
HOUSE BILL 1462

State of Washington

56th Legislature

1999 Regular Session

By Representatives Quall, Talcott, Haigh, Wensman, Stensen, Ogden, Santos, O'Brien, Rockefeller, Regala, Sullivan, Linville, Lantz, Lovick, Doumit, Reardon, Cooper, Scott, Dickerson, Kessler, Hatfield, Gombosky, Murray, Carlson, McIntire, Hurst, Edwards, Conway, Wood, Morris, Keiser, Fisher, Schual-Berke, Dunshee, D. Schmidt and Kenney

Read first time 01/26/1999. Referred to Committee on Education.

1 AN ACT Relating to K-12 accountability and assistance; amending RCW
2 28A.630.887, 28A.630.889, 28A.320.205, 28A.165.012, 28A.165.030,
3 28A.165.040, 28A.165.050, 28A.165.060, 28A.165.070, 28A.165.080,
4 28A.165.095, 28A.300.130, and 28A.630.885; adding new sections to
5 chapter 28A.300 RCW; creating new sections; repealing RCW 28A.165.010
6 and 28A.300.138; repealing 1998 c 225 s 3 (uncodified); repealing 1995
7 c 209 s 3 (uncodified); repealing 1995 c 209 s 2 and 1992 c 141 s 203
8 (uncodified); and declaring an emergency.

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

10 **PART 1**

11 **INTENT**

12 NEW SECTION. **Sec. 101.** 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 continuous improvement at

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

4 The legislature further finds that the accountability system should
5 rely on local responsibility and leadership. The state's educational
6 system should respect and support local flexibility in the design,
7 financing, and management of schools, including their instructional
8 programs, organization, and structure. Districts and schools should be
9 expected to improve and be evaluated based on their improvement over
10 time. Districts should recognize exceptional progress and work closely
11 with struggling schools. In addition to providing funding, the state
12 should provide technical assistance and expertise where needed.

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

23 The legislature further finds that the long-range goal is for all
24 public school students to meet the standards established under RCW
25 28A.630.885. The mid-term goal is that at least eighty percent of all
26 students state-wide meet the standards and achieve the certificate of
27 mastery within a decade after assessments are required to be
28 administered.

29 The legislature further finds that teachers, other instructional
30 staff, and principals need additional time and resources to increase
31 the number of students meeting the standards and achieving the goals.
32 Time is needed so that educators can determine how to improve
33 instruction, information must be available regarding effective programs
34 and practices, and extended learning opportunities must be provided for
35 students who are struggling to achieve the standards. Unless this
36 additional assistance is provided by the state, additional state-level
37 accountability requirements for improved student learning must not be
38 mandated.

PART 2

ACCOUNTABILITY GOALS

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

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

7 (a) Select the reading standard results on either the 1997 or 1998
8 fourth grade Washington assessment of student learning as the school
9 district's initial baseline reading standard. Districts may select the
10 1997 results only if all of the elementary schools with fourth grade
11 students administered the assessment;

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

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

21 (d) Direct each elementary school to establish a three-year goal
22 for its fourth grade students, subject to approval by the board. The
23 aggregate of the elementary school goals must meet or exceed the
24 district-wide goals established by the board.

25 (2) By December 15, 1999, each school district board of directors
26 shall:

27 (a) Select the mathematics standard results on either the 1997 or
28 1998 fourth grade Washington assessment of student learning as the
29 school district's initial baseline mathematics standard. Districts may
30 select the 1997 results only if all of the elementary schools with
31 fourth grade students administered the assessment;

32 (b) Establish a district-wide goal to increase by the end of the
33 2001-02 school year the percentage of students who meet or exceed the
34 mathematics standard on the fourth grade Washington assessment of
35 student learning. The 2001-02 percentage increase goal may not be less
36 than the district's total percentage of students who did not meet the
37 baseline mathematics standard multiplied by twenty-five percent;

1 (c) Specify the annual district-wide percentage improvement
2 increments to meet the 2001-02 mathematics goal; and

3 (d) Direct each elementary school to establish a 2001-02
4 mathematics goal for its fourth grade students, subject to approval by
5 the board. The aggregate of the elementary school goals must meet or
6 exceed the district-wide goals established by the board.

7 (3) Each school district board of directors shall:

8 (a) Annually report ((biannually)) to parents ((in writing)) and to
9 the community in a public meeting and twice annually report in writing
10 the following information:

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

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

13 (iii) District-wide and school-level plans to achieve the reading
14 and mathematics goals in kindergarten through fourth grade, including
15 ((grade-level expectations,)) curriculum and instruction, parental or
16 guardian involvement, and resources available to parents and guardians
17 to help students meet the reading and mathematics standards;

18 (b) Report annually ((to the superintendent of public instruction
19 and)) in a news release to the local media the district's progress
20 toward meeting the district-wide and school-level goals; and

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

26 ((+3)) (4) Schools and school districts that meet or exceed the
27 minimum state-wide goals shall be recognized by the superintendent of
28 public instruction in accordance with section 701 of this act.

29 (5) Schools and school districts in which ten or fewer students are
30 eligible to be assessed in a grade level are not required to establish
31 or report numerical improvement goals and performance relative to the
32 goals, but are required to report to parents and the community their
33 plans to improve reading and mathematics achievement in kindergarten
34 through fourth grade as required in subsection (3)(a)(iii) of this
35 section.

36 (6) The elementary grade reading goal shall be reset by the
37 commission on student learning in 2001 and the mathematics goal shall
38 be reset by the commission on student learning in 2002. If deemed
39 appropriate by the commission, the commission may establish goals for

1 other content and grade levels when assessments in the other content
2 areas and other grade levels are required to be administered state-
3 wide. High school goals shall include the percent of students
4 achieving a certificate of mastery and a reduction in dropout rates.
5 The commission may revise these state-wide accountability goals as
6 necessary.

