

CERTIFICATION OF ENROLLMENT

**SUBSTITUTE SENATE BILL 5418**

Chapter 388, Laws of 1999

56th Legislature  
1999 Regular Session

K-12 ACCOUNTABILITY

EFFECTIVE DATE: 7/25/99 - Except section 101 which becomes effective on 7/1/99; and sections 502 and 604 which become effective on 5/18/99.

Passed by the Senate April 24, 1999  
YEAS 42 NAYS 6

BRAD OWEN  
**President of the Senate**

Passed by the House April 24, 1999  
YEAS 95 NAYS 0

CLYDE BALLARD  
**Speaker of the  
House of Representatives**

FRANK CHOPP  
**Speaker of the  
House of Representatives**

Approved May 18, 1999

GARY LOCKE  
**Governor of the State of Washington**

CERTIFICATE

I, Tony M. Cook, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SUBSTITUTE SENATE BILL 5418** as passed by the Senate and the House of Representatives on the dates hereon set forth.

TONY M. COOK  
**Secretary**

FILED

May 18, 1999 - 3:20 p.m.

**Secretary of State  
State of Washington**

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**SUBSTITUTE SENATE BILL 5418**

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AS AMENDED BY THE HOUSE

Passed Legislature - 1999 Regular Session

**State of Washington**

**56th Legislature**

**1999 Regular Session**

**By** Senate Committee on Education (originally sponsored by Senators McAuliffe, Rasmussen, Patterson and Kohl-Welles; by request of Governor Locke, Superintendent of Public Instruction and Commission on Student Learning)

Read first time 02/24/1999.

1 AN ACT Relating to K-12 accountability and assistance; amending RCW  
2 28A.630.887, 28A.630.889, 28A.320.205, and 28A.300.130; adding a new  
3 chapter to Title 28A RCW; creating new sections; recodifying RCW  
4 28A.320.205, 28A.630.887, 28A.630.889, 28A.630.883, 28A.630.885,  
5 28A.630.945, 28A.630.950, 28A.630.951, 28A.630.952, 28A.630.953, and  
6 28A.630.954; repealing RCW 28A.300.138; repealing 1998 c 225 s 3  
7 (uncodified); repealing 1995 c 209 s 3 (uncodified); repealing 1995 c  
8 209 s 2 and 1992 c 141 s 203 (uncodified); providing an effective date;  
9 and declaring an emergency.

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

11 **INTENT**

12 NEW SECTION. **Sec. 1.** INTENT. The legislature finds that the  
13 purpose of Washington's accountability system is to improve student  
14 learning and student achievement of the essential academic learning  
15 requirement standards so that each individual student will be given the  
16 opportunity to become a responsible citizen and successfully live,  
17 learn, and work in the twenty-first century. To achieve this purpose,  
18 the accountability system should be based on student achievement and

1 continuous improvement at all levels of Washington's education system  
2 and on a fundamental principle that all public school students have  
3 access to curriculum and instruction that is aligned to the standards.

4 The legislature further finds that the accountability system should  
5 rely on local responsibility and leadership. Districts and schools  
6 should be expected to improve and be evaluated based on their  
7 improvement over time. Districts should recognize exceptional progress  
8 and work closely with schools needing assistance.

9 The legislature further finds that the accountability system must  
10 be simple to use and understand. Consequences must be predictable and  
11 fair. Differences among students, schools, and districts should be  
12 recognized and respected as the system is implemented. There should be  
13 a balance of each student's right to privacy and the public's right to  
14 know the overall levels of learning and achievement at the school,  
15 district, and state levels. In addition, the accountability system  
16 should be continuously reviewed and improved as more is learned about  
17 how schools operate to meet the learning needs of Washington's  
18 students.

19 **PART 1**

20 **OVERSIGHT OF THE ACCOUNTABILITY SYSTEM**

21 NEW SECTION. **Sec. 101.** COMMISSION FORMED AND MEMBERS APPOINTED.

22 (1) The academic achievement and accountability commission is  
23 established.

24 (2) The primary purpose of the commission is to provide oversight  
25 of the state's educational accountability system.

26 (3) The commission shall consist of nine members selected as  
27 follows:

28 (a) One member shall be the superintendent of public instruction or  
29 the superintendent's designee; and

30 (b) Eight members shall be appointed by the governor. Four of the  
31 members shall be selected as follows: Each major caucus of the house  
32 of representatives and the senate shall submit a list of three names.  
33 The lists may not include the names of members of the legislature. The  
34 governor shall select a member from each list provided by each caucus.  
35 All members appointed by the governor shall be subject to confirmation  
36 by the senate.

