

2761

Sponsor(s): Representatives McCoy, Santos, Quall, Pettigrew, McDermott, D. Simpson, O'Brien, Lovick, Kenney, Haigh, Chase and Veloria

Brief Description: Reestablishing the Washington commission on student learning. Revised for 1st Substitute: Providing for examining EALR's.

HB 2761 - DIGEST

(SEE ALSO PROPOSED 1ST SUB)

Finds that the major focus of the no child left behind act is to provide all children with a fair, equal, and significant opportunity to obtain a high-quality education. In response to the no child left behind legislation, Washington has developed a single statewide accountability system that is required to ensure that: All K-12 public school students are included in the state assessment system; at least ninety-five percent of the students enrolled in the tested grades are assessed; all student groups reach the states proficiency level in reading and mathematics by 2013-14; schools and districts that do not meet the state's adequate yearly progress requirements are identified as needing improvement.

Finds that in 2003 over one-third of school districts in Washington did not make adequate yearly progress and more dramatically, the state, itself, did not meet its adequate yearly progress goal overall.

Finds that the office of the superintendent of public instruction's comprehensive research entitled, *Addressing the Achievement Gap: A Challenge for Washington State Educators* (November, 2002) concludes that, low-income and minority students encounter fewer opportunities to learn, inadequate instruction and support, and lower expectations from their schools and teachers.

Declares that research has also pointed out that schools are more reflective of white, middle-class society. This can lead to a disconnect between students who come from different cultures and family conditions and the traditional school structure and expectations.

Acknowledges that the Washington state school directors association reports that: Serious attention must be given to creating learning environments that are intolerant of racism and exclusion and in which high expectations are held for all students; curriculum and teaching practices must recognize differences in ethnicity, language, and culture and teachers must be skilled in teaching students unlike themselves; and in order to close the achievement gap, there must be understanding of the impact of language, culture, race, and poverty on student achievement.

Finds that the social, economic, and psychological fallout from failure to meet adequate yearly progress threatens all levels of our society and its stability.

Declares an intent to transform systems to enable the state and school districts to meet adequate yearly progress, particularly

with historically marginalized students.