7 ~~(7) By December 1, 2000, and by December 31st annually thereafter~~
8 ~~the ((superintendent of public instruction)) commission on student~~
9 ~~learning shall report to the education committees of the house of~~
10 ~~representatives and the senate on the progress that has been made in~~
11 ~~achieving the ((three-year)) reading and mathematics goals, and~~
12 ~~((provide recommendations to the legislature on setting reading goals~~
13 ~~for the next three years.~~

14 ~~(4) This section expires July 1, 2006)) on the setting and~~
15 ~~achievement of goals in the other content areas and at other grade~~
16 ~~levels.~~

17 PART 3

18 REPORTING ASSESSMENT RESULTS

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

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

23 (a) Report to the public, schools, school districts, and the
24 legislature on the results of the ((fourth-grade)) Washington
25 assessment of student learning; and

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

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

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

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

36 (3) Data regarding the different characteristics of schools, such
37 as poverty levels, percent of English as a second language students,

1 drop-out rates, attendance, percent of students in special education,
2 and student mobility shall also be reported so that districts and
3 schools can learn from the improvement efforts of other schools and
4 districts with similar characteristics.

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

11 (5) The commission on student learning shall annually review the
12 reporting system to ensure fairness, accuracy, timeliness, and equity
13 of opportunity, especially with regard to schools with special
14 circumstances and unique populations of students, and recommend to the
15 superintendent of public instruction needed improvements.

16 (6) 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 **Sec. 302.** RCW 28A.320.205 and 1993 c 336 s 1006 are each amended
23 to read as follows:

24 (1) Beginning with the 1994-95 school year, to provide the local
25 community and electorate with access to information on the educational
26 programs in the schools in the district, each school shall publish
27 annually a school performance report and deliver the report to each
28 parent with children enrolled in the school and make the report
29 available to the community served by the school. The annual
30 performance report shall be in a form that can be easily understood and
31 be used by parents, guardians, and other members of the community who
32 are not professional educators to make informed educational decisions.
33 As data from the assessments in RCW 28A.630.885 becomes available, the
34 annual performance report should enable parents, educators, and school
35 board members to determine whether students in the district's schools
36 are attaining mastery of the student learning goals under RCW
37 28A.150.210, and other important facts about the schools' performance
38 in assisting students to learn. The annual report shall make

1 comparisons to a school's performance in preceding years and shall
2 (~~project goals in performance categories~~) include school level goals
3 under RCW 28A.630.887, student performance relative to the goals, and
4 information regarding school-level plans to achieve the goals.

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

15 (3) The superintendent of public instruction shall develop by June
16 30, 1994, a model report form, which shall also be adapted for
17 computers, that schools may use to meet the requirements of subsections
18 (1) and (2) of this section.

19 PART 4

20 ASSISTANCE FOR SCHOOLS AND DISTRICTS

21 NEW SECTION. Sec. 401. A new section is added to chapter 28A.300
22 RCW to read as follows:

23 ACCOUNTABILITY IMPLEMENTATION FUNDS. (1) To the extent funds are
24 appropriated, the office of the superintendent of public instruction
25 annually shall allocate accountability implementation funds to school
26 districts. The purposes of the funds are to: Develop and update
27 student learning improvement plans; implement curriculum materials and
28 instructional strategies; provide staff professional development to
29 implement the selected curricula and instruction; develop and implement
30 assessment strategies and training in assessment scoring; and fund
31 other activities intended to improve student learning for all students,
32 including students with diverse needs. Activities funded by the
33 allocations must be consistent with the school or district improvement
34 plan, designed to improve the ability of teachers and other
35 instructional certificated and classified staff to assist students in
36 meeting the essential academic learning requirements, and designed to
37 achieve state and local accountability goals.

1 (2) To be eligible for allocations in the 1999-2000 school year,
2 school district superintendents and principals must certify that
3 activities funded by accountability implementation funds will be in
4 accordance with the requirements of chapter . . . , Laws of 1999 (this
5 act). To be eligible for funds in the 2000-01 school year and
6 thereafter, school district superintendents and school principals must
7 certify that they have analyzed the use of state, federal, and local
8 funds used for professional development and planning and that these
9 funds will be used in an effective manner to improve student learning.

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

17 (4) The amount of allocations shall be determined in the biennial
18 operating budget.

19 (5) The state schools for the deaf and blind are eligible to
20 receive allocations under this section.

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

25 (7) Funding under this section shall not become a part of the
26 state's basic program of education obligation as set forth under
27 Article IX of the state Constitution.

28 NEW SECTION. **Sec. 402.** A new section is added to chapter 28A.300
29 RCW to read as follows:

30 EMERGENCY TARGETED ASSISTANCE TO SCHOOLS. (1) To the extent funds
31 are appropriated, the superintendent of public instruction shall grant
32 funds to schools for short-term, intensive, tailored assistance to
33 develop and implement comprehensive improvement plans that are based on
34 reliable research and effective practices. Recommendations regarding
35 the criteria for granting funds shall be made by the commission on
36 student learning to the superintendent of public instruction. Priority
37 for funds shall be given to schools that need to improve student
38 achievement substantially. The funds under this section are intended

1 to stimulate comprehensive, school-wide change, rather than a
2 piecemeal, fragmented approach to school improvement.

3 (2) To be considered comprehensive, plans must integrate, in a
4 coherent manner, the following components:

5 (a) Effective, research-based methods and strategies;

6 (b) Comprehensive design with aligned components;

7 (c) High quality and continuous teacher and staff professional
8 development and training;

9 (d) Measurable goals and benchmarks;

10 (e) Support within the school;

11 (f) Family and community involvement;

12 (g) External technical support and assistance;

13 (h) Measures to improve school security and supportive learning
14 environments;

15 (i) Evaluation strategies; and

16 (j) Coordination of available federal, state, local, and private
17 resources.

18 (3) When determining grant recipients, the following criteria shall
19 be considered:

20 (a) Results of the Washington assessment of student learning;

21 (b) Student achievement evidence from district or other state
22 assessments;

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

24 (d) Whether the criteria in subsection (2) of this section have
25 been met; and

26 (e) The likelihood that the proposed application will lead to a
27 plan and actions that will result in improved student achievement.

28 (4) Subject to available funding, individual grants shall be
29 awarded for a period of two years.

30 (5) Grant applications shall be approved by the school district
31 board of directors before submission of the application to the
32 superintendent of public instruction.

