

1 1462-S2 AMS EDU S2521.3

2 **2SHB 1462** - S COMM AMD
3 By Committee on Education

4 NOT ADOPTED 4/13/99

5 Strike everything after the enacting clause and insert the
6 following:

7 **"INTENT**

8 NEW SECTION. **Sec. 1.** INTENT. The legislature finds that the
9 purpose of Washington's accountability system is to improve student
10 learning and student achievement of the essential academic learning
11 requirement standards so that each individual student will be given the
12 opportunity to become a responsible citizen and successfully live,
13 learn, and work in the twenty-first century. To achieve this purpose,
14 the accountability system should be based on continuous improvement at
15 all levels of Washington's education system and on a fundamental
16 principle that all students have access to curriculum and instruction
17 that is aligned to the standards.

18 The legislature further finds that the accountability system should
19 rely on local responsibility and leadership. Districts and schools
20 should be expected to improve and be evaluated based on their
21 improvement over time. Districts should recognize exceptional progress
22 and work closely with struggling schools. The state should provide
23 technical assistance and expertise where needed.

24 The legislature further finds that the accountability system must
25 be simple to use and understand. Consequences must be predictable and
26 fair. Differences among students, schools, and districts should be
27 recognized and respected as the system is implemented. There should be
28 a balance of each student's right to privacy and the public's right to
29 know the overall levels of learning and achievement at the school,
30 district, and state levels. In addition, the accountability system
31 should be continuously reviewed and improved as more is learned about
32 how schools operate to meet the learning needs of Washington's
33 students.

PART 1

OVERSIGHT OF THE ACCOUNTABILITY SYSTEM

NEW SECTION. **Sec. 101.** COMPOSITION OF THE COMMISSION. (1) The Washington commission on academic achievement is hereby established. The primary purpose of the commission is to provide oversight of the accountability system.

(2) The commission shall include one member of the state board of education, the superintendent of public instruction, and seven members appointed by the governor. All appointments shall be made by July 1, 1999. The governor shall appoint a chair from the commission members, and fill any vacancies in gubernatorial appointments that may occur. Gubernatorial and state board appointees shall serve for a term of four years. However, four of the initial seven gubernatorial appointments and the state board appointee shall serve two-year terms. Appointees may be reappointed to serve more than one term. The state board of education shall fill any vacancies of the state board of education appointment that may occur. Of the appointments made by the governor, one shall be from a list of names submitted by the superintendent of public instruction. In making the appointments, educators, business leaders, and parents shall be represented, and nominations from state-wide education, business, and parent organizations shall be requested. Efforts shall be made to ensure that the commission reflects the racial and ethnic diversity of the state's K-12 student population and that the major geographic regions in the state are represented. Appointees shall be qualified individuals who are supportive of educational improvement and accountability, who have a positive record of service, and who will devote sufficient time to the responsibilities of the commission to ensure that the objectives of the commission are achieved.

NEW SECTION. **Sec. 102.** DUTIES OF THE COMMISSION. (1) For purposes of state-wide accountability, the commission shall:

(a) Establish goals for other content and grade levels as the commission deems appropriate to improve student learning when assessments in the other content areas and other grade levels are required to be administered state-wide. In setting high school goals, the commission shall consider the percent of students achieving a

1 certificate of mastery and a reduction in dropout rates. The
2 commission may revise the state-wide accountability goals as necessary;

3 (b) Develop criteria for deciding when it is appropriate for the
4 commission to make recommendations to the superintendent about
5 interventions, assistance, and recognition;

6 (c) Review data and make recommendations to the superintendent of
7 public instruction about school districts requiring school assistance,
8 recognition, and intervention;

9 (d) Submit recommendations to the superintendent of public
10 instruction about appropriate interventions, assistance, and
11 recognition;

12 (e) Annually review the reporting system to ensure fairness,
13 accuracy, timeliness, and equity of opportunity, especially with regard
14 to schools with special circumstances and unique populations of
15 students, and recommend to the superintendent of public instruction
16 needed improvements;

17 (f) Hear concerns about interventions;

18 (g) Recommend changes to the superintendent and the legislature
19 regarding accountability policy and legislation, as necessary;

20 (h) Report annually by December 1st to the legislature, the
21 governor, the superintendent of public instruction, and the state board
22 of education on the progress, findings, and recommendations of the
23 commission;

24 (i) By December 1, 2000, and by December 31st annually thereafter,
25 report to the education committees of the house of representatives and
26 the senate on the progress that has been made in achieving the reading
27 goal, and on the setting of goals and progress in achieving goals in
28 the other content areas and at other grade levels; and

29 (j) Make recommendations to the legislature and take other actions
30 necessary or desirable to help students meet the student learning
31 goals.