1 (4) The governor shall appoint a chair from among the commission  
2 members.

3 (5) Appointees shall be individuals who are supportive of  
4 educational improvement, who have a positive record of service, and who  
5 will devote sufficient time to the responsibilities of the commission  
6 to ensure that the objectives of the commission are achieved. The  
7 commission shall be composed of a balance of individuals from within  
8 and outside the public education system. The commission shall include  
9 educators, business leaders, and parents.

10 (6) The governor shall appoint its initial commission members by  
11 July 1, 1999. The first meeting of the commission shall be convened by  
12 the superintendent of public instruction no later than July 30, 1999.

13 (7) Appointed members shall serve for terms of four years, with the  
14 terms expiring on June 30th of the fourth year of the term. However,  
15 in the case of the initial members, four members shall serve four-year  
16 terms, two members shall serve three-year terms, and two members shall  
17 serve two-year terms, with each of the terms expiring on June 30th of  
18 the applicable year. Appointees may be reappointed to serve more than  
19 one term.

20 (8) The governor shall fill any vacancy in appointments that may  
21 occur. When filling a vacancy of a member nominated by a major caucus  
22 of the legislature, the governor shall select the new member from a  
23 list of three names submitted by the same caucus that provided the list  
24 from which the retiring member was appointed.

25 NEW SECTION. **Sec. 102.** COMMISSION'S POWERS AND DUTIES. The  
26 powers and duties of the academic achievement and accountability  
27 commission shall include, but are not limited to the following:

28 (1) For purposes of state-wide accountability, the commission  
29 shall:

30 (a) Adopt and revise performance improvement goals in reading,  
31 writing, science, and mathematics by subject and grade level as the  
32 commission deems appropriate to improve student learning, once  
33 assessments in these subjects are required state-wide. The goals shall  
34 be in addition to any goals adopted in RCW 28A.630.887 (as recodified  
35 by this act). The commission may also revise any goal adopted in RCW  
36 28A.630.887 (as recodified by this act). The commission shall adopt  
37 the goals by rule. However, before each goal is implemented, the  
38 commission shall present the goal to the education committees of the

1 house of representatives and the senate for the committees' review and  
2 comment in a time frame that will permit the legislature to take  
3 statutory action on the goal if such action is deemed warranted by the  
4 legislature;

5 (b) Identify the scores students must achieve in order to meet the  
6 standard on the Washington assessment of student learning and determine  
7 student scores that identify levels of student performance below and  
8 beyond the standard. The commission shall set such performance  
9 standards and levels in consultation with the superintendent of public  
10 instruction and after consideration of any recommendations that may be  
11 developed by any advisory committees that may be established for this  
12 purpose;

13 (c) Adopt objective, systematic criteria to identify successful  
14 schools and school districts and recommend to the superintendent of  
15 public instruction schools and districts to be recognized for two types  
16 of accomplishments, student achievement and improvements in student  
17 achievement. Recognition for improvements in student achievement shall  
18 include consideration of one or more of the following accomplishments:

19 (i) An increase in the percent of students meeting standards. The  
20 level of achievement required for recognition may be based on the  
21 achievement goals established by the legislature under RCW 28A.630.887  
22 (as recodified by this act) and the commission under (a) of this  
23 subsection;

24 (ii) Positive progress on an improvement index that measures  
25 improvement in all levels of the assessment; and

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

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

34 (d) Adopt objective, systematic criteria to identify schools and  
35 school districts in need of assistance and those in which significant  
36 numbers of students persistently fail to meet state standards. In its  
37 deliberations, the commission shall consider the use of all state-wide  
38 mandated criterion-referenced and norm-referenced standardized tests;

1 (e) Identify schools and school districts in which state  
2 intervention measures will be needed and a range of appropriate  
3 intervention strategies, beginning no earlier than June 30, 2001, and  
4 after the legislature has authorized a set of intervention strategies.  
5 Beginning no earlier than June 30, 2001, and after the legislature has  
6 authorized a set of intervention strategies, at the request of the  
7 commission, the superintendent shall intervene in the school or school  
8 district and take corrective actions. This chapter does not provide  
9 additional authority for the commission or the superintendent of public  
10 instruction to intervene in a school or school district;