33 PART 5

34 TARGETED ASSISTANCE TO LOW-PERFORMING STUDENTS

35 NEW SECTION. **Sec. 501.** INTENT. The legislature finds that the
36 adoption of state-wide academic standards requires that school
37 districts carefully analyze the use of funds intended to assist low-

1 performing students and that schools should be using research-based
2 instructional practices and programs. The legislature further finds
3 that additional state funds should be allocated to school districts
4 that would be used to provide assistance and extended learning
5 opportunities for students before and after school, on Saturdays,
6 during the summer, during other vacation periods, and during the school
7 day. The legislature further finds that learning assistance funding
8 should not be reduced when schools provide services that are successful
9 in improving student achievement, that schools and districts should be
10 given more flexibility in how funds are used, and that state-level
11 monitoring should be based primarily on how effective schools are at
12 helping students achieve the state-wide standards.

13 **Sec. 502.** RCW 28A.165.012 and 1987 c 478 s 2 are each amended to
14 read as follows:

15 There is hereby created a state-wide program designed to enhance
16 educational opportunities for public school students who ~~((are~~
17 ~~deficient in basic skills achievement))~~, without additional assistance,
18 are not likely to meet the state-wide academic standards, or who did
19 not meet the standards, as measured by the Washington assessment of
20 student learning. This program shall be known as the learning
21 assistance program.

22 **Sec. 503.** RCW 28A.165.030 and 1990 c 33 s 148 are each amended to
23 read as follows:

24 Unless the context clearly indicates otherwise the definitions in
25 this section apply throughout RCW 28A.165.010 through 28A.165.090.

26 (1) ~~(("Basic skills" means reading, mathematics, and language arts~~
27 ~~as well as readiness activities associated with such skills.~~

28 ~~(2) "Placement testing" means the administration of objective~~
29 ~~measures by a school district for the purposes of diagnosing the basic~~
30 ~~skills achievement levels, determining the basic skills areas of~~
31 ~~greatest need, and establishing the learning assistance needs of~~
32 ~~individual students in conformance with instructions established by the~~
33 ~~superintendent of public instruction for such purposes.~~

34 ~~(3) "Approved program" means a program conducted pursuant to a plan~~
35 ~~submitted by a district and approved by the superintendent of public~~
36 ~~instruction under RCW 28A.165.040.~~

1 ~~(4)) "Participating student" means a low-performing student in~~
2 ~~kindergarten through grade nine who ((scores below grade level in basic~~
3 ~~skills, as determined by placement testing, and who)) is identified~~
4 ~~((under RCW 28A.165.050)) to receive additional services or support~~
5 ~~((under an approved program.~~

6 ~~(5) "Basic skills tests" means state-wide tests at the fourth and~~
7 ~~eighth grade levels established pursuant to RCW 28A.230.190)).~~
8 Identification of participating students shall be determined in each
9 participating school through a selection process that may include
10 classroom performance, teacher referrals, placement testing, and other
11 appropriate educational criteria as may be determined by the school
12 district. In schools that are determined to be a school-wide program,
13 all children are eligible to receive services depending on their needs.

14 (2) "Low-performing student" means a student who, without
15 additional assistance, is not likely to meet the state-wide academic
16 standards, or who did not meet the standards, as measured by the
17 Washington assessment of student learning.

18 (3) "State-wide academic standards" means the standards established
19 under RCW 28A.630.885 in reading, writing, communications, and
20 mathematics as measured by the Washington assessment of student
21 learning.

22 (4) "School-wide program" means a school where all children are
23 eligible to receive services depending on their needs. Schools with a
24 high percentage of low-performing students or students from low-income
25 households are eligible to be designated school-wide programs. The
26 criteria for designating school-wide programs shall be determined by
27 the superintendent of public instruction.

28 **Sec. 504.** RCW 28A.165.040 and 1990 c 33 s 149 are each amended to
29 read as follows:

30 Each school district which applies for state funds distributed
31 pursuant to RCW 28A.165.070 shall conduct a needs assessment and, on
32 the basis of its findings, shall develop a plan for the use of these
33 funds. The district plan ((may)) shall incorporate plans developed by
34 each ((eligible)) school that receives learning assistance funds.
35 Districts are encouraged to place special emphasis on addressing the
36 needs of students in the early grades. The needs assessment and plan
37 shall be updated at least biennially, and shall be determined in
38 consultation with an advisory committee including but not limited to

1 members of the following groups: Parents, including parents of
2 students served by the program; teachers; principals; administrators;
3 and school directors. (~~The district shall submit a biennial~~
4 ~~application specifying this plan to the office of the superintendent of~~
5 ~~public instruction for approval.~~) Plans shall include:

6 (1) The means which the district will use to identify participating
7 students to receive additional services or support under the proposed
8 program;

9 (2) The specific services or activities which the funds will be
10 used to support, and their estimated costs. Services and activities
11 must have been demonstrated to be effective with the types of students
12 being served;

13 (3) A plan for annual evaluation of the program by the district,
14 based on performance objectives related to (~~basic skills achievement~~
15 ~~of participating students, and a plan for reporting the results of this~~
16 ~~evaluation to the superintendent of public instruction)) the attainment
17 of the state-wide academic standards;~~

18 (4) Procedures for involving families and community members in the
19 education of participating students;

20 (5) Procedures for recordkeeping or other program documentation as
21 may be required by the superintendent of public instruction; and

22 (~~(+5+)) (6) The approval of the local school district board of~~
23 directors.

24 **Sec. 505.** RCW 28A.165.050 and 1987 c 478 s 5 are each amended to
25 read as follows:

26 (~~Identification of participating students for an approved program~~
27 ~~of learning assistance shall be determined in each district through the~~
28 ~~implementation of the findings of the district's needs assessment and~~
29 ~~through placement testing.~~) School districts are encouraged to
30 coordinate the use of funds from federal, state, and local sources in
31 serving low-performing students (~~who are below grade level in basic~~
32 ~~skills,~~) and to make efficient use of these resources in meeting the
33 needs of students (~~with the greatest academic deficits~~) who are not
34 achieving the state-wide academic standards.