32 (2) The commission shall coordinate its activities with the state
33 board of education and the office of the superintendent of public
34 instruction.

35 (3) The commission shall seek advice broadly from the public and
36 all interested educational organizations in the conduct of its work,
37 including holding periodic regional public hearings.

38 (4) The commission may hire an executive director and staff to
39 perform the duties in support of the activities of the commission. The

1 office of the superintendent of public instruction shall provide
2 administrative oversight and be the fiscal agent for the commission.
3 The commission may direct the office of the superintendent of public
4 instruction to enter into subcontracts, within the commission's
5 resources, with school districts, teachers, higher education faculty,
6 state agencies, business organizations, and other individuals and
7 organizations to assist the commission in its deliberations.

8 (5) The commission may adopt rules as necessary to carry out its
9 duties.

10 (6) Members of the commission shall be reimbursed for per diem and
11 travel expenses as provided in RCW 43.03.050 and 43.03.060.

12 NEW SECTION. **Sec. 103.** RECOGNITION. (1) The commission on
13 academic achievement annually shall make recommendations to the
14 superintendent of public instruction on school districts and schools
15 that should be recognized based on the results of the Washington
16 assessment of student learning. The commission shall develop the
17 criteria for selecting districts and schools for recognition.
18 Recognition shall be given to schools and school districts that have
19 achieved exceptional growth:

20 (a) As measured by an increase in the percent of students meeting
21 standards. The level of achievement required for recognition shall be
22 based on the achievement goals established by the legislature and the
23 commission on academic achievement under RCW 28A.630.887 (as recodified
24 by this act);

25 (b) As measured by an improvement index that measures improvement
26 in all levels of the assessment; and

27 (c) Despite challenges such as high levels of mobility, poverty,
28 English as a second language learners, and large numbers of students in
29 special populations as measured by either the percent of students
30 meeting the standard, or the improvement index.

31 (2) When determining the baseline year or years for recognizing
32 individual schools, the commission may use the assessment results from
33 the initial years the assessments were administered, if doing so with
34 individual schools would be appropriate.

35 NEW SECTION. **Sec. 104.** INTERVENTION. (1) Improved student
36 learning depends on the initiative of educators, parents, and students
37 in each school, the school's local community, and state support.

1 Schools should take responsibility for their own improvement while also
2 having access to assistance from school districts, educational service
3 districts, and the state.

4 (2) School districts have primary responsibility for intervening in
5 schools with large numbers of students who are not achieving the
6 essential academic learning requirements. In some cases, school
7 district intervention may not prove successful. Beginning in the 2001-
8 02 school year, continuing levels of low achievement in elementary
9 schools in which there is little or no improvement shall trigger an
10 evaluation by the commission on academic achievement. The purpose of
11 the evaluation is to decide whether to initiate additional state-level
12 assistance. For middle and high schools, the evaluation shall occur
13 three years after assessments are required state-wide. When making
14 recommendations to the superintendent of public instruction regarding
15 additional state-level assistance, the commission on academic
16 achievement shall use multiple sources of information including:

17 (a) The results of the Washington assessment of student learning;

18 (b) Student achievement evidence from district or other state
19 assessments;

20 (c) The level of improvement in student achievement over time;

21 (d) Student mobility and poverty;

22 (e) Attendance and dropout rates;

23 (f) Graduation rates and posthigh school indicators;

24 (g) Percent of students in special programs; and

25 (h) Other factors presented by individual districts or schools.

26 (3) If the commission on academic achievement, after considering
27 the factors in subsection (2) of this section, finds that the
28 district's efforts have failed to improve student achievement over a
29 reasonable period of time, the commission may recommend to the
30 superintendent of public instruction that the superintendent intervene
31 in the school district. The superintendent of public instruction may
32 intervene in the school district and take appropriate corrective
33 actions.