11 (f) Identify performance incentive systems that have improved or  
12 have the potential to improve student achievement;

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

18 (h) Annually report by December 1st to the legislature, the  
19 governor, the superintendent of public instruction, and the state board  
20 of education on the progress, findings, and recommendations of the  
21 commission. The report may include recommendations of actions to help  
22 improve student achievement;

23 (i) By December 1, 2000, and by December 1st annually thereafter,  
24 report to the education committees of the house of representatives and  
25 the senate on the progress that has been made in achieving the reading  
26 goal under RCW 28A.630.887 (as recodified by this act) and any  
27 additional goals adopted by the commission;

28 (j) Coordinate its activities with the state board of education and  
29 the office of the superintendent of public instruction;

30 (k) Seek advice from the public and all interested educational  
31 organizations in the conduct of its work; and

32 (l) Establish advisory committees, which may include persons who  
33 are not members of the commission;

34 (2) Holding meetings and public hearings, which may include  
35 regional meetings and hearings;

36 (3) Hiring necessary staff and determining the staff's duties and  
37 compensation. However, the office of the superintendent of public  
38 instruction shall provide staff support to the commission until the  
39 commission has hired its own staff, and shall provide most of the

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

9 (4) Receiving per diem and travel allowances as permitted under RCW  
10 43.03.050 and 43.03.060.

11 NEW SECTION. **Sec. 103.** COMMISSION'S REPORT ON ACCOUNTABILITY  
12 POLICIES. By September 5, 2000, the academic achievement and  
13 accountability commission shall recommend accountability policies to  
14 the governor, the superintendent of public instruction, and the  
15 education and fiscal committees of the house of representatives and  
16 senate. The policies shall include, but need not be limited to:

17 (1) A graduated series of increasingly intensive state intervention  
18 strategies for schools and school districts in which low-performance  
19 persists over an identified period of time.

20 (a) The strategies shall be formulated in accordance with the  
21 assumption that school districts have primary responsibility for  
22 intervening in schools with relatively large numbers of students who  
23 are not achieving the essential academic learning requirements.

24 (b) The strategies shall be formulated in accordance with the  
25 assumption that continued low performance despite school district  
26 efforts shall trigger an evaluation by the commission. The evaluation  
27 is intended to identify the next steps needed to improve student  
28 performance. In its evaluation, the commission shall use multiple  
29 sources of information that may include, but need not be limited to:

30 (i) The results of the Washington assessment of student learning;

31 (ii) The results of state-mandated norm-referenced standardized  
32 tests;

33 (iii) Student achievement evidence from other district or school  
34 assessments;

35 (iv) The level of improvement in student achievement over time;

36 (v) Student mobility and poverty;

37 (vi) Attendance and dropout rates;

38 (vii) Graduation rates and posthigh school indicators;

- 1 (viii) The percent of students in special programs; and  
2 (ix) Other factors presented by individual districts or schools.  
3 (c) In its deliberations, the commission shall consider issues of  
4 due process, student dropout rates, management and personnel, and  
5 educational options, including public school choice options, for  
6 students attending schools in which the state has intervened. The  
7 commission may consider intervention strategies underway in Washington  
8 and other states;  
9 (2) Additional assistance measures for students and schools;  
10 (3) Rewards for successful schools and school districts; and  
11 (4) Any statutory changes necessary to give the superintendent of  
12 public instruction the authority to implement, in a school or school  
13 district, the state intervention strategies identified in subsection  
14 (1) of this section.

15 **PART 2**

16 **ACCOUNTABILITY GOALS, INCLUDING GOALS IN READING AND MATHEMATICS**

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

19 (1) (~~By December 15, 1998,~~) Each school district board of  
20 directors shall:

21 (a) Select the reading standard results on either the 1997 or 1998  
22 fourth grade Washington assessment of student learning as the school  
23 district's initial baseline reading standard. Districts may select the  
24 1997 results only if all of the elementary schools with fourth grade  
25 students administered the assessment;

26 (b) By December 15, 2001, select the mathematics standard results  
27 on the 1998, 1999, or 2000 fourth grade Washington assessment of  
28 student learning as the school district's fourth grade baseline  
29 mathematics standard, using for its baseline a year in which all of the  
30 elementary schools with fourth grade students administered the  
31 assessment;

