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ENGROSSED HOUSE BILL 2214

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State of Washington

64th Legislature

2015 Regular Session

By Representatives Reykdal, Taylor, Pettigrew, Shea, Gregory, G. Hunt, Pollet, Holy, Ryu, Haler, Sells, Santos, Farrell, Tarleton, Bergquist, Appleton, Moscoso, Takko, Peterson, Dunshee, Riccelli, Sawyer, Tharinger, Condotta, Gregerson, Stanford, Robinson, Fitzgibbon, Kilduff, Orwall, Ortiz-Self, Van De Wege, Goodman, Kirby, Blake, Wylie, Moeller, Fey, McBride, Hurst, Schmick, S. Hunt, Griffey, and Young; by request of Superintendent of Public Instruction

Read first time 03/26/15. Referred to Committee on Appropriations.

1 AN ACT Relating to increasing academic rigor and streamlining  
2 assessment requirements for high school students; amending RCW  
3 28A.230.090, 28A.305.130, 28A.655.068, 28A.655.070, 28A.230.125,  
4 28A.320.195, and 28A.700.080; adding new sections to chapter 28A.655  
5 RCW; adding a new section to chapter 28A.300 RCW; creating a new  
6 section; repealing RCW 28A.655.061, 28A.655.063, 28A.655.065, and  
7 28A.655.066; providing an expiration date; and declaring an  
8 emergency.

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

10 NEW SECTION. **Sec. 1.** (1) The legislature finds that high school  
11 students in Washington have been required to meet a standard on high  
12 school assessments since 2008 to earn a certificate of academic  
13 achievement and graduate. The majority of high school students have  
14 taken these assessments for the first time by the conclusion of tenth  
15 grade. Over time, the state has adopted several alternative methods  
16 to allow students who do not meet the standard on the tenth grade  
17 assessment to demonstrate their competency to graduate. These  
18 alternatives include the opportunity to retake the assessment, a  
19 comparison of grades earned, collections of evidence, and college  
20 entrance or dual credit course exams.

1           (2) The legislature recognizes that, in today's competitive  
2 global economy, it is not enough for Washington's students to meet a  
3 minimum level of competency. Success in postsecondary education,  
4 gainful employment, and citizenship requires increased rigor and  
5 achievement. To that end, the state has recently adopted new,  
6 academically rigorous policies to better prepare students for future  
7 success. Starting in spring 2015, Washington students will be tested  
8 using a comprehensive assessment system developed with a multistate  
9 consortium. This system, the smarter balanced assessment, will  
10 evaluate students in grades three through eight and grade eleven on  
11 their college and career readiness based on the Washington state  
12 learning standards in English language arts and mathematics, and will  
13 be used for state and federal accountability purposes. In addition,  
14 students beginning with the graduating class of 2019 will also have  
15 the requirement to earn twenty-four credits for high school  
16 graduation to obtain a more meaningful diploma. Schools also have put  
17 a great deal of time and effort into ensuring quality instruction  
18 through the teacher and principal evaluation program, a four-tiered  
19 system that establishes eight new criteria for teachers' and  
20 principals' evaluations. Finally, Washington adopted new,  
21 academically rigorous next generation science standards (NGSS) in  
22 2013. A comprehensive science assessment of the next generation  
23 science standards is being developed and is expected to become  
24 operational statewide in spring 2017 or 2018.

25           (3) The legislature further finds that the transition to the  
26 smarter balanced assessment system has markedly complicated the  
27 development and administration of the statewide assessment graduation  
28 requirement and the state's confusing array of alternative  
29 assessments. The classes of 2016 through 2018 are required to take  
30 end-of-course exams or comprehensive assessments in the tenth grade  
31 to fulfill graduation requirements for English language arts,  
32 mathematics, and biology. In addition, they are required to take the  
33 smarter balanced assessments in the eleventh grade to determine if  
34 they are college and career ready and for school and district  
35 accountability.

36           (4) The legislature finds that requiring schools to administer  
37 six high school assessments—the smarter balanced English language  
38 arts assessment, smarter balanced mathematics, the end-of-course  
39 assessment for biology, two mathematics end-of-course assessments,  
40 and the English language arts exit exam—creates a costly system in

1 which too much classroom time and too many state resources are  
2 devoted to taking and retaking tests for graduation purposes. The  
3 time and funding that are now invested in Washington's current state  
4 graduation assessments do not result in students meeting a college or  
5 career ready measure accepted by postsecondary institutions and  
6 organizations.