34

PART 2

35

ACCOUNTABILITY GOALS

36 **Sec. 201.** RCW 28A.630.887 and 1998 c 319 s 101 are each amended to
37 read as follows:

1 (~~(1)~~) By December 15, 1998, each school district board of
2 directors shall:

3 (~~(a)~~) (1) Select the reading standard results on either the 1997
4 or 1998 fourth grade Washington assessment of student learning as the
5 school district's initial baseline reading standard. Districts may
6 select the 1997 results only if all of the elementary schools with
7 fourth grade students administered the assessment;

8 (~~(b)~~) (2) Establish a three-year, district-wide goal to increase,
9 by the end of the 2000-01 school year, the percentage of students who
10 meet or exceed the reading standard on the fourth grade Washington
11 assessment of student learning. The (~~three-year~~) 2000-01 percentage
12 increase goal may not be less than the district's total percentage of
13 students who did not meet the baseline reading standard multiplied by
14 twenty-five percent;

15 (~~(c)~~) (3) Specify the annual district-wide percentage improvement
16 increments to meet the (~~three-year~~) 2000-01 goal; and

17 (~~(d)~~) (4) Direct each elementary school to establish a three-year
18 goal for its fourth grade students, subject to approval by the board.
19 The aggregate of the elementary school goals must meet or exceed the
20 district-wide goals established by the board.

21 (~~(2) Each school district board of directors shall:~~

22 ~~(a) Report biannually to parents in writing and to the community in~~
23 ~~a public meeting the following information:~~

24 ~~(i) District wide and school level three year goals;~~

25 ~~(ii) Student performance relative to the goals; and~~

26 ~~(iii) District wide and school level plans to achieve the reading~~
27 ~~goal in kindergarten through fourth grade, including grade level~~
28 ~~expectations, curriculum and instruction, parental or guardian~~
29 ~~involvement, and resources available to parents and guardians to help~~
30 ~~students meet the reading standard;~~

31 ~~(b) Report annually to the superintendent of public instruction and~~
32 ~~in a news release to the local media the district's progress toward~~
33 ~~meeting the district wide and school level goals; and~~

34 ~~(c) Include the reported information in each school's annual school~~
35 ~~performance report under RCW 28A.320.205.~~

36 ~~(3) By December 1, 2000, the superintendent of public instruction~~
37 ~~shall report to the education committees of the house of~~
38 ~~representatives and the senate on the progress that has been made in~~

1 ~~achieving the three year reading goal, and provide recommendations to~~
2 ~~the legislature on setting reading goals for the next three years.~~

3 ~~(4) This section expires July 1, 2006.)~~

4 **PART 3**

5 **REPORTING RESULTS**

6 **Sec. 301.** RCW 28A.630.889 and 1998 c 319 s 301 are each amended to
7 read as follows:

8 (1) By September 10, 1998, and by September 10th each year
9 thereafter, the superintendent of public instruction shall:

10 (a) Report to the public, schools, school districts, and the
11 legislature on the results of the ~~((fourth grade))~~ Washington
12 assessment of student learning; and

13 (b) Post individual school results of the ~~((fourth grade))~~
14 Washington assessment of student learning on the superintendent of
15 public instruction's internet world-wide web site.

16 (2) The reports shall include the assessment results by school and
17 school district, and include changes over time. Results shall be
18 reported in two ways:

19 (a) The percent of students meeting the standards; and

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

23 (3) Data regarding the different characteristics of schools, such
24 as poverty levels, percent of English as a second language students,
25 drop-out rates, attendance, percent of students in special education,
26 and student mobility shall also be reported so that districts and
27 schools can learn from the improvement efforts of other schools and
28 districts with similar characteristics.

29 (4) To protect the privacy of students, the results of schools and
30 districts that test fewer than ten students in a grade level shall not
31 be reported. In addition, in order to ensure that results are reported
32 accurately, the superintendent of public instruction shall maintain the
33 confidentiality of state-wide data files until the superintendent
34 determines that the data are complete and accurate.

35 (5) The superintendent of public instruction shall monitor the
36 percentage and number of special education and limited English-
37 proficient students exempted from taking the assessments by schools and

1 school districts to ensure the exemptions are in compliance with
2 exemption guidelines.

3 (~~(2) This section expires July 1, 2006.~~)

4 NEW SECTION. Sec. 302. DISTRICT REPORTS. (1) Each school
5 district board of directors shall:

6 (a) Annually report to parents and to the community in a public
7 meeting and twice annually report in writing the following information:

8 (i) District-wide and school-level three-year goals;

9 (ii) Student performance relative to the goals; and

10 (iii) District-wide and school-level plans to achieve the reading
11 goal in kindergarten through fourth grade, including curriculum and
12 instruction, parental or guardian involvement, and resources available
13 to parents and guardians to help students meet the reading standard;

14 (b) Report annually in a news release to the local media the
15 district's progress toward meeting the district-wide and school-level
16 goals; and

17 (c) Include the school-level goals, student performance relative to
18 the goals, and a summary of school-level plans to achieve the goals in
19 each school's annual school performance report under RCW 28A.320.205.
20 This shall be considered one of the twice-annual written reports
21 required in (a) of this subsection.