32 (c) Establish ((a)) three-year, district-wide goals to increase, by  
33 the end of the 2000-01 school year, the percentage of students who meet  
34 or exceed the reading standard, and by the 2003-04 school year, the  
35 percentage of students who meet or exceed the mathematics standard on  
36 the fourth grade Washington assessment of student learning. The three-  
37 year percentage increase goal in each subject may not be less than the



1 district's total percentage of students who did not meet the baseline  
2 (~~reading~~) standard in each subject multiplied by twenty-five percent;  
3 (~~(c)~~) (d) Specify the annual district-wide percentage improvement  
4 increments to meet the (~~three-year~~) goals; and  
5 (~~(d)~~) (e) Direct each elementary school to establish (~~(a)~~) three-  
6 year goals for its fourth grade students, subject to approval by the  
7 board. The aggregate of the elementary school goals must meet or  
8 exceed the district-wide goals established by the board.  
9 (2) (~~Each school district board of directors shall:~~  
10 ~~(a) Report biannually to parents in writing and to the community in~~  
11 ~~a public meeting the following information:~~  
12 ~~(i) District wide and school level three year goals;~~  
13 ~~(ii) Student performance relative to the goals; and~~  
14 ~~(iii) District wide and school level plans to achieve the reading~~  
15 ~~goal in kindergarten through fourth grade, including grade level~~  
16 ~~expectations, curriculum and instruction, parental or guardian~~  
17 ~~involvement, and resources available to parents and guardians to help~~  
18 ~~students meet the reading standard;~~  
19 ~~(b) Report annually to the superintendent of public instruction and~~  
20 ~~in a news release to the local media the district's progress toward~~  
21 ~~meeting the district wide and school level goals; and~~  
22 ~~(c) Include the reported information in each school's annual school~~  
23 ~~performance report under RCW 28A.320.205.~~  
24 (3) By December 1, 2000, the superintendent of public instruction  
25 shall report to the education committees of the house of  
26 representatives and the senate on the progress that has been made in  
27 achieving the three year reading goal, and provide recommendations to  
28 the legislature on setting reading goals for the next three years.  
29 (4) This section expires July 1, 2006) By December 15, 2001, each  
30 school district board of directors shall:  
31 (a) Select the mathematics standard results on the 1998, 1999,  
32 2000, or 2001 seventh grade Washington assessment of student learning  
33 as the school district's seventh grade baseline mathematics standard;  
34 (b) Establish a three-year district-wide goal to increase, by the  
35 end of the 2003-04 school year, the percentage of students who meet or  
36 exceed the mathematics standard, on the seventh grade Washington  
37 assessment of student learning. The district shall select for its  
38 baseline a year in which all of the schools with seventh grade students  
39 administered the assessment. The percentage increase goal may not be

1 less than the district's total percentage of students who did not meet  
2 the baseline standard in mathematics multiplied by twenty-five percent;

3 (c) Specify the annual district-wide percentage improvement  
4 increments necessary to meet the goal; and

5 (d) Direct each middle or junior high school, as appropriate, to  
6 establish a mathematics goal for its seventh grade students, subject to  
7 approval by the board. The aggregate of the middle or junior high  
8 school goals must meet or exceed the district-wide goals established by  
9 the board in each subject.

10 (3) Schools and school districts in which ten or fewer students are  
11 eligible to be assessed in a grade level are not required to establish  
12 numerical improvement goals and performance relative to the goals.

13 **PART 3**

14 **REPORTING RESULTS**

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

17 (1) By September 10, 1998, and by September 10th each year  
18 thereafter, the superintendent of public instruction shall((÷

19 (a)) report to schools, school districts, and the legislature on  
20 the results of the ((fourth grade)) Washington assessment of student  
21 learning((÷ and

22 (b) ~~Post individual school results of the fourth grade Washington~~  
23 ~~assessment of student learning on the superintendent of public~~  
24 ~~instruction's internet world wide web site)) and state-mandated norm-~~  
25 referenced standardized tests.

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

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

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

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

35 (3) The reports shall contain data regarding the different  
36 characteristics of schools, such as poverty levels, percent of English  
37 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 state-wide 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.