7 (5) The legislature further finds that locally directed  
8 remediation and intervention strategies, including twelfth grade  
9 transition courses, opportunities to retake courses, and more  
10 sustained focus on providing college and career guidance through  
11 students' high school and beyond plans, would better prepare students  
12 for postsecondary college and career opportunities. State and local  
13 resources that are now directed to develop and administer alternative  
14 graduation assessments should be redirected to courses and programs  
15 better suited for student needs during high school.

16 (6) The legislature further finds that taxpayers and tuition  
17 payers can save substantial money by avoiding remedial courses taught  
18 at public institutions of higher education. An unprecedented  
19 agreement among Washington's public institutions of higher education  
20 now ensures that high school graduates who meet the standard on the  
21 smarter balanced assessment or who successfully complete twelfth  
22 grade high school transition courses in English language arts and  
23 mathematics will move directly to college-level English and  
24 mathematics courses at participating institutions without remediation  
25 or additional placement testing.

26 (7)(a) The legislature therefore intends to eliminate the tenth  
27 grade assessments in reading, writing, and mathematics and the myriad  
28 of alternative assessments that students may use to obtain a  
29 certificate of academic achievement. In their place, students will be  
30 required to either meet the standard on the smarter balanced English  
31 language arts and mathematics assessments administered in high  
32 school, or demonstrate by the beginning of their senior year that  
33 they have met state standards using the SAT or ACT. The legislature  
34 further intends for students who fail to meet the standard to take  
35 and pass locally determined courses in their senior year that align  
36 with their college or career goals, including, when available, high  
37 school transition courses.

38 (b) The legislature recognizes that many students in the  
39 graduating class of 2016 have already satisfied current requirements  
40 for obtaining a certificate of academic achievement and does not

1 intend that these efforts go for naught. The legislature intends to  
2 allow students in the graduating class of 2016 who have, by the  
3 beginning of the 2015-16 school year, already met the standard on the  
4 tenth grade assessments in reading, writing, and mathematics, or  
5 satisfied the alternative assessments, to earn a certificate of  
6 academic achievement by these means, by the means identified in  
7 section 101(3) of this act, or by a combination of the two in the  
8 event that a student has, by the beginning of the 2015-16 school  
9 year, already met the standard or satisfied an alternative in one,  
10 but not both, of the content areas.

11 (8) It is the intent of the legislature for Washington to  
12 administer only three statewide assessments for high school  
13 graduation: The smarter balanced assessment in English language arts;  
14 the smarter balanced assessment in mathematics; and the statewide  
15 assessment in science, including, when operational, the comprehensive  
16 next generation science standards assessment.

17 **PART I**

18 **STUDENT ASSESSMENTS, GRADUATION, AND ASSOCIATED REQUIREMENTS—GENERAL**  
19 **PROVISIONS**

20 NEW SECTION. **Sec. 101.** A new section is added to chapter  
21 28A.655 RCW to read as follows:

22 (1) The high school assessment system shall include the statewide  
23 student assessment and opportunities for a student to retake the  
24 content areas of the assessment in which the student was not  
25 successful.

26 (2) Subject to the conditions in this section, students shall  
27 obtain a certificate of academic achievement as evidence that they  
28 have successfully met the state standard in the content areas  
29 included in the certificate. With the exception of students  
30 satisfying the provisions of RCW 28A.155.045, acquisition of the  
31 certificate is required for graduation from a public high school but  
32 is not the sole requirement for graduation.

33 (3) Beginning with the graduating class of 2016, a student shall  
34 earn a certificate of academic achievement if the student:

35 (a) Earns a score of level 3 or level 4 on the high school  
36 English language arts and mathematics assessments identified in RCW  
37 28A.655.070;

1 (b) Before the beginning of the student's senior year, earns a  
2 score on the mathematics, reading or English, or writing portion of  
3 the SAT or the ACT that is identified by the state board of education  
4 as meeting the state standard in the relevant content area on the  
5 high school English language arts and mathematics assessments; or

6 (c) Takes and passes a locally determined course in English  
7 language arts or mathematics under RCW 28A.230.090(1)(e).