22 (2) Schools and school districts in which ten or fewer students are
23 eligible to be assessed in a grade level are not required to establish
24 or report numerical improvement goals and performance relative to the
25 goals, but are required to report to parents and the community their
26 plans to improve reading achievement in kindergarten through fourth
27 grade as required in subsection (1)(a)(iii) of this section.

28 **Sec. 303.** RCW 28A.320.205 and 1993 c 336 s 1006 are each amended
29 to read as follows:

30 (1) Beginning with the 1994-95 school year, to provide the local
31 community and electorate with access to information on the educational
32 programs in the schools in the district, each school shall publish
33 annually a school performance report and deliver the report to each
34 parent with children enrolled in the school and make the report
35 available to the community served by the school. The annual
36 performance report shall be in a form that can be easily understood and
37 be used by parents, guardians, and other members of the community who

1 are not professional educators to make informed educational decisions.
2 As data from the assessments in RCW 28A.630.885 (as recodified by this
3 act) becomes available, the annual performance report should enable
4 parents, educators, and school board members to determine whether
5 students in the district's schools are attaining mastery of the student
6 learning goals under RCW 28A.150.210, and other important facts about
7 the schools' performance in assisting students to learn. The annual
8 report shall make comparisons to a school's performance in preceding
9 years and shall (~~project goals in performance categories~~) include
10 school level goals under RCW 28A.630.887 (as recodified by this act),
11 student performance relative to the goals, and information regarding
12 school-level plans to achieve the goals.

13 (2) The annual performance report shall include, but not be limited
14 to: A brief statement of the mission of the school and the school
15 district; enrollment statistics including student demographics;
16 expenditures per pupil for the school year; a summary of student scores
17 on all mandated tests; a concise annual budget report; student
18 attendance, graduation, and dropout rates; information regarding the
19 use and condition of the school building or buildings; a brief
20 description of (~~the restructuring~~) learning improvement plans for the
21 school; and an invitation to all parents and citizens to participate in
22 school activities.

23 (3) The superintendent of public instruction shall develop by June
24 30, 1994, a model report form, which shall also be adapted for
25 computers, that schools may use to meet the requirements of subsections
26 (1) and (2) of this section.

27 PART 4

28 ASSISTANCE FOR SCHOOLS AND DISTRICTS

29 NEW SECTION. Sec. 401. ACCOUNTABILITY IMPLEMENTATION FUNDS. (1)
30 To the extent funds are appropriated, the office of the superintendent
31 of public instruction annually shall allocate accountability
32 implementation funds to school districts. The purposes of the funds
33 are to provide time for teachers and other certificated instructional
34 staff and classified staff to: Develop and update student learning
35 improvement plans; implement curriculum materials and instructional
36 strategies; provide staff professional development to implement the
37 selected curricula and instruction; develop and implement assessment

1 strategies and training in assessment scoring; and fund other
2 activities intended to improve student learning for all students,
3 including students with diverse needs. Activities funded by the
4 allocations shall be consistent with the school or district improvement
5 plan, designed to improve the ability of teachers and other
6 instructional certificated and classified staff to assist students in
7 meeting the essential academic learning requirements, and designed to
8 achieve state and local accountability goals. Activities funded by the
9 allocations shall be designed to protect the teachers' instructional
10 time with students and minimize the use of substitute teachers.

11 (2) Schools receiving funds shall develop, update as needed, and
12 keep on file a school student learning improvement plan to achieve the
13 student learning goals and essential academic learning requirements and
14 to implement the assessment system as it is developed. The plan shall
15 describe how the accountability implementation funds will be used to
16 accomplish the requirements of this section. The plan shall be made
17 available to the public and to others upon request.

18 (3) To the extent funds are appropriated, the state schools for the
19 deaf and blind are eligible to receive allocations under this section.

20 (4) The superintendent of public instruction may adopt timelines
21 and rules as necessary under chapter 34.05 RCW to administer the
22 program, and require that schools and districts submit reports
23 regarding the use of the funds.