35 **Sec. 506.** RCW 28A.165.060 and 1989 c 233 s 3 are each amended to
36 read as follows:

1 Services or activities which may be supported under ~~((an approved))~~
2 a program of learning assistance ~~((shall))~~ may include, but not be
3 limited to:

4 (1) Extended learning opportunities, including assistance provided
5 before and after school, on Saturdays, and during summer and vacation
6 periods. This assistance may be provided by teachers, instructional
7 support staff, classified staff, and paid and volunteer tutors;

8 (2) Consultant teachers to assist classroom teachers in meeting the
9 needs of participating students;

10 ~~((+2))~~ (3) Instructional support staff and instructional
11 assistants to assist classroom teachers in meeting the needs of
12 participating students;

13 ~~((+3))~~ (4) In-service training for classroom teachers,
14 instructional support staff, and instructional assistants in
15 multicultural differences ~~((and)),~~ in the identification of learning
16 problems ~~((or)),~~ and in instructional methods for teaching students
17 with learning problems;

18 ~~((+4))~~ (5) Special instructional programs ~~((for participating~~
19 students, of sufficient size, scope, and quality to address the needs
20 of these students and to give reasonable promise of substantial
21 progress toward meeting their educational objectives)), such as
22 nationally validated comprehensive models that are based on effective
23 learning practices and address the needs of the participating students;

24 ~~((+5) Tutoring assistance during or after school or on Saturday~~
25 ~~provided by instructional support staff, a student tutor, teacher, or~~
26 ~~instructional assistant;))~~

27 (6) In-service training for parents of participating students;
28 ~~((and))~~

29 (7) Full-day kindergarten;

30 (8) Volunteer coordinators; and

31 (9) Counseling, with an emphasis on services for elementary
32 students who are in need of learning assistance, provided by
33 instructional support staff such as school counselors, school
34 psychologists, school nurses, and school social workers. ~~((Pursuant to~~
35 the provisions of section 4(2) of this act,)) Learning assistance funds
36 may be used to provide counseling for students who in the absence of
37 counseling would likely become in need of such learning assistance.

1 **Sec. 507.** RCW 28A.165.070 and 1995 1st sp.s. c 13 s 1 are each
2 amended to read as follows:

3 Each school district (~~((which has established an approved program))~~)
4 shall be eligible, as determined by the superintendent of public
5 instruction, for state funds made available for the purposes of
6 (~~((such))~~) the learning assistance program(~~((s))~~).

7 (1) (~~((For the 1995-96 school year and thereafter,))~~) The
8 superintendent of public instruction shall distribute funds
9 appropriated for the learning assistance program in accordance with the
10 biennial appropriations act. For the 1999-2000 school year and
11 thereafter, the distribution formula shall be based upon ((an
12 assessment of students and)) a poverty factor. The biennial funding
13 formula shall include a provision to ensure individual school districts
14 do not receive less funding as a result of the modified formula in this
15 subsection.

16 (2) The distribution of state funds to school districts is for
17 allocation purposes only. School districts shall determine the
18 allocation of funds to schools within the school district based on the
19 needs of students.

20 (~~((3) The superintendent of public instruction shall recommend to~~
21 ~~the legislature a new allocation formula that uses additional elements~~
22 ~~consistent with performance based education and the new assessment~~
23 ~~system developed by the commission on student learning. The~~
24 ~~superintendent of public instruction shall develop the recommendations~~
25 ~~for a new allocation formula not later than the 1997-98 school year,~~
26 ~~based upon the initial implementation of the assessment system for~~
27 ~~reading, writing, communication, and mathematics.))~~)

28 **Sec. 508.** RCW 28A.165.080 and 1990 c 33 s 151 are each amended to
29 read as follows:

30 (1) In order to (~~((insure))~~) ensure that school districts are
31 (~~((meeting the requirements of an approved program))~~) using learning
32 assistance program funds effectively to improve the academic
33 achievement of low-performing students, the superintendent of public
34 instruction shall (~~((monitor))~~) annually evaluate the effectiveness of
35 such programs ((no less than once every three years. The results of
36 the evaluations required by RCW 28A.165.040 shall be transmitted to the
37 superintendent of public instruction annually)). The effectiveness
38 review shall be based on the results of state-mandated assessments,

1 including both the state-wide norm-referenced tests and the Washington
2 assessment of student learning and other appropriate data, as
3 determined by the superintendent of public instruction. Decisions
4 regarding assistance and corrective actions shall be made in accordance
5 with sections 701 and 702 of this act.

6 (2) Individual student records shall be maintained at the school
7 district for a period of time as determined by the superintendent of
8 public instruction.

9 **Sec. 509.** RCW 28A.165.095 and 1997 c 431 s 5 are each amended to
10 read as follows:

11 ~~((1))~~ Schools and school districts may obtain~~((, in accordance~~
12 ~~with RCW 28A.320.017,))~~ waivers from the statutory requirements in this
13 chapter that pertain to the instructional program, operation, and
14 management of schools, except provisions pertaining to the monitoring
15 of program effectiveness. Waivers also may be obtained~~((, in~~
16 ~~accordance with RCW 28A.320.017,))~~ from any rules of the ~~((state board~~
17 ~~of education and))~~ superintendent of public instruction adopted to
18 implement the statutory requirements. The superintendent of public
19 instruction shall establish a process for obtaining waivers.

20 ~~((2) This section expires June 30, 1999.))~~

21 NEW SECTION. **Sec. 510.** RCW 28A.165.010 and 1989 c 233 s 1 & 1987
22 c 478 s 1 are each repealed.

23 PART 6

24 STATE AND REGIONAL-LEVEL TECHNICAL ASSISTANCE

25 **Sec. 601.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to
26 read as follows:

27 (1) Expanding activity in educational research, educational
28 restructuring, and educational improvement initiatives has produced and
29 continues to produce much valuable information. The legislature finds
30 that such information should be shared with the citizens and
31 educational community of the state as widely as possible. To
32 facilitate access to information and materials on educational
33 improvement and research, the superintendent of public instruction, to
34 the extent funds are appropriated, shall establish the center for the
35 improvement of student learning. The primary purpose of the center is

1 to provide assistance and advice to parents, school board members,
2 educators, and the public regarding strategies for assisting students
3 in learning the essential academic learning requirements pursuant to
4 RCW 28A.630.885. The center shall work in conjunction with the
5 commission on student learning, educational service districts, ((and))
6 institutions of higher education, and education, parent, community, and
7 business organizations.