8 (4)(a) The state board of education shall identify the scores on  
9 the mathematics, reading or English, or writing portions of the SAT  
10 or ACT that are equivalent to a level 3 on both the high school  
11 English language arts and mathematics assessments identified in RCW  
12 28A.655.070.

13 (b) The state board of education shall promptly notify school  
14 districts of the scores identified under (a) of this subsection.

15 (5) The state board of education may not require the acquisition  
16 of the certificate of academic achievement for students in home-based  
17 instruction under chapter 28A.200 RCW, for students enrolled in  
18 private schools under chapter 28A.195 RCW, or for students satisfying  
19 the provisions of RCW 28A.155.045.

20 (6)(a) If a student does not earn a score of level 3 or level 4  
21 in one or more content areas required for the certificate of academic  
22 achievement, the student may retake the assessment in the content  
23 area at least once a year and at no charge to the student. If the  
24 student earns a score of level 3 or level 4 on a retake of the  
25 assessment, the student shall earn a certificate of academic  
26 achievement.

27 (b) School districts must make available to students at no  
28 charge, the following options:

29 (i) If the student is enrolled in a public school, retaking the  
30 high school English language arts and mathematics assessments  
31 identified in RCW 28A.655.070 at least once a year in the content  
32 areas in which the student did not earn a score of level 3 or level  
33 4; or

34 (ii) If the student is enrolled in a high school completion  
35 program at a community or technical college, retaking the high school  
36 English language arts and mathematics assessments identified in RCW  
37 28A.655.070 at least once a year in the content areas in which the  
38 student did not earn a score of level 3 or level 4. The  
39 superintendent of public instruction and the state board for

1 community and technical colleges shall jointly identify means by  
2 which students in these programs can be assessed.

3 (c) Students who achieve the standard in a content area of the  
4 high school English language arts or mathematics assessments  
5 identified in RCW 28A.655.070, but who wish to improve their results,  
6 must be assessed a charge for retaking the assessment according to a  
7 uniform cost determined by the superintendent of public instruction.

8 (7) A student may retain and use the highest result from each  
9 successfully completed content area of the high school English  
10 language arts and mathematics assessments identified in RCW  
11 28A.655.070.

12 **Sec. 102.** RCW 28A.230.090 and 2014 c 217 s 202 are each amended  
13 to read as follows:

14 (1) The state board of education shall establish high school  
15 graduation requirements or equivalencies for students, except as  
16 provided in RCW 28A.230.122 and except those equivalencies  
17 established by local high schools or school districts under RCW  
18 28A.230.097. The purpose of a high school diploma is to declare that  
19 a student is ready for success in postsecondary education, gainful  
20 employment, and citizenship, and is equipped with the skills to be a  
21 lifelong learner.

22 (a) Any course in Washington state history and government used to  
23 fulfill high school graduation requirements shall consider including  
24 information on the culture, history, and government of the American  
25 Indian peoples who were the first inhabitants of the state.

26 (b) The certificate of academic achievement requirements under  
27 (~~RCW 28A.655.061~~) section 101 of this act or the certificate of  
28 individual achievement requirements under RCW 28A.155.045 are  
29 required for graduation from a public high school but are not the  
30 only requirements for graduation.

31 (c)(i) Each student must have a high school and beyond plan to  
32 guide the student's high school experience and prepare the student  
33 for postsecondary education or training and career.

34 (ii) A high school and beyond plan must be initiated for each  
35 student during the eighth grade. In preparation for initiating that  
36 plan, each student must first be administered a career interest and  
37 skills inventory.

38 (iii) The plan must be updated annually during the high school  
39 grades to review transcripts, assess progress toward identified

1 goals, and revise as necessary for changing interests, goals, and  
2 needs. School districts are encouraged to involve parents and  
3 guardians in the process of developing and updating the high school  
4 and beyond plan.

5 (iv) All high school and beyond plans must, at a minimum, include  
6 the following elements:

7 (A) Identification of career goals, aided by a skills and  
8 interest assessment;

9 (B) Identification of educational goals;

10 (C) A four-year plan for course-taking that fulfills state and  
11 local graduation requirements and aligns with the student's career  
12 and educational goals;

13 (D) Identification of assessments needed to graduate from high  
14 school and achieve postsecondary goals identified in the high school  
15 and beyond plan; and

16 (E) By the end of the twelfth grade, a current resume or activity  
17 log that provides a written compilation of the student's education,  
18 any work experience, and any community service and how the school  
19 district has recognized the community service pursuant to RCW  
20 28A.320.193.

