Kenney, Conway, Rolfes, and Clibborn

Read first time 01/21/10. Referred to Committee on Education.

1 AN ACT Relating to standards and accountability in education;  
2 amending RCW 28A.305.225 and 28A.655.110; adding new sections to  
3 chapter 28A.300 RCW; adding a new section to chapter 28A.305 RCW;  
4 adding a new section to chapter 28A.320 RCW; adding new sections to  
5 chapter 28A.655 RCW; and creating a new section.

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

7 PART I

8 ACCOUNTABILITY FRAMEWORK

9 NEW SECTION. **Sec. 101.** The legislature finds that it is the  
10 state's responsibility to create a coherent and effective  
11 accountability framework for the continuous improvement for all schools  
12 and districts. This system must provide an excellent and equitable  
13 education for all students; an aligned federal/state accountability  
14 system; and the tools necessary for schools and districts to be  
15 accountable. These tools include the necessary accounting and data  
16 reporting systems, assessment systems to monitor student achievement,  
17 and a system of general support, targeted assistance, and if necessary,  
18 intervention.

1       The office of the superintendent of public instruction is  
2 responsible for developing and implementing the accountability tools to  
3 build district capacity and working within federal and state  
4 guidelines. The legislature assigned the state board of education  
5 responsibility and oversight for creating an accountability framework.  
6 This framework provides a unified system of support for challenged  
7 schools that aligns with basic education, increases the level of  
8 support based upon the magnitude of need, and uses data for decisions.  
9 Such a system will identify schools and their districts for recognition  
10 as well as for additional state support. For a specific group of  
11 challenged schools, defined as persistently low-achieving schools, and  
12 their districts, it is necessary to provide a required action process  
13 that creates a partnership between the state and local district to  
14 target funds and assistance to turn around the identified low achieving  
15 schools.

16       Phase I of this accountability system will recognize schools that  
17 have done an exemplary job of raising student achievement and closing  
18 the achievement gaps using the state board of education's  
19 accountability index. Phase I will also target the lowest five percent  
20 of persistently low-achieving schools defined under federal guidelines  
21 to provide federal funds and federal intervention models through a  
22 voluntary option in 2010, and for those who do not volunteer and have  
23 not improved student achievement, a required action process in 2011.

24       Phase II of this accountability system will work toward  
25 implementing the state board of education's accountability index for  
26 identification of schools in need of improvement, including those that  
27 are not Title I schools, and the use of state and local intervention  
28 models and state funds through a required action process beginning in  
29 2013, in addition to the federal program. Federal approval of the  
30 state board of education's accountability index must be obtained or  
31 else the federal guidelines for persistently low-achieving schools will  
32 continue to be used.

33       The expectation from implementation of this accountability system  
34 is the improvement of student achievement for all students to prepare  
35 them for postsecondary education, work, and global citizenship in the  
36 twenty-first century.

1        NEW SECTION.    **Sec. 102.**    A new section is added to chapter 28A.300  
2    RCW to read as follows:

3        (1) Beginning in 2010, and each year thereafter, by December 1st,  
4    the superintendent of public instruction shall annually identify  
5    schools that are the persistently lowest-achieving schools in the  
6    state. A school shall be identified as one of the state's persistently  
7    lowest-achieving schools if:

8        (a) The school is a Title I school in improvement, corrective  
9    action, or restructuring that is among the lowest-achieving five  
10   percent of Title I schools in improvement, corrective action, or  
11   restructuring, or the lowest-achieving five Title I schools in  
12   improvement, corrective action, or restructuring, whichever number of  
13   schools is greater; or

14        (b) The school is a secondary school that is eligible for, but does  
15   not receive Title I funds that is among the lowest-achieving five  
16   percent of secondary schools, or the lowest achieving five secondary  
17   schools that is eligible for but does not receive Title I funds,  
18   whichever number is greater.

19        (2) The criteria for determining whether a school is among the  
20   lowest-achieving five percent of Title I schools, or Title I eligible  
21   schools, under subsection (1) of this section shall be established by  
22   the superintendent of public instruction, meet all applicable federal  
23   guidelines, and take into account both:

24        (a) The academic achievement of the "all students" group in a  
25   school in terms of proficiency on the state's assessment, and any  
26   alternative assessments, in reading and mathematics combined; and

27        (b) The school's lack of progress on the mathematics and reading  
28   assessments over a number of years in the "all students" group.