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

10 (a) Serve as a clearinghouse for the completed work and activities
11 of the commission on student learning;

12 (b) Serve as a clearinghouse for information regarding successful
13 educational ((~~restructuring~~)) improvement and parental involvement
14 programs in schools and districts, and information about efforts within
15 institutions of higher education in the state to support educational
16 ((~~restructuring~~)) improvement initiatives in Washington schools and
17 districts;

18 (c) Provide best practices research and advice that can be used to
19 help schools develop and implement: Programs and practices to improve
20 ((~~reading~~)) instruction of the essential academic learning requirements
21 established under RCW 28A.630.885; systems to analyze student
22 assessment data, with an emphasis on systems that will combine the use
23 of state and local data to monitor the academic progress of each and
24 every student in the school district; ((~~school~~)) comprehensive, school-
25 wide improvement plans; school-based shared decision-making models;
26 programs to promote lifelong learning and community involvement in
27 education; school-to-work transition programs; programs to meet the
28 needs of highly capable students; programs and practices to meet the
29 diverse needs of students based on gender, racial, ethnic, economic,
30 and special needs status; research, information, and technology
31 systems; and other programs and practices that will assist educators in
32 helping students learn the essential academic learning requirements;

33 (d) Develop and distribute, in conjunction with the commission on
34 student learning, parental involvement materials, including
35 instructional guides developed to inform parents of the essential
36 academic learning requirements. The instructional guides also shall
37 contain actions parents may take to assist their children in meeting
38 the requirements, and should focus on reaching parents who have not
39 previously been involved with their children's education;

1 (e) Identify obstacles to greater parent and community involvement
2 in school shared decision-making processes and recommend strategies for
3 helping parents and community members to participate effectively in
4 school shared decision-making processes, including understanding and
5 respecting the roles of school building administrators and staff;

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

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

10 ~~((g))~~ (h) Work with appropriate organizations to inform teachers,
11 district and school administrators, and school directors about the
12 waivers available ~~((under RCW 28A.305.140))~~ and the broadened school
13 board powers under RCW 28A.320.015;

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

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

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

20 (3) The superintendent of public instruction, after consultation
21 with the commission on student learning, shall select and employ a
22 director for the center.

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

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

37 NEW SECTION. Sec. 602. A new section is added to chapter 28A.300
38 RCW to read as follows:

1 HELPING CORPS. (1) In order to increase the availability and
2 quality of technical assistance state-wide, the superintendent of
3 public instruction, subject to available funding, shall employ regional
4 school improvement coordinators and school improvement specialists to
5 provide assistance to schools and districts. The regional coordinators
6 and specialists shall be hired by and work under the direction of a
7 state-wide school improvement coordinator. The improvement specialists
8 shall serve on a rotating basis from one to three years and shall not
9 be permanent employees.

10 (2) The school improvement coordinators and specialists shall
11 provide the following:

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

14 (b) Consultation with schools and districts concerning their
15 performance on the Washington assessment of student learning and other
16 assessments;

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

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

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

24 (f) Assistance in developing and implementing family and community
25 involvement programs; and

26 (g) Other assistance to schools and school districts intended to
27 improve student learning.

28 **PART 7**

29 **STATE RESPONSIBILITY FOR RECOGNITION AND INTERVENTION**

30 NEW SECTION. **Sec. 701.** A new section is added to chapter 28A.300
31 RCW to read as follows:

32 (1) The superintendent of public instruction annually shall
33 recognize school districts and schools based on the results of the
34 Washington assessment of student learning. Recommendations regarding
35 the criteria for selecting districts and schools for recognition shall
36 be provided by the commission on student learning. Recognition shall

1 be given to schools and school districts that have achieved exceptional
2 growth:

3 (a) As measured by an increase in the percent of students meeting
4 standards. The level of achievement required for recognition shall be
5 based on the achievement goals established by the legislature and
6 commission on student learning under RCW 28A.630.887;

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

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

13 (2) When determining the baseline year or years for recognizing
14 individual schools, the superintendent shall use the assessment results
15 from the initial years the assessments were administered, unless doing
16 so with individual schools would not be technically appropriate.

17 NEW SECTION. **Sec. 702.** A new section is added to chapter 28A.300
18 RCW to read as follows:

19 (1) Improved student learning depends on the initiative of
20 educators, parents, and students in each school; the school's local
21 community; and state support. Schools should take responsibility for
22 their own improvement while also having access to assistance from
23 school districts, educational service districts, and the state.

24 (2) School districts have primary responsibility for intervening in
25 schools with large numbers of students who are not achieving the
26 essential academic learning requirements. In some cases, school
27 district intervention may not prove successful. Beginning in the 2001-
28 02 school year, continuing low performance in elementary schools in
29 which there is little or no improvement shall trigger an evaluation by
30 the commission on student learning. The purpose of the evaluation is
31 to decide whether to initiate additional state-level assistance. For
32 middle and high schools, the evaluation shall occur three years after
33 assessments are required state-wide. When making recommendations to
34 the superintendent of public instruction regarding additional state-
35 level assistance, the commission on student learning shall use multiple
36 sources of information including:

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

1 (b) Student achievement evidence from district or other state
2 assessments;

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

4 (d) Student mobility and poverty;

5 (e) Attendance and dropout rates;

6 (f) Graduation rates and posthigh school indicators;

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

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

9 (3) If the commission on student learning, after considering the
10 factors in subsection (1) of this section, finds that the district's
11 efforts have failed to improve student achievement over a reasonable
12 period of time, the commission may recommend to the superintendent of
13 public instruction that the superintendent intervene in the school
14 district. The superintendent of public instruction may intervene in
15 the school district and take appropriate corrective actions.