21 (d) Any decision on whether a student has met the state board's  
22 high school graduation requirements for a high school and beyond plan  
23 shall remain at the local level. A district may establish additional,  
24 local requirements for a high school and beyond plan to serve the  
25 needs and interests of its students and the purposes of this section.

26 (e)(i)(A) Beginning in the 2015-16 school year, students who have  
27 not earned a certificate of academic achievement under section 101 or  
28 201 of this act before the beginning of grade twelve must take and  
29 pass a locally determined course in the content area in which the  
30 student was not successful. The course shall be rigorous and  
31 consistent with the student's educational and career goals identified  
32 in his or her high school and beyond plan, and may include career and  
33 technical education equivalencies in English language arts or  
34 mathematics adopted pursuant to RCW 28A.230.097.

35 (B) A course shall be deemed rigorous if it is at a higher course  
36 level than the student's most recent coursework in the content area  
37 in which the student received a passing grade of C or higher, or its  
38 equivalent.

1 (C) School districts should prioritize enrolling students who  
2 must take and pass locally determined courses under this subsection  
3 (1)(e)(i) in available high school transition courses.

4 (ii) School districts shall record students' participation in  
5 locally determined courses under this section in the statewide  
6 individual data system. Separate data codes must be provided for high  
7 school transition courses and other locally determined courses.

8 (iii) As used in this subsection (1)(e), "high school transition  
9 course" means an English language arts, mathematics, or science  
10 course offered in high school whose successful completion by a high  
11 school student will ensure the student college-level placement at  
12 participating institutions of higher education as defined in RCW  
13 28B.10.016. High school transition courses must, in accordance with  
14 this section, satisfy core or elective credit graduation requirements  
15 established by the state board of education. A student's successful  
16 completion of a high school transition course does not entitle the  
17 student to be admitted to any institution of higher education as  
18 defined in RCW 28B.10.016.

19 (iv) This subsection (1)(e) does not apply to students satisfying  
20 the provisions of RCW 28A.155.045.

21 (f) Effective with the graduating class of 2015, the state board  
22 of education may not establish a requirement for students to complete  
23 a culminating project for graduation.

24 ~~((d))~~ (g)(i) The state board of education shall adopt rules to  
25 implement the career and college ready graduation requirement  
26 proposal adopted under board resolution on November 10, 2010, and  
27 revised on January 9, 2014, to take effect beginning with the  
28 graduating class of 2019 or as otherwise provided in this subsection  
29 (1)~~((d))~~ (g). The rules must include authorization for a school  
30 district to waive up to two credits for individual students based on  
31 unusual circumstances and in accordance with written policies that  
32 must be adopted by each board of directors of a school district that  
33 grants diplomas. The rules must also provide that the content of the  
34 third credit of mathematics and the content of the third credit of  
35 science may be chosen by the student based on the student's interests  
36 and high school and beyond plan with agreement of the student's  
37 parent or guardian or agreement of the school counselor or principal.

38 (ii) School districts may apply to the state board of education  
39 for a waiver to implement the career and college ready graduation  
40 requirement proposal beginning with the graduating class of 2020 or

1 2021 instead of the graduating class of 2019. In the application, a  
2 school district must describe why the waiver is being requested, the  
3 specific impediments preventing timely implementation, and efforts  
4 that will be taken to achieve implementation with the graduating  
5 class proposed under the waiver. The state board of education shall  
6 grant a waiver under this subsection (1)(~~d~~) (g) to an applying  
7 school district at the next subsequent meeting of the board after  
8 receiving an application.

9 (iii) A school district that has implemented the career and  
10 college ready graduation requirements must update the high school and  
11 beyond plans for each student in grade nine who failed to earn a  
12 score of level 3 or level 4 on the middle school mathematics  
13 assessment identified in RCW 28A.655.070 for the purpose of ensuring  
14 that the student takes one or more credits of mathematics coursework  
15 in each of grades nine, ten, and eleven. These courses may include  
16 career and technical education equivalencies in mathematics adopted  
17 pursuant to RCW 28A.230.097.