29        NEW SECTION.    **Sec. 103.**    A new section is added to chapter 28A.300  
30    RCW to read as follows:

31        (1) Beginning in January 2011, the superintendent of public  
32   instruction shall annually recommend to the state board of education  
33   school districts for designation as required action districts. A  
34   district with at least one school identified as a persistently low-  
35   achieving school shall be designated as a required action district  
36   based on the availability of federal school improvement grants and  
37   criteria developed by the superintendent. However, a school district

1 shall not be recommended for designation as a required action district  
2 if the district was awarded a federal school improvement grant by the  
3 superintendent in 2010 and implemented a federal school intervention  
4 model at each school identified as a persistently low-achieving school  
5 in the district.

6 (2) The superintendent of public instruction shall provide a school  
7 district superintendent with written notice of the recommendation for  
8 designation as a required action district by certified mail or personal  
9 service. A school district superintendent may request reconsideration  
10 of the superintendent of public instruction's recommendation. The  
11 reconsideration shall be limited to a determination of whether the  
12 school district met the criteria for being recommended as a required  
13 action district. A request for reconsideration must be in writing and  
14 served on the superintendent of public instruction within ten days of  
15 service of the notice of the superintendent's recommendation.

16 (3) The state board of education shall annually designate those  
17 districts recommended by the superintendent in subsection (2) of this  
18 section as required action districts. A district designated as a  
19 required action district shall be required to notify all parents of  
20 students attending a school identified as a persistently low-achieving  
21 school in the district of the state board of education's designation of  
22 the district as a required action district and the process for  
23 complying with the requirements set forth in sections 104 through 109  
24 of this act.

25 NEW SECTION. **Sec. 104.** A new section is added to chapter 28A.300  
26 RCW to read as follows:

27 The superintendent of public instruction shall contract with an  
28 external review team to conduct an academic performance audit of the  
29 district of each persistently low-achieving school in a required action  
30 district to identify the potential reasons for the school's low  
31 performance and lack of progress. The review team must consist of  
32 persons under contract with the superintendent who have expertise in  
33 comprehensive school and district reform and may not include staff from  
34 the agency, the school district that is the subject of the audit, or  
35 members or staff of the state board of education. The audit must be  
36 conducted based on criteria developed by the superintendent of public  
37 instruction and must include but not be limited to: Examining student

1 demographics and mobility patterns; school feeder patterns; the  
2 performance of different student groups on assessments; effective  
3 school leadership; strategic allocation of resources; clear and shared  
4 focus on student learning; high standards and expectations for all  
5 students; high level of collaboration and communication; aligned  
6 curriculum, instruction, and assessment to state standards; frequency  
7 of monitoring of learning and teaching; focused professional  
8 development; supportive learning environment; high level of family and  
9 community involvement; and alternative secondary schools best  
10 practices. Audit findings must be made available to the local school  
11 district, its staff, the community, and the state board of education.

12 NEW SECTION. **Sec. 105.** A new section is added to chapter 28A.300  
13 RCW to read as follows:

14 (1) The superintendent and local school board of a school district  
15 designated as a required action district must submit a required action  
16 plan to the state board of education for approval. Unless otherwise  
17 required by subsection (3) of this section, the plan must be submitted  
18 under a schedule as required by the state board. A required action  
19 plan must be developed in collaboration with administrators, teachers,  
20 and other staff, parents, unions representing any employees within the  
21 district, students, and other representatives of the local community.  
22 The superintendent of public instruction shall provide a district with  
23 assistance in developing its plan if requested. The school board must  
24 conduct a public hearing to allow for comment on a proposed required  
25 action plan. The local school district shall submit the plan first to  
26 the office of the superintendent of public instruction to review and  
27 approve that the plan is consistent with federal guidelines. After the  
28 office of the superintendent of public instruction has approved that  
29 the plan is consistent with federal guidelines, the local school  
30 district must submit its required action plan to the state board of  
31 education for approval.