16 **PART 8**

17 **OVERSIGHT OF THE ACCOUNTABILITY SYSTEM**

18 **Sec. 801.** RCW 28A.630.885 and 1998 c 225 s 1 are each amended to
19 read as follows:

20 (1) The Washington commission on student learning is hereby
21 established. The primary purposes of the commission are to identify
22 the knowledge and skills all public school students need to know and be
23 able to do based on the student learning goals in RCW 28A.150.210, to
24 develop student assessments ((and)), to make recommendations regarding
25 school accountability ((systems, to review current school district data
26 reporting requirements and make recommendations on what data is
27 necessary for the purposes of accountability and meeting state
28 information needs)), and to take other steps necessary to develop a
29 performance-based education system. The commission shall include
30 ((three)) two members of the state board of education, ((three)) the
31 superintendent of public instruction, and eight members appointed by
32 the governor ((before July 1, 1992, and five members appointed no later
33 than June 1, 1993, by the governor elected in the November 1992
34 election)). The state board of education and governor may reappoint
35 existing members or appoint new members. All appointments shall be
36 made by July 1, 1999. The governor shall appoint a chair from the
37 commission members, and fill any vacancies in gubernatorial

1 appointments that may occur. Gubernatorial and state board appointees
2 shall serve for a term of four years. However, four of the initial
3 eight gubernatorial appointments and one of the state board appointees
4 shall serve two-year terms. Appointees may be reappointed to serve
5 more than one term. The state board of education shall fill any
6 vacancies of state board of education appointments that may occur. In
7 making the appointments, educators, business leaders, and parents shall
8 be represented, and nominations from state-wide education, business,
9 and parent organizations shall be requested. Efforts shall be made to
10 ensure that the commission reflects the racial and ethnic diversity of
11 the state's K-12 student population and that the major geographic
12 regions in the state are represented. Appointees shall be qualified
13 individuals who are supportive of educational ~~((restructuring))~~
14 improvement, who have a positive record of service, and who will devote
15 sufficient time to the responsibilities of the commission to ensure
16 that the objectives of the commission are achieved.

17 (2) The commission shall establish advisory committees. Membership
18 of the advisory committees shall include, but not necessarily be
19 limited to, professionals from the office of the superintendent of
20 public instruction and the state board of education, and other state
21 and local educational practitioners and student assessment specialists.

22 (3) The commission, with the assistance of the advisory committees,
23 shall:

24 (a) Develop essential academic learning requirements based on the
25 student learning goals in RCW 28A.150.210. Essential academic learning
26 requirements shall be developed, to the extent possible, for each of
27 the student learning goals in RCW 28A.150.210. Goals one and two shall
28 be considered primary. Essential academic learning requirements for
29 RCW 28A.150.210(1), goal one, and the mathematics component of RCW
30 28A.150.210(2), goal two, shall be completed no later than March 1,
31 1995. Essential academic learning requirements that incorporate the
32 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and
33 four, shall be completed no later than March 1, 1996. To the maximum
34 extent possible, the commission shall integrate goal four and the
35 knowledge and skill areas in the other goals in the development of the
36 essential academic learning requirements;

37 (b)(i) The commission shall present to the state board of education
38 and superintendent of public instruction a state-wide academic
39 assessment system for use in the elementary, middle, and high school

1 years designed to determine if each student has mastered the essential
2 academic learning requirements identified in (a) of this subsection.
3 The academic assessment system shall include a variety of assessment
4 methods, including criterion-referenced and performance-based measures.
5 Performance standards for determining if a student has successfully
6 completed an assessment shall be initially determined by the commission
7 in consultation with the advisory committees required in subsection (2)
8 of this section.

9 (ii) The assessment system shall be designed so that the results
10 under the assessment system are used by educators as tools to evaluate
11 instructional practices, and to initiate appropriate educational
12 support for students who have not mastered the essential academic
13 learning requirements at the appropriate periods in the student's
14 educational development.

15 (~~iii) ((Assessments measuring the essential academic learning~~
16 ~~requirements developed for RCW 28A.150.210(1) and the mathematics~~
17 ~~component of RCW 28A.150.210(2) referred to in this section as reading,~~
18 ~~writing, communications, and mathematics shall be developed and~~
19 ~~initially implemented by the commission before transferring the~~
20 ~~assessment system to the superintendent of public instruction on June~~
21 ~~30, 1999.))~~ The elementary assessments for reading, writing,
22 communications, and mathematics shall be available for use by school
23 districts no later than the 1996-97 school year, the middle school
24 assessment no later than the 1997-98 school year, and the high school
25 assessment no later than the 1998-99 school year, unless the
26 legislature takes action to delay or prevent implementation of the
27 assessment system and essential academic learning requirements.
28 Assessments measuring the essential academic learning requirements
29 developed for the science component of RCW 28A.150.210(2) at the middle
30 school and high school levels shall be available for use by districts
31 no later than the 1998-99 school year unless the legislature takes
32 action to delay or prevent implementation of the assessment system and
33 essential academic learning requirements. (~~The completed assessments~~
34 ~~and assessments still in development shall be transferred to the~~
35 ~~superintendent of public instruction by June 30, 1999, unless the~~
36 ~~legislature takes action to delay implementation of the assessment~~
37 ~~system and essential academic learning requirements. The~~
38 ~~superintendent shall continue the development of assessments on the~~
39 ~~following schedule:))~~ The history, civics, and geography assessments at

1 the middle and high school levels shall be available for use by
2 districts no later than the 2000-01 school year; the arts assessment
3 for middle and high school levels shall be available for use by
4 districts no later than the 2000-01 school year; ~~((and))~~ the health and
5 fitness assessments for middle and high school levels shall be
6 available no later than the 2001-02 school year~~((-))~~; and the
7 elementary science assessment shall be available for use by districts
8 not later than the 2001-02 school year, unless the legislature takes
9 action to delay or prevent implementation of the assessment system and
10 essential academic learning requirements. The commission or the
11 superintendent, as applicable, shall upon request, provide
12 opportunities for the education committees of the house of
13 representatives and the senate to review the assessments and proposed
14 modifications to the essential academic learning requirements before
15 the modifications are adopted. By December 15, 1998, the commission on
16 student learning shall recommend to the appropriate committees of the
17 legislature a revised timeline for implementing these assessments and
18 when the school districts should be required to participate. All
19 school districts shall be required to participate in the history,
20 civics, geography, arts, health, fitness, and elementary science
21 assessments in the third year after the assessments are available to
22 school districts.