24 NEW SECTION. **Sec. 402.** HELPING CORPS. (1) In order to increase
25 the availability and quality of technical assistance state-wide, the
26 superintendent of public instruction, subject to available funding,
27 shall employ regional school improvement coordinators and school
28 improvement specialists to provide assistance to schools and districts.
29 The regional coordinators and specialists shall be hired by and work
30 under the direction of a state-wide school improvement coordinator.
31 The improvement specialists shall serve on a rotating basis from one to
32 three years and shall not be permanent employees of the superintendent
33 of public instruction.

34 (2) The school improvement coordinators and specialists shall
35 provide the following:

36 (a) Assistance to schools to disaggregate student performance data
37 and develop improvement plans based on those data;

1 (b) Consultation with schools and districts concerning their
2 performance on the Washington assessment of student learning and other
3 assessments;

4 (c) Consultation concerning curricula that aligns with the
5 essential academic learning requirements, the Washington assessment of
6 student learning, and meets the needs of diverse learners;

7 (d) Assistance in the identification and implementation of
8 research-based instructional practices;

9 (e) Staff training that emphasizes effective instructional
10 strategies and classroom-based assessment;

11 (f) Assistance in developing and implementing family and community
12 involvement programs; and

13 (g) Other assistance to schools and school districts intended to
14 improve student learning.

15 **Sec. 403.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to
16 read as follows:

17 (1) Expanding activity in educational research, educational
18 restructuring, and educational improvement initiatives has produced and
19 continues to produce much valuable information. The legislature finds
20 that such information should be shared with the citizens and
21 educational community of the state as widely as possible. To
22 facilitate access to information and materials on educational
23 improvement and research, the superintendent of public instruction, to
24 the extent funds are appropriated, shall establish the center for the
25 improvement of student learning. The primary purpose of the center is
26 to provide assistance and advice to parents, school board members,
27 educators, and the public regarding strategies for assisting students
28 in learning the essential academic learning requirements pursuant to
29 RCW 28A.630.885 (as recodified by this act). The center shall work in
30 conjunction with the commission on ~~((student learning))~~ academic
31 achievement, educational service districts, ~~((and))~~ institutions of
32 higher education, and education, parent, community, and business
33 organizations.

34 (2) The center, in conjunction with other staff in the office of
35 the superintendent of public instruction, shall:

36 (a) Serve as a clearinghouse for the completed work and activities
37 of the commission on ~~((student learning))~~ academic achievement;

1 (b) Serve as a clearinghouse for information regarding successful
2 educational ~~((restructuring))~~ improvement and parental involvement
3 programs in schools and districts, and information about efforts within
4 institutions of higher education in the state to support educational
5 ~~((restructuring))~~ improvement initiatives in Washington schools and
6 districts;

7 (c) Provide best practices research and advice that can be used to
8 help schools develop and implement: Programs and practices to improve
9 ~~((reading))~~ instruction of the essential academic learning requirements
10 under section 501 of this act; systems to analyze student assessment
11 data, with an emphasis on systems that will combine the use of state
12 and local data to monitor the academic progress of each and every
13 student in the school district; ~~((school))~~ comprehensive, school-wide
14 improvement plans; school-based shared decision-making models; programs
15 to promote lifelong learning and community involvement in education;
16 school-to-work transition programs; programs to meet the needs of
17 highly capable students; programs and practices to meet the diverse
18 needs of students based on gender, racial, ethnic, economic, and
19 special needs status; research, information, and technology systems;
20 and other programs and practices that will assist educators in helping
21 students learn the essential academic learning requirements;

22 (d) Develop and distribute, in conjunction with the commission on
23 ~~((student—learning))~~ academic achievement, parental involvement
24 materials, including instructional guides developed to inform parents
25 of the essential academic learning requirements. The instructional
26 guides also shall contain actions parents may take to assist their
27 children in meeting the requirements, and should focus on reaching
28 parents who have not previously been involved with their children's
29 education;

30 (e) Identify obstacles to greater parent and community involvement
31 in school shared decision-making processes and recommend strategies for
32 helping parents and community members to participate effectively in
33 school shared decision-making processes, including understanding and
34 respecting the roles of school building administrators and staff;

35 (f) Develop and maintain an internet web site to increase the
36 availability of information, research, and other materials;

37 (g) Take other actions to increase public awareness of the
38 importance of parental and community involvement in education;

1 (2) The superintendent of public instruction shall periodically
2 revise the essential academic learning requirements, as needed, based
3 on the student learning goals in RCW 28A.150.210. Goals one and two
4 shall be considered primary. To the maximum extent possible, the
5 superintendent shall integrate goal four and the knowledge and skill
6 areas in the other goals in the essential academic learning
7 requirements.