18 (2)(a) In recognition of the statutory authority of the state  
19 board of education to establish and enforce minimum high school  
20 graduation requirements, the state board shall periodically  
21 reevaluate the graduation requirements and shall report such findings  
22 to the legislature in a timely manner as determined by the state  
23 board.

24 (b) The state board shall reevaluate the graduation requirements  
25 for students enrolled in vocationally intensive and rigorous career  
26 and technical education programs, particularly those programs that  
27 lead to a certificate or credential that is state or nationally  
28 recognized. The purpose of the evaluation is to ensure that students  
29 enrolled in these programs have sufficient opportunity to earn a  
30 certificate of academic achievement, complete the program and earn  
31 the program's certificate or credential, and complete other state and  
32 local graduation requirements.

33 (c) The state board shall forward any proposed changes to the  
34 high school graduation requirements to the education committees of  
35 the legislature for review and to the quality education council  
36 established under RCW 28A.290.010. The legislature shall have the  
37 opportunity to act during a regular legislative session before the  
38 changes are adopted through administrative rule by the state board.  
39 Changes that have a fiscal impact on school districts, as identified  
40 by a fiscal analysis prepared by the office of the superintendent of

1 public instruction, shall take effect only if formally authorized and  
2 funded by the legislature through the omnibus appropriations act or  
3 other enacted legislation.

4 (3) Pursuant to any requirement for instruction in languages  
5 other than English established by the state board of education or a  
6 local school district, or both, for purposes of high school  
7 graduation, students who receive instruction in American sign  
8 language or one or more American Indian languages shall be considered  
9 to have satisfied the state or local school district graduation  
10 requirement for instruction in one or more languages other than  
11 English.

12 (4) If requested by the student and his or her family, a student  
13 who has completed high school courses before attending high school  
14 shall be given high school credit which shall be applied to  
15 fulfilling high school graduation requirements if:

16 (a) The course was taken with high school students, if the  
17 academic level of the course exceeds the requirements for seventh and  
18 eighth grade classes, and the student has successfully passed by  
19 completing the same course requirements and examinations as the high  
20 school students enrolled in the class; or

21 (b) The academic level of the course exceeds the requirements for  
22 seventh and eighth grade classes and the course would qualify for  
23 high school credit, because the course is similar or equivalent to a  
24 course offered at a high school in the district as determined by the  
25 school district board of directors.

26 (5) Students who have taken and successfully completed high  
27 school courses under the circumstances in subsection (4) of this  
28 section shall not be required to take an additional competency  
29 examination or perform any other additional assignment to receive  
30 credit.

31 (6) At the college or university level, five quarter or three  
32 semester hours equals one high school credit.

33 **Sec. 103.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each  
34 amended to read as follows:

35 The purpose of the state board of education is to provide  
36 advocacy and strategic oversight of public education; implement a  
37 standards-based accountability framework that creates a unified  
38 system of increasing levels of support for schools in order to  
39 improve student academic achievement; provide leadership in the

1 creation of a system that personalizes education for each student and  
2 respects diverse cultures, abilities, and learning styles; and  
3 promote achievement of the goals of RCW 28A.150.210. In addition to  
4 any other powers and duties as provided by law, the state board of  
5 education shall:

6 (1) Hold regularly scheduled meetings at such time and place  
7 within the state as the board shall determine and may hold such  
8 special meetings as may be deemed necessary for the transaction of  
9 public business;

10 (2) Form committees as necessary to effectively and efficiently  
11 conduct the work of the board;

12 (3) Seek advice from the public and interested parties regarding  
13 the work of the board;

14 (4) For purposes of statewide accountability:

15 (a) Adopt and revise performance improvement goals in reading,  
16 writing, science, and mathematics, by subject and grade level, once  
17 assessments in these subjects are required statewide; academic and  
18 technical skills, as appropriate, in secondary career and technical  
19 education programs; and student attendance, as the board deems  
20 appropriate to improve student learning. The goals shall be  
21 consistent with student privacy protection provisions of RCW  
22 28A.655.090(7) and shall not conflict with requirements contained in  
23 Title I of the federal elementary and secondary education act of  
24 1965, or the requirements of the Carl D. Perkins vocational education  
25 act of 1998, each as amended. The goals may be established for all  
26 students, economically disadvantaged students, limited English  
27 proficient students, students with disabilities, and students from  
28 disproportionately academically underachieving racial and ethnic  
29 backgrounds. The board may establish school and school district goals  
30 addressing high school graduation rates and dropout reduction goals  
31 for students in grades seven through twelve. The board shall adopt  
32 the goals by rule. However, before each goal is implemented, the  
33 board shall present the goal to the education committees of the house  
34 of representatives and the senate for the committees' review and  
35 comment in a time frame that will permit the legislature to take  
36 statutory action on the goal if such action is deemed warranted by  
37 the legislature;

38 (b)(i) Identify the scores students must achieve in order to meet  
39 the standard on the statewide student assessment (~~and, for high~~  
40 ~~school students, to obtain a certificate of academic achievement~~)).