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

22 NEW SECTION. Sec. 302. SCHOOL DISTRICT REPORTS ON PROGRESS TOWARD  
23 PERFORMANCE GOALS. Each school district board of directors shall:

24 (1)(a) Annually report to parents and to the community in a public  
25 meeting and annually report in writing the following information:

26 (i) District-wide and school-level performance improvement goals;

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

28 (iii) District-wide and school-level plans to achieve the goals,  
29 including curriculum and instruction, parental or guardian involvement,  
30 and resources available to parents and guardians to help students meet  
31 the state standards;

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

35 (c) Include the school-level goals, student performance relative to  
36 the goals, and a summary of school-level plans to achieve the goals in  
37 each school's annual school performance report under RCW 28A.320.205  
38 (as recodified by this act).

1 (2) School districts in which ten or fewer students in the district  
2 or in a school in the district are eligible to be assessed in a grade  
3 level are not required to report numerical improvement goals and  
4 performance relative to the goals, but are required to report to  
5 parents and the community their plans to improve student achievement.

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

8 (1) Beginning with the 1994-95 school year, to provide the local  
9 community and electorate with access to information on the educational  
10 programs in the schools in the district, each school shall publish  
11 annually a school performance report and deliver the report to each  
12 parent with children enrolled in the school and make the report  
13 available to the community served by the school. The annual  
14 performance report shall be in a form that can be easily understood and  
15 be used by parents, guardians, and other members of the community who  
16 are not professional educators to make informed educational decisions.  
17 As data from the assessments in RCW 28A.630.885 (as recodified by this  
18 act) becomes available, the annual performance report should enable  
19 parents, educators, and school board members to determine whether  
20 students in the district's schools are attaining mastery of the student  
21 learning goals under RCW 28A.150.210, and other important facts about  
22 the schools' performance in assisting students to learn. The annual  
23 report shall make comparisons to a school's performance in preceding  
24 years and shall (~~project goals in performance categories~~) include  
25 school level goals under RCW 28A.630.887 (as recodified by this act),  
26 student performance relative to the goals and the percentage of  
27 students performing at each level of the assessment, a comparison of  
28 student performance at each level of the assessment to the previous  
29 year's performance, and information regarding school-level plans to  
30 achieve the goals.

31 (2) The annual performance report shall include, but not be limited  
32 to: (a) A brief statement of the mission of the school and the school  
33 district; (b) enrollment statistics including student demographics; (c)  
34 expenditures per pupil for the school year; (d) a summary of student  
35 scores on all mandated tests; (e) a concise annual budget report; (f)  
36 student attendance, graduation, and dropout rates; (g) information  
37 regarding the use and condition of the school building or buildings;  
38 (h) a brief description of the (~~restructuring~~) learning improvement

1 plans for the school; and (i) an invitation to all parents and citizens  
2 to participate in school activities.

3 (3) The superintendent of public instruction shall develop by June  
4 30, 1994, and update periodically, a model report form, which shall  
5 also be adapted for computers, that schools may use to meet the  
6 requirements of subsections (1) and (2) of this section. In order to  
7 make school performance reports broadly accessible to the public, the  
8 superintendent of public instruction, to the extent feasible, shall  
9 make information on each school's report available on or through the  
10 superintendent's internet web site.

11 **PART 4**

12 **ASSISTANCE FOR SCHOOLS AND DISTRICTS**

13 **Sec. 401.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to  
14 read as follows:

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

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

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

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 701 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 academic  
23 achievement and accountability commission ~~((on student learning))~~,  
24 parental involvement materials, including instructional guides  
25 developed to inform parents of the essential academic learning  
26 requirements. The instructional guides also shall contain actions  
27 parents may take to assist their children in meeting the requirements,  
28 and should focus on reaching parents who have not previously been  
29 involved with their children's 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       ~~((g))~~ (h) Work with appropriate organizations to inform teachers,  
2 district and school administrators, and school directors about the  
3 waivers available ~~((under RCW 28A.305.140))~~ and the broadened school  
4 board powers under RCW 28A.320.015;

5       ~~((h))~~ (i) Provide training and consultation services, including  
6 conducting regional summer institutes;

7       ~~((i))~~ (j) Address methods for improving the success rates of  
8 certain ethnic and racial student groups; and

9       ~~((j))~~ (k) Perform other functions consistent with the purpose of  
10 the center as prescribed in subsection (1) of this section.

11       (3) The superintendent of public instruction, after consultation  
12 with the academic achievement and accountability commission ~~((on~~  
13 ~~student learning))~~, shall select and employ a director for the center.