8 (3) The superintendent of public instruction shall maintain and
9 continue to develop and revise a state-wide academic assessment system
10 for use in the elementary, middle, and high school years designed to
11 determine if each student has mastered the essential academic learning
12 requirements identified in subsection (1) of this section. The
13 academic assessment system shall include a variety of assessment
14 methods, including criterion-referenced and performance-based measures.
15 Performance standards for determining if a student has successfully
16 completed an assessment shall be determined by the superintendent.

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

23 (5) The assessments in reading, writing, mathematics, and
24 communications are required at the elementary level, beginning with the
25 1997-98 school year and for middle and secondary levels beginning with
26 the 2000-01 school year. The assessment for middle and high school in
27 science shall be required beginning with the 2000-01 school year. The
28 superintendent shall develop timelines for the remaining assessments in
29 history, civics, geography, arts, health, fitness, and science at the
30 elementary, middle, and high school level, to the extent the
31 legislature has not adopted timelines in statute. However the
32 assessments shall be completed not later than the 2003-04 school year
33 and shall be required in the 2007-08 school year. The assessments
34 shall not be implemented if the legislature takes action to delay or
35 prevent implementation of the assessment system and the essential
36 academic learning requirements.

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

1 (7) 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 (8) 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 (9) The superintendent shall consider methods to address the unique
9 needs of special education students when developing the assessments
10 under this section.

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

14 NEW SECTION. **Sec. 502.** COMMISSION ON STUDENT LEARNING--TRANSFER
15 OF POWERS. (1) Beginning July 1, 1999, the powers, duties, and
16 functions of the commission on student learning are transferred to the
17 commission on academic achievement or to the superintendent of public
18 instruction as appropriate under the transfer of duties made from the
19 commission on student learning to the commission on academic
20 achievement or the superintendent of public instruction under this act.
21 All references to the commission on student learning in the Revised
22 Code of Washington shall be construed to mean the commission on
23 academic achievement when addressing the duties, activities, or
24 functions regarding the accountability system under this act. All
25 references to the commission on student learning in the Revised Code of
26 Washington shall be construed to mean the superintendent of public
27 instruction when addressing the duties, activities, or functions
28 regarding the essential academic learning requirements, the standards,
29 or the assessments addressed under this act.

30 (2) All reports, documents, surveys, books, records, files, papers,
31 or written material in the possession of the commission on student
32 learning shall be delivered to the custody of the commission on
33 academic achievement or the superintendent of public instruction, as
34 appropriate. All cabinets, furniture, office equipment, motor
35 vehicles, and other tangible property employed by the commission on
36 student learning shall be made available to the commission on academic
37 achievement or the superintendent of public instruction, as
38 appropriate.

1 (3) The transfer of the powers, duties, functions, and personnel of
2 the commission on student learning shall not affect the validity of any
3 act performed before the effective date of this section.

4 **PART 6**
5 **MISCELLANEOUS**

6 NEW SECTION. **Sec. 601.** CONSOLIDATED PLANNING. The superintendent
7 of public instruction, in consultation with school district personnel,
8 shall consolidate and streamline the planning, application, and
9 reporting requirements for major state and federal categorical and
10 grant programs. The superintendent also shall take actions to increase
11 the use of online electronic applications and reporting.

12 NEW SECTION. **Sec. 602.** SLIGS. RCW 28A.300.138 (Student learning
13 improvement grants) and 1994 c 245 s 1 & 1993 c 336 s 301 are each
14 repealed.

15 NEW SECTION. **Sec. 603.** REPEALERS. The following acts or parts of
16 acts are each repealed:

- 17 (1) 1998 c 225 s 3 (uncodified);
18 (2) 1995 c 209 s 3 (uncodified); and
19 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

20 NEW SECTION. **Sec. 604.** PART HEADINGS AND SECTION CAPTIONS NOT
21 LAW. Part headings and section captions used in this act are not any
22 part of the law.

23 NEW SECTION. **Sec. 605.** NEW ACCOUNTABILITY CHAPTER CREATED.
24 Sections 101 through 104, 302, 401, 402, 501, and 502 of this act
25 constitute a new chapter in Title 28A RCW.

26 NEW SECTION. **Sec. 606.** RECODIFICATIONS. RCW 28A.630.887,
27 28A.630.889, 28A.320.205, 28A.630.885, 28A.630.883, 28A.630.945,
28 28A.630.950, 28A.630.951, 28A.630.952, 28A.630.953, and 28A.630.954 are
29 each recodified as new sections in the chapter created in section 605
30 of this act.