23 To the maximum extent possible, the commission shall integrate
24 knowledge and skill areas in development of the assessments.

25 (iv) Assessments for goals three and four of RCW 28A.150.210 shall
26 be integrated in the essential academic learning requirements and
27 assessments for goals one and two. Before the 1997-98 school year, the
28 elementary assessment system in reading, writing, communications, and
29 mathematics shall be optional. School districts that desire to
30 participate before the 1997-98 school year shall notify the commission
31 on student learning in a manner determined by the commission.
32 Beginning in the 1997-98 school year, school districts shall be
33 required to participate in the elementary assessment system for
34 reading, writing, communications, and mathematics. Before the 2000-01
35 school year, participation by school districts in the middle school and
36 high school assessment system for reading, writing, communications,
37 mathematics, and science shall be optional. School districts that
38 desire to participate before the 1998-99 school year shall notify the
39 commission on student learning in a manner determined by the commission

1 on student learning. Schools that desire to participate after the
2 1998-99 school year, shall notify the superintendent of public
3 instruction in a manner determined by the superintendent. Beginning in
4 the 2000-01 school year, all school districts shall be required to
5 participate in the assessment system for reading, writing,
6 communications, mathematics, and science.

7 (v) The commission on student learning may modify the essential
8 academic learning requirements and the assessments (~~for reading,~~
9 ~~writing, communications, mathematics, and science~~), as needed (~~(~~
10 ~~before June 30, 1999)~~). The commission shall, upon request, provide
11 opportunities for the education committees of the house of
12 representatives and the senate to review the assessments and proposed
13 modifications to the essential academic learning requirements before
14 the modifications are adopted.

15 (vi) The commission shall develop assessments that are directly
16 related to the essential academic learning requirements, and are not
17 biased toward persons with different learning styles, racial or ethnic
18 backgrounds, or on the basis of gender;

19 (c) After a determination is made by the state board of education
20 that the high school assessment system has been implemented and that it
21 is sufficiently reliable and valid, successful completion of the high
22 school assessment shall lead to a certificate of mastery. The
23 certificate of mastery shall be obtained by most students at about the
24 age of sixteen, and is evidence that the student has successfully
25 mastered the essential academic learning requirements during his or her
26 educational career. The certificate of mastery shall be required for
27 graduation but shall not be the only requirement for graduation. The
28 commission shall make recommendations to the state board of education
29 regarding the relationship between the certificate of mastery and high
30 school graduation requirements. Upon achieving the certificate of
31 mastery, schools shall provide students with the opportunity to pursue
32 career and educational objectives through educational pathways that
33 emphasize integration of academic and vocational education.
34 Educational pathways may include, but are not limited to, programs such
35 as work-based learning, school-to-work transition, tech prep,
36 vocational-technical education, running start, and preparation for
37 technical college, community college, or university education. Any
38 middle school, junior high school, or high school using educational
39 pathways shall ensure that all participating students will continue to

1 have access to the courses and instruction necessary to meet admission
2 requirements at baccalaureate institutions. Students shall be allowed
3 to enter the educational pathway of their choice. Before accepting a
4 student into an educational pathway, the school shall inform the
5 student's parent of the pathway chosen, the opportunities available to
6 the student through the pathway, and the career objectives the student
7 will have exposure to while pursuing the pathway. Parents and students
8 dissatisfied with the opportunities available through the selected
9 educational pathway shall be provided with the opportunity to transfer
10 the student to any other pathway provided in the school. Schools may
11 not develop educational pathways that retain students in high school
12 beyond the date they are eligible to graduate, and may not require
13 students who transfer between pathways to complete pathway requirements
14 beyond the date the student is eligible to graduate;

15 (d) Consider methods to address the unique needs of special
16 education students when developing the assessments in (b) and (c) of
17 this subsection;

18 (e) Consider methods to address the unique needs of highly capable
19 students when developing the assessments in (b) and (c) of this
20 subsection;

21 (f) Develop recommendations on the time, support, and resources,
22 including technical assistance, needed by schools and school districts
23 to help students achieve the essential academic learning requirements.
24 These recommendations shall include an estimate for the legislature,
25 superintendent of public instruction, and governor on the expected cost
26 of implementing the academic assessment system;

27 (g) Develop recommendations for consideration by the higher
28 education coordinating board for adopting college and university
29 entrance requirements for public school students that are consistent
30 with the essential academic learning requirements and the certificate
31 of mastery;

32 ~~(h) ((Review current school district data reporting requirements
33 for the purposes of accountability and meeting state information needs.
34 The commission on student learning shall report recommendations to the
35 joint select committee on education restructuring by September 15,
36 1996, on:~~

37 ~~(i) What data is necessary to compare how school districts are
38 performing before the essential academic learning requirements and the
39 assessment system are implemented with how school districts are~~

1 performing after the essential academic learning requirements and the
2 assessment system are implemented; and

3 (ii) What data is necessary pertaining to school district reports
4 under the accountability systems developed by the commission on student
5 learning under this section;

6 (i) Recommend to the legislature, governor, state board of
7 education, and superintendent of public instruction:

8 (i) A state wide accountability system to monitor and evaluate
9 accurately and fairly at elementary, middle, and high schools the level
10 of learning occurring in individual schools and school districts with
11 regard to the goals included in RCW 28A.150.210 (1) through (4). The
12 accountability system must assess each school individually against its
13 own baseline, schools with similar characteristics, and schools state-
14 wide. The system shall include school site, school district, and
15 state-level accountability reports;

16 (ii) A school assistance program to help schools and school
17 districts that are having difficulty helping students meet the
18 essential academic learning requirements as measured by performance on
19 the elementary, middle school, and high school assessments;

20 (iii) A system to intervene in schools and school districts in
21 which significant numbers of students persistently fail to learn the
22 essential academic learning requirements or meet the standards
23 established for the elementary, middle school, and high school
24 assessments; and

25 (iv) An awards program to provide incentives to school staff to
26 help their students learn the essential academic learning requirements,
27 with each school being assessed individually against its own baseline,
28 schools with similar characteristics, and the state wide average.
29 Incentives shall be based on the rate of percentage change of students
30 achieving the essential academic learning requirements and progress on
31 meeting the state wide average. School staff shall determine how the
32 awards will be spent.