32 (2) A required action plan must include all of the following:

33 (a) Implementation of one of the four federal intervention models  
34 required for the receipt of school improvement grants under the  
35 American recovery and reinvestment act of 2009 and Title I of the  
36 elementary and secondary education act of 1965, as amended. However,  
37 a district may not establish a charter school under a federal

1 intervention model without express legislative authority. The  
2 intervention models are the turnaround, restart, school closure, and  
3 transformation models. The intervention model selected must address  
4 the concerns raised in the academic performance audit and be intended  
5 to improve student performance to allow a school district to be removed  
6 from the list of districts designated as a required action district by  
7 the state board of education within three years of implementation of  
8 the plan;

9 (b) Submission of an application for a federal school improvement  
10 grant to the superintendent of public instruction;

11 (c) A budget that provides for adequate resources to implement the  
12 federal model selected and any other requirements of the plan;

13 (d) A description of the changes in the district's or school's  
14 existing policies, structures, agreements, processes, and practices  
15 that are intended to attain significant achievement gains for all  
16 students enrolled in the school;

17 (e) Identification of the metrics that the school district will use  
18 in assessing student achievement at a school identified as a  
19 persistently low achieving school, which include improving mathematics  
20 and reading student achievement and graduation rates as defined by the  
21 state that enable the schools to no longer be identified as one of the  
22 persistently lowest achieving schools.

23 (3)(a) For any district designated for required action, the parties  
24 to any collective bargaining agreement negotiated under chapter 41.59  
25 or 41.56 RCW after the effective date of this section must reopen the  
26 agreement, or negotiate an addendum, if needed, to make changes to  
27 terms and conditions of employment that are necessary to implement an  
28 appropriate required action plan.

29 (b) If the school district and the employee organizations are  
30 unable to agree on the terms of an addendum or modification to an  
31 existing collective bargaining agreement, the parties, including all  
32 affected labor organizations, shall request the public employment  
33 relations commission to, and the commission shall, appoint an employee  
34 of the commission to act as a mediator to assist in the resolution of  
35 a dispute between the school district and the employee organizations.  
36 Beginning in 2011, and each year thereafter, mediation shall commence  
37 no later than April 15th. All mediations held under this section shall

1 include the employer and representatives of all affected bargaining  
2 units.

3 (c) If the executive director of the public employment relations  
4 commission, upon the recommendation of the assigned mediator, finds  
5 that the employer and any affected bargaining unit are unable to reach  
6 agreement following a reasonable period of negotiations and mediation,  
7 but by no later than May 15th of the year in which mediation occurred,  
8 the executive director shall certify any disputed issues for a decision  
9 by the superior court in the county where the school district is  
10 located. The issues for determination by the superior court must be  
11 limited to the issues certified by the executive director and must be  
12 resolved by the court in the same proceeding.

13 (d) The process in this subsection (3)(d) must be used in the case  
14 where the executive director certifies issues for a decision by the  
15 superior court.

16 (i) The school district shall file a petition with the superior  
17 court, by no later than May 20th of the same year in which the issues  
18 were certified, setting forth the following:

19 (A) The name, address, and telephone number of the school district  
20 and its principal representative;

21 (B) The name, address, and telephone number of the employee  
22 organizations and their principal representatives;

23 (C) A description of the bargaining units involved;

24 (D) The unresolved issues certified by the executive director for  
25 a final and binding decision by the court; and

26 (E) The academic performance audit that the office of the  
27 superintendent of public instruction completed for the school district.

28 (ii) Within seven days after the filing of the petition, each party  
29 shall file with the court the proposal it is asking the court to order  
30 be implemented in a required action plan for the district for each  
31 issue certified by the executive director. Contemporaneously with the  
32 filing of the proposal, a party must file a brief with the court  
33 setting forth the reasons why the court should order implementation of  
34 its proposal in the final plan.

35 (iii) Following receipt of the proposals and briefs of the parties,  
36 the court must schedule a date and time for a hearing on the petition.  
37 The hearing must be limited to argument of the parties or their counsel

1 regarding the proposals submitted for the court's consideration. The  
2 parties may waive a hearing by written agreement.

3 (iv) The court must enter an order selecting the proposal for  
4 inclusion in a required action plan that best responds to the issues  
5 raised in the school district's academic performance audit, and allows  
6 for the award of a federal school improvement grant to the district  
7 from the office of the superintendent of public instruction to  
8 implement one of the four federal intervention models. The court's  
9 decision must be issued no later than June 15th of the year in which  
10 the petition is filed and is final and binding on the parties, however  
11 the court's decision is subject to appeal only in the case where it  
12 does not allow the school district to implement a required action plan  
13 consistent with the requirements for the award of a federal school  
14 improvement grant by the superintendent of public instruction.