14       (4) The superintendent may enter into contracts with individuals or  
15 organizations including but not limited to: School districts;  
16 educational service districts; educational organizations; teachers;  
17 higher education faculty; institutions of higher education; state  
18 agencies; business or community-based organizations; and other  
19 individuals and organizations to accomplish the duties and  
20 responsibilities of the center. ~~((The superintendent shall contract~~  
21 ~~out with community-based organizations to meet the provisions of~~  
22 ~~subsection (2)(d) and (e) of this section.))~~ In carrying out the  
23 duties and responsibilities of the center, the superintendent, whenever  
24 possible, shall use practitioners to assist agency staff as well as  
25 assist educators and others in schools and districts.

26       ~~((5) The superintendent shall report annually to the commission on~~  
27 ~~student learning on the activities of the center.))~~

28       NEW SECTION. Sec. 402. ACCOUNTABILITY IMPLEMENTATION FUNDS. (1)  
29 To the extent funds are appropriated, the office of the superintendent  
30 of public instruction annually shall allocate accountability  
31 implementation funds to school districts. The purposes of the funds  
32 are to: Develop and update student learning improvement plans;  
33 implement curriculum materials and instructional strategies; provide  
34 staff professional development to implement the selected curricula and  
35 instruction; develop and implement assessment strategies and training  
36 in assessment scoring; and fund other activities intended to improve  
37 student learning for all students, including students with diverse  
38 needs. Activities funded by the allocations must be consistent with

1 the school or district improvement plan, designed to improve the  
2 ability of teachers and other instructional certificated and classified  
3 staff to assist students in meeting the essential academic learning  
4 requirements, and designed to achieve state and local accountability  
5 goals. Activities funded by the allocations shall be designed to  
6 protect the teachers' instructional time with students and minimize the  
7 use of substitute teachers.

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

15 (3) The amount of allocations shall be determined in the omnibus  
16 appropriations act.

17 (4) The state schools for the deaf and blind are eligible to  
18 receive allocations under this section.

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

23 NEW SECTION. **Sec. 403.** HELPING CORPS. (1) In order to increase  
24 the availability and quality of technical assistance state-wide, the  
25 superintendent of public instruction, subject to available funding, may  
26 employ school improvement coordinators and school improvement  
27 specialists to provide assistance to schools and districts. The  
28 improvement specialists shall serve on a rotating basis and shall not  
29 be permanent employees.

30 (2) The types of assistance provided by the improvement  
31 coordinators and specialists may include, but need not be limited to:

32 (a) Assistance to schools to use student performance data and  
33 develop improvement plans based on those data;

34 (b) Consultation with schools and districts concerning their  
35 performance on the Washington assessment of student learning and other  
36 assessments;



1 (c) Consultation concerning curricula that aligns with the  
2 essential academic learning requirements and the Washington assessment  
3 of student learning and that meets the needs of diverse learners;

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

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

8 (f) Assistance in developing and implementing family and community  
9 involvement programs; and

10 (g) Other assistance to schools and school districts intended to  
11 improve student learning.

12 **PART 5**

13 **TRANSFER OF DUTIES AND MATERIALS**

14 NEW SECTION. **Sec. 501.** SUPERINTENDENT OF PUBLIC INSTRUCTION'S  
15 DUTIES FOR STANDARDS AND ASSESSMENTS. (1) The superintendent of public  
16 instruction shall identify the knowledge and skills all public school  
17 students need to know and be able to do based on the student learning  
18 goals in RCW 28A.150.210, develop student assessments, and implement  
19 the accountability recommendations and requests regarding assistance,  
20 rewards, and recognition of the academic achievement and accountability  
21 commission.

22 (2) The superintendent of public instruction shall periodically  
23 revise the essential academic learning requirements, as needed, based  
24 on the student learning goals in RCW 28A.150.210. Goals one and two  
25 shall be considered primary. To the maximum extent possible, the  
26 superintendent shall integrate goal four and the knowledge and skill  
27 areas in the other goals in the essential academic learning  
28 requirements.

29 (3) In consultation with the academic achievement and  
30 accountability commission, the superintendent of public instruction  
31 shall maintain and continue to develop and revise a state-wide academic  
32 assessment system for use in the elementary, middle, and high school  
33 years designed to determine if each student has mastered the essential  
34 academic learning requirements identified in subsection (1) of this  
35 section. The academic assessment system shall include a variety of  
36 assessment methods, including criterion-referenced and performance-  
37 based measures.

