
Education Committee

HB 1452

Brief Description: Establishing accountability for student performance in third grade.

Sponsors: Representatives Dahlquist, Magendanz, Angel, Buys, Fagan, Pike and Smith.

Brief Summary of Bill

- Requires that students who score Below Basic on the third grade state assessment in English Language Arts (ELA) in 2014-15 may not be promoted to fourth grade, unless they are exempt.
- Provides for certain students to be exempt from the third grade promotion policy.
- Requires school districts to provide specified remediation to any student who did not meet the state standard on the third grade ELA assessment in the previous year, beginning in 2015-16.
- Requires additional remediation for students retained in third grade, or students who would have been retained but were exempt.

Hearing Date: 2/5/13

Staff: Barbara McLain (786-7383).

Background:

The statewide student assessment in grades three through eight is called the Measurements of Student Progress (MSP). Results from the MSP are reported according to four performance levels, based on the degree to which the student meets the state learning standard for knowledge and skills in a particular subject area:

- Level 4: Advanced - exceeds the state standard;
- Level 3: Proficient - meets the state standard;
- Level 2: Basic - below the state standard; and
- Level 1: Below Basic - well below the state standard.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

A small number of students, generally less than 2 percent of the student population, have significant cognitive disabilities and are assessed through the Washington Alternate Assessment System (WAAS) using a portfolio of data aligned to specific skills that a student demonstrates in a classroom setting.

The MSP is offered in Reading, Writing, Mathematics, and Science. Students in third grade take the MSP in Reading and Mathematics. However, Washington is participating in a multistate consortium to develop new student assessments to measure student performance on the Common Core State Standards (CCSS), which have been adopted as the new state learning standards and are being phased in across the state. The CCSS measure student performance in English Language Arts (ELA) as a combined subject, rather than Reading and Writing as separate subjects. The Office of the Superintendent of Public Instruction (OSPI) is planning to implement assessment of the CCSS in the 2014-15 school year.

The following table from the OSPI website shows the results from the MSP in third grade Reading for 2011-12:

Performance Level	Percent	Number
Level 4: Advanced	32.1%	24,644
Level 3: Proficient	35.7%	27,434
Level 2: Basic	21.8%	16,731
Level 1: Below Basic	8.4%	6,430
WAAS Portfolio	--	777
No Score/Not Included	--	1,701

In addition to state funding to support general education, school districts receive state and federal funds specifically targeted toward low-achieving students, students with disabilities in special education, and English language learners who need assistance with English language proficiency.

Summary of Bill:

Beginning in 2014-15 students who score Below Basic on the third grade ELA assessment may not be promoted to fourth grade, unless they meet a good cause exemption. School districts may exempt students from the promotion standard if they are:

- students who take the WAAS portfolio due to significant cognitive disabilities;
- students in special education whose Individualized Education Program (IEP) requires remediation in the ELA, and the IEP team determines that retention in third grade is not an appropriate placement;
- English language learner students enrolled in the Transitional Bilingual Instructional Program for two or fewer years; or
- students who have previously been retained in the same grade and received remediation for at least two years.

School districts must adopt policies regarding mid-year promotion of retained students who demonstrate sufficient progress to be likely to receive at least a Basic score on the fourth grade ELA assessment.

Beginning in the 2015-16 school year school districts must provide remediation for any student who did not meet the state standard on the third grade ELA assessment in the previous year. The remediation must include:

- at least 90 minutes of daily, research-based instruction in the ELA;
- small group instruction or reduced teacher-student ratios;
- supplemental tutoring; and
- use of diagnostic assessments to monitor progress.

For students retained in third grade and those who would have been retained but were promoted due to an exemption, the remediation must also include supplemental learning opportunities through an extended school day or school year or summer school.

School districts must provide written notice to parents or guardians about this retention and remediation policy.

For students with no score results on the third grade ELA assessment, school districts must use results from another diagnostic or standardized assessment. If student performance on these assessments is equivalent to Basic or Below Basic on the MSP, the promotion and remediation policies apply.

Districts may use funds from any source that are available generally or specifically to support student learning in the ELA to provide the required remediation.

Appropriation: None.

Fiscal Note: Available.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.