15 (e) Each party shall bear its own costs and attorneys' fees  
16 incurred under this statute.

17 (f) Any party that proceeds with the process in this section after  
18 knowledge that any provision of this section has not been complied with  
19 and who fails to state its objection in writing is deemed to have  
20 waived its right to object.

21 (4) All contracts entered into between a school district and an  
22 employee must be consistent with this chapter and allow school  
23 districts designated as required action districts to implement one of  
24 the four federal models in a required action plan.

25 NEW SECTION. **Sec. 106.** A new section is added to chapter 28A.300  
26 RCW to read as follows:

27 A required action plan developed by a district's school board and  
28 superintendent must be submitted to the state board of education for  
29 approval. The state board must accept for inclusion in any required  
30 action plan the final decision by the superior court on any issue  
31 certified by the executive director of the public employment relations  
32 commission under the process in section 105 of this act. The state  
33 board of education shall approve a plan proposed by a school district  
34 only if it meets the requirements set forth in section 105 of this act.  
35 Any addendum or modification to an existing collective bargaining  
36 agreement related to student achievement or school improvement shall  
37 not go into effect until approval of a required action plan by the



1 state board of education. If the state board does not approve a  
2 proposed plan, it must notify the local school board and local  
3 districts' superintendent in writing with an explicit rationale for why  
4 the plan was not approved. Nonapproval by the state board of education  
5 of the local school district's required action plan is not intended to  
6 trigger any actions under section 107 of this act. With the assistance  
7 of the office of the superintendent of public instruction, the  
8 superintendent and school board of the required action district shall  
9 submit a new plan to the state board of education for approval within  
10 forty days of notification that its plan was rejected. If federal  
11 funds are not available, the plan is not required to be implemented  
12 until such funding becomes available. A required action plan must be  
13 implemented in the immediate school year following the district's  
14 designation as a required action district.

15 NEW SECTION. **Sec. 107.** A new section is added to chapter 28A.305  
16 RCW to read as follows:

17 The state board of education may direct the superintendent of  
18 public instruction to require a school district that has not submitted  
19 a final required action plan for approval, or has submitted but not  
20 received state board of education approval of a required action plan,  
21 to redirect the district's Title I funds based on the academic  
22 performance audit findings.

23 NEW SECTION. **Sec. 108.** A new section is added to chapter 28A.320  
24 RCW to read as follows:

25 A school district must implement a required action plan upon  
26 approval by the state board of education. The office of superintendent  
27 of public instruction must provide the required action district with  
28 technical assistance and eligible federal school improvement grant  
29 funds to implement its plan. The district must submit reports as  
30 specified by the superintendent of public instruction to the  
31 superintendent regarding its progress in meeting the student  
32 achievement goals set forth in the required action plan.

33 NEW SECTION. **Sec. 109.** A new section is added to chapter 28A.300  
34 RCW to read as follows:

1 (1) The superintendent of public instruction must provide a  
2 biannual report to the state board of education regarding the progress  
3 made by all school districts designated as required action districts.

4 (2) The superintendent of public instruction must recommend to the  
5 state board of education that a school district be released from the  
6 designation as a required action district after the district implements  
7 a required action plan for a period of three years; made progress, as  
8 defined by the superintendent of public instruction, in reading and  
9 mathematics on the state's assessment over the past three consecutive  
10 years; and no longer has a school within the district identified as  
11 persistently low achieving. The state board shall release a school  
12 district from the designation as a required action district upon  
13 confirmation that the district has met the requirements for a release.

14 (3) If the state board of education determines that the required  
15 action district has not made sufficient progress, the district remains  
16 in required action.

17 **Sec. 110.** RCW 28A.305.225 and 2009 c 548 s 503 are each amended to  
18 read as follows:

19 (1) The state board of education shall continue to refine the  
20 development of an accountability framework that creates a unified  
21 system of support for challenged schools, that aligns with basic  
22 education, increases the level of support based upon the magnitude of  
23 need, and uses data for decisions.