33 The commission shall make recommendations regarding a state wide
34 accountability system for reading in grades kindergarten through four
35 by November 1, 1997. Recommendations for an accountability system in
36 the other subject areas and grade levels shall be made no later than
37 June 30, 1999)) For purposes of state-wide accountability:

38 (i) Establish and revise performance goals under RCW 28A.630.887;

1 (ii) Make recommendations to the superintendent of public
2 instruction regarding the reporting of assessment and other data in
3 accordance with RCW 28A.630.889 and section 702 of this act;

4 (iii) Review data and make recommendations to the superintendent of
5 public instruction regarding school district and school assistance,
6 recognition, and intervention;

7 (iv) Hear concerns about interventions; and

8 (v) Recommend changes to the superintendent and the legislature
9 regarding accountability policy and legislation, as necessary;

10 ~~((j))~~ (i) Report annually by December 1st to the legislature, the
11 governor, the superintendent of public instruction, and the state board
12 of education on the progress, findings, and recommendations of the
13 commission; and

14 ~~((k))~~ (j) Make recommendations to the legislature and take other
15 actions necessary or desirable to help students meet the student
16 learning goals.

17 (4) The commission shall coordinate its activities with the state
18 board of education and the office of the superintendent of public
19 instruction.

20 (5) The commission shall seek advice broadly from the public and
21 all interested educational organizations in the conduct of its work,
22 including holding periodic regional public hearings.

23 (6) The commission ~~((shall select an entity to provide staff~~
24 ~~support and))~~ may appoint an executive director and clerical staff to
25 perform the duties in support of the activities of the commission. The
26 office of the superintendent of public instruction shall provide
27 administrative oversight and be the fiscal agent for the commission.
28 The commission may direct the office of the superintendent of public
29 instruction to enter into subcontracts, within the commission's
30 resources, with school districts, teachers, higher education faculty,
31 state agencies, business organizations, and other individuals and
32 organizations to assist the commission in its deliberations.

33 (7) Members of the commission shall be reimbursed for travel
34 expenses as provided in RCW 43.03.050 and 43.03.060.

35 ~~((8)(a) By September 30, 1997, the commission on student learning,~~
36 ~~the state board of education, and the superintendent of public~~
37 ~~instruction shall jointly present recommendations to the education~~
38 ~~committees of the house of representatives and the senate regarding the~~

1 high school assessments, the certificate of mastery, and high school
2 graduation requirements.

3 In preparing recommendations, the commission on student learning
4 shall convene an ad hoc working group to address questions, including:

5 (i) What type of document shall be used to identify student
6 performance and achievement and how will the document be described?

7 (ii) Should the students be required to pass the high school
8 assessments in all skill and content areas, or only in select skill and
9 content areas, to graduate?

10 (iii) How will the criteria for establishing the standards for
11 passing scores on the assessments be determined?

12 (iv) What timeline should be used in phasing in the assessments as
13 a graduation requirement?

14 (v) What options may be used in demonstrating how the results of
15 the assessments will be displayed in a way that is meaningful to
16 students, parents, institutions of higher education, and potential
17 employers?

18 (vi) Are there other or additional methods by which the assessments
19 could be used to identify achievement such as endorsements, standards
20 of proficiency, merit badges, or levels of achievement?

21 (vii) Should the assessments and certificate of mastery be used to
22 satisfy college or university entrance criteria for public school
23 students? If yes, how should these methods be phased in?

24 (b) The ad hoc working group shall report its recommendations to
25 the commission on student learning, the state board of education, and
26 the superintendent of public instruction by June 15, 1997. The
27 commission shall report the ad hoc working group's recommendations to
28 the education committees of the house of representatives and senate by
29 July 15, 1997. Final recommendations of the commission on student
30 learning, the state board of education, and the superintendent of
31 public instruction shall be presented to the education committees of
32 the house of representatives and the senate by September 30, 1997.

33 (9) The Washington commission on student learning shall expire on
34 June 30, 1999.))

35 NEW SECTION. **Sec. 802.** The following acts or parts of acts are
36 each repealed:

37 (1) 1998 c 225 s 3 (uncodified);

38 (2) 1995 c 209 s 3 (uncodified); and

1 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

2 **PART 9**

3 **PERFORMANCE INCENTIVE STUDY**

4 NEW SECTION. **Sec. 901.** The superintendent of public instruction
5 shall conduct a study of performance incentive systems in public
6 education. The study will examine incentive strategies that have been
7 shown to contribute positively to student achievement. Study results
8 shall be reported to all school districts and to the appropriate
9 committees of the legislature by January 15, 2000.

10 **PART 10**

11 **CONSOLIDATED PLANNING**

12 NEW SECTION. **Sec. 1001.** The superintendent of public instruction,
13 in consultation with school district personnel, shall consolidate and
14 streamline the planning, application, and reporting requirements for
15 major state and federal categorical and grant programs. The
16 superintendent also shall take actions to increase the use of online
17 electronic applications and reporting.

18 **PART 11**

19 **MISCELLANEOUS**

20 NEW SECTION. **Sec. 1101.** RCW 28A.300.138 and 1994 c 245 s 1 & 1993
21 c 336 s 301 are each repealed.

22 NEW SECTION. **Sec. 1102.** PART HEADINGS AND SECTION CAPTIONS NOT
23 LAW. Part headings and section captions used in this act are not any
24 part of the law.

25 NEW SECTION. **Sec. 1103.** Section 801 of this act is necessary for
26 the immediate preservation of the public peace, health, or safety, or
27 support of the state government and its existing public institutions,
28 and takes effect immediately.

29 NEW SECTION. **Sec. 1104.** If any provision of this act or its
30 application to any person or circumstance is held invalid, the

1 remainder of the act or the application of the provision to other
2 persons or circumstances is not affected.

--- END ---