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

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

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

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

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

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

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

1 (2) All reports, documents, surveys, books, records, files, papers,  
2 or written material in the possession of the commission on student  
3 learning shall be delivered to the custody of the academic achievement  
4 and accountability commission or the superintendent of public  
5 instruction, as appropriate. All cabinets, furniture, office  
6 equipment, motor vehicles, and other tangible property employed by the  
7 commission on student learning shall be made available to the academic  
8 achievement and accountability commission or the superintendent of  
9 public instruction, as appropriate.

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

13 **PART 6**  
14 **MISCELLANEOUS**

15 NEW SECTION. **Sec. 601.** ANALYSIS OF FOURTH GRADE MATHEMATICS  
16 ASSESSMENT. By August 1, 2000, the superintendent of public  
17 instruction shall complete an objective analysis of the fourth grade  
18 mathematics assessment. The analysis shall include, but need not be  
19 limited to, the student developmental level required to achieve the  
20 fourth grade standard successfully and the extent to which the  
21 assessment measures a student's computational skills, problem-solving  
22 skills, math communications skills, and a breakdown of other skills  
23 assessed. The analysis shall include the percentage of items that:  
24 Require students to use computational skills without the use of  
25 technology; require the use of technology to complete an item; measure  
26 mathematics communication skills; measure problem-solving skills; and  
27 measure other skills included in the mathematics assessment. The  
28 superintendent of public instruction shall consult recognized experts  
29 with differing views on the instruction of mathematics, and report the  
30 results of the analysis to the governor and the education committees of  
31 the house of representatives and the senate by August 15, 2000.

32 NEW SECTION. **Sec. 602.** CONSOLIDATED PLANNING. The superintendent  
33 of public instruction, in consultation with school district personnel,  
34 shall consolidate and streamline the planning, application, and  
35 reporting requirements for major state and federal categorical and

1 grant programs. The superintendent also shall take actions to increase  
2 the use of online electronic applications and reporting.

3 NEW SECTION. **Sec. 603.** SLIGS REPEALED. RCW 28A.300.138 (Student  
4 learning improvement grants) and 1994 c 245 s 1 & 1993 c 336 s 301 are  
5 each repealed.

6 NEW SECTION. **Sec. 604.** REPEALERS. The following acts or parts of  
7 acts are each repealed:

8 (1) 1998 c 225 s 3 (uncodified);

9 (2) 1995 c 209 s 3 (uncodified); and

10 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

11 NEW SECTION. **Sec. 605.** PART HEADINGS AND SECTION CAPTIONS NOT  
12 LAW. Part headings and section captions used in this act are not any  
13 part of the law.

14 NEW SECTION. **Sec. 606.** NEW ACCOUNTABILITY CHAPTER CREATED.  
15 Sections 101 through 103, 302, 402, 403, 501, 502, and 602 of this act  
16 constitute a new chapter in Title 28A RCW.

17 NEW SECTION. **Sec. 607.** RECODIFICATIONS. The following sections  
18 are each recodified as new sections in the chapter created in section  
19 606 of this act:

20 RCW 28A.320.205

21 RCW 28A.630.887

22 RCW 28A.630.889

23 RCW 28A.630.883

24 RCW 28A.630.885

25 RCW 28A.630.945

26 RCW 28A.630.950

27 RCW 28A.630.951

28 RCW 28A.630.952

29 RCW 28A.630.953

30 RCW 28A.630.954

31 NEW SECTION. **Sec. 608.** EMERGENCY CLAUSE. (1) Section 101 of this  
32 act is necessary for the immediate preservation of the public peace,

1 health, or safety, or support of the state government and its existing  
2 public institutions, and takes effect July 1, 1999.

3 (2) Sections 502 and 604 of this act are necessary for the  
4 immediate preservation of the public peace, health, or safety, or  
5 support of the state government and its existing public institutions,  
6 and take effect immediately.

7 NEW SECTION. **Sec. 609.** SEVERABILITY CLAUSE. If any provision of  
8 this act or its application to any person or circumstance is held  
9 invalid, the remainder of the act or the application of the provision  
10 to other persons or circumstances is not affected.

Passed the Senate April 24, 1999.

Passed the House April 24, 1999.

Approved by the Governor May 18, 1999.

Filed in Office of Secretary of State May 18, 1999.