24 (2) The state board of education shall develop an accountability  
25 index to identify schools and districts for recognition, for continuous  
26 improvement, and for additional state support. The index shall be  
27 based on criteria that are fair, consistent, and transparent.  
28 Performance shall be measured using multiple outcomes and indicators  
29 including, but not limited to, graduation rates and results from  
30 statewide assessments. The index shall be developed in such a way as  
31 to be easily understood by both employees within the schools and  
32 districts, as well as parents and community members. It is the  
33 legislature's intent that the index provide feedback to schools and  
34 districts to self-assess their progress, and enable the identification  
35 of schools with exemplary student performance and those that need  
36 assistance to overcome challenges in order to achieve exemplary student  
37 performance. (~~Once the accountability index has identified schools~~

1 that need additional help, a more thorough analysis will be done to  
2 analyze specific conditions in the district including but not limited  
3 to the level of state resources a school or school district receives in  
4 support of the basic education system, achievement gaps for different  
5 groups of students, and community support.

6 (3) Based on the accountability index and in consultation with the  
7 superintendent of public instruction, the state board of education  
8 shall develop a proposal and timeline for implementation of a  
9 comprehensive system of voluntary support and assistance for schools  
10 and districts. The timeline must take into account and accommodate  
11 capacity limitations of the K-12 educational system. Changes that have  
12 a fiscal impact on school districts, as identified by a fiscal analysis  
13 prepared by the office of the superintendent of public instruction,  
14 shall take effect only if formally authorized by the legislature  
15 through the omnibus appropriations act or other enacted legislation.

16 (4)(a) The state board of education shall develop a proposal and  
17 implementation timeline for a more formalized comprehensive system  
18 improvement targeted to challenged schools and districts that have not  
19 demonstrated sufficient improvement through the voluntary system. The  
20 timeline must take into account and accommodate capacity limitations of  
21 the K-12 educational system. The proposal and timeline shall be  
22 submitted to the education committees of the legislature by December 1,  
23 2009, and shall include recommended legislation and recommended  
24 resources to implement the system according to the timeline developed.

25 (b) The proposal shall outline a process for addressing performance  
26 challenges that will include the following features: (i) An academic  
27 performance audit using peer review teams of educators that considers  
28 school and community factors in addition to other factors in developing  
29 recommended specific corrective actions that should be undertaken to  
30 improve student learning; (ii) a requirement for the local school board  
31 plan to develop and be responsible for implementation of corrective  
32 action plan taking into account the audit findings, which plan must be  
33 approved by the state board of education at which time the plan becomes  
34 binding upon the school district to implement; and (iii) monitoring of  
35 local district progress by the office of the superintendent of public  
36 instruction. The proposal shall take effect only if formally  
37 authorized by the legislature through the omnibus appropriations act or  
38 other enacted legislation.

1       ~~(5))~~ (3) The state board of education, in cooperation with the  
2 office of the superintendent of public instruction, shall annually  
3 recognize schools for exemplary student performance as measured on the  
4 state board of education accountability index.

5       (4) In coordination with the superintendent of public instruction,  
6 the state board of education shall seek approval from the United States  
7 department of education for use of the accountability index and the  
8 state system of support, assistance, and intervention, to replace the  
9 federal accountability system under P.L. 107-110, the no child left  
10 behind act of 2001.

11       ~~((6))~~ (5) The state board of education shall work with the  
12 education data center established within the office of financial  
13 management and the technical working group established in section 112,  
14 chapter 548, Laws of 2009 to determine the feasibility of using the  
15 prototypical funding allocation model as not only a tool for allocating  
16 resources to schools and districts but also as a tool for schools and  
17 districts to report to the state legislature and the state board of  
18 education on how the state resources received are being used.

19       NEW SECTION. Sec. 111. A new section is added to chapter 28A.300  
20 RCW to read as follows:

21       The definitions in this section apply throughout sections 102  
22 through 106 of this act unless the context clearly requires otherwise.

23       (1) "All students group" means those students in grades three  
24 through eight and high school who take the state's assessment in  
25 reading and mathematics required under 20 U.S.C. Sec. 6311(b)(3).

26       (2) "Schools in improvement, corrective action, or restructuring"  
27 means a school in improvement, a school in corrective action, or a  
28 school in restructuring. As used in this section:

29       (a) A "school in improvement" is a public school that is identified  
30 by a school district for school improvement under 34 CFR Sec. 200.32;

31       (b) A "school in corrective action" is a public school that is  
32 identified by a school district for corrective action under 34 CFR Sec.  
33 200.33; and

34       (c) A "school in restructuring" is a public school that is required  
35 to prepare a restructuring plan for the school and make arrangements to  
36 implement the plan under 34 CFR Sec. 200.34.

1 (3) "Title I" means Title I, part A of the federal elementary and  
2 secondary education act of 1965 (ESEA) (20 U.S.C. Secs. 6311-6322).

3 **PART II**

4 **COMMON CORE STANDARDS ADOPTION**

5 NEW SECTION. **Sec. 201.** A new section is added to chapter 28A.655  
6 RCW to read as follows:

7 By August 2, 2010, the superintendent of public instruction shall  
8 revise the essential academic learning requirements and standards  
9 authorized under RCW 28A.655.070 for mathematics, reading, writing, and  
10 communication by adopting a common set of standards for students in  
11 kindergarten through grade twelve. The revised essential academic  
12 learning requirements and standards: (1) Shall be consistent with the  
13 requirements of RCW 28A.655.070; (2) shall define what students must  
14 know and be able to do and be substantially identical with the  
15 standards developed by a multistate consortium in which Washington  
16 participated; and (3) may include additional standards, if the  
17 additional standards do not exceed fifteen percent of the standards for  
18 each content area.

19 **PART III**

20 **ACCOUNTABILITY TO PARENTS AND COMMUNITY**

21 NEW SECTION. **Sec. 301.** A new section is added to chapter 28A.655  
22 RCW to read as follows:

23 Beginning with the 2010-11 school year, each school shall annually  
24 invite parents and community members to provide feedback regarding  
25 their experiences with the school. The school shall summarize the  
26 responses in its annual report under RCW 28A.655.110.

27 **Sec. 302.** RCW 28A.655.110 and 1999 c 388 s 303 are each amended to  
28 read as follows:

29 (1) Beginning with the 1994-95 school year, to provide the local  
30 community and electorate with access to information on the educational  
31 programs in the schools in the district, each school shall publish  
32 annually a school performance report and deliver the report to each  
33 parent with children enrolled in the school and make the report

1 available to the community served by the school. The annual  
2 performance report shall be in a form that can be easily understood and  
3 be used by parents, guardians, and other members of the community who  
4 are not professional educators to make informed educational decisions.  
5 As data from the assessments in RCW 28A.655.060 becomes available, the  
6 annual performance report should enable parents, educators, and school  
7 board members to determine whether students in the district's schools  
8 are attaining mastery of the student learning goals under RCW  
9 28A.150.210, and other important facts about the schools' performance  
10 in assisting students to learn. The annual report shall make  
11 comparisons to a school's performance in preceding years (~~and shall~~  
12 ~~include school level goals under RCW 28A.655.050~~), student performance  
13 relative to the goals and the percentage of students performing at each  
14 level of the assessment, a comparison of student performance at each  
15 level of the assessment to the previous year's performance, and  
16 information regarding school-level plans to achieve the goals.

17 (2) The annual performance report shall include, but not be limited  
18 to: (a) A brief statement of the mission of the school and the school  
19 district; (b) enrollment statistics including student demographics; (c)  
20 expenditures per pupil for the school year; (d) a summary of student  
21 scores on all mandated tests; (e) a concise annual budget report; (f)  
22 student attendance, graduation, and dropout rates; (g) information  
23 regarding the use and condition of the school building or buildings;  
24 (h) a brief description of the learning improvement plans for the  
25 school; (i) a summary of the feedback from parents and community  
26 members obtained under section 301 of this act; and ~~((+))~~ (j) an  
27 invitation to all parents and citizens to participate in school  
28 activities.

29 (3) The superintendent of public instruction shall develop by June  
30 30, 1994, and update periodically, a model report form, which shall  
31 also be adapted for computers, that schools may use to meet the  
32 requirements of subsections (1) and (2) of this section. In order to  
33 make school performance reports broadly accessible to the public, the  
34 superintendent of public instruction, to the extent feasible, shall  
35 make information on each school's report available on or through the  
36 superintendent's internet web site.

--- END ---