1 The board shall also determine student scores that identify levels of  
2 student performance below and beyond the standard. (~~The board shall~~  
3 ~~consider the incorporation of the standard error of measurement into~~  
4 ~~the decision regarding the award of the certificates.~~) The board  
5 shall set such performance standards and levels in consultation with  
6 the superintendent of public instruction and after consideration of  
7 any recommendations that may be developed by any advisory committees  
8 that may be established for this purpose.

9 (ii) (~~By the end of the 2014-15 school year, establish the~~  
10 ~~scores students must achieve to meet the standard and earn a~~  
11 ~~certificate of academic achievement on the tenth grade English~~  
12 ~~language arts assessment and the end-of-course mathematics~~  
13 ~~assessments developed in accordance with RCW 28A.655.070 to be used~~  
14 ~~as the state transitions to high school assessments developed with a~~  
15 ~~multistate consortium.~~

16 (iii) ~~By the end of the 2014-15 school year, establish the scores~~  
17 ~~students must achieve to meet the standard and earn a certificate of~~  
18 ~~academic achievement on the high school English language arts~~  
19 ~~assessment and the comprehensive mathematics assessment developed~~  
20 ~~with a multistate consortium in accordance with RCW 28A.655.070. To~~  
21 ~~determine the appropriate score, the state board shall review the~~  
22 ~~transition experience of Washington students to the consortium-~~  
23 ~~developed assessments, examine the student scores used in other~~  
24 ~~states that are administering the consortium-developed assessments,~~  
25 ~~and review the scores in other states that require passage of an~~  
26 ~~eleventh grade assessment as a high school graduation requirement.~~  
27 ~~The scores established by the state board of education for the~~  
28 ~~purposes of earning a certificate of academic achievement and~~  
29 ~~graduation from high school may be different from the scores used for~~  
30 ~~the purpose of determining a student's career and college readiness.~~

31 (iv) ~~The legislature shall be advised of the initial performance~~  
32 ~~standards for the high school statewide student assessment. Any~~  
33 ~~changes recommended by the board in the performance standards for the~~  
34 ~~high school assessment shall be presented to the education committees~~  
35 ~~of the house of representatives and the senate by November 30th of~~  
36 ~~the school year in which the changes will take place to permit the~~  
37 ~~legislature to take statutory action before the changes are~~  
38 ~~implemented if such action is deemed warranted by the legislature.)~~  
39 The legislature shall be advised of the initial performance standards  
40 and any changes made to the elementary (~~level performance standards~~

1 ~~and the~~), middle, and high school level performance standards. The  
2 board must provide an explanation of and rationale for all initial  
3 performance standards and any changes, for all grade levels of the  
4 statewide student assessment. If the board changes the performance  
5 standards for any grade level or subject, the superintendent of  
6 public instruction must recalculate the results from the previous ten  
7 years of administering that assessment regarding students below,  
8 meeting, and beyond the state standard, to the extent that this data  
9 is available, and post a comparison of the original and recalculated  
10 results on the superintendent's web site;

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

16 (d) Include in the biennial report required under RCW  
17 28A.305.035, information on the progress that has been made in  
18 achieving goals adopted by the board;

19 (5) Accredite, subject to such accreditation standards and  
20 procedures as may be established by the state board of education, all  
21 private schools that apply for accreditation, and approve, subject to  
22 the provisions of RCW 28A.195.010, private schools carrying out a  
23 program for any or all of the grades kindergarten through twelve.  
24 However, no private school may be approved that operates a  
25 kindergarten program only and no private school shall be placed upon  
26 the list of accredited schools so long as secret societies are  
27 knowingly allowed to exist among its students by school officials;

28 (6) Articulate with the institutions of higher education,  
29 workforce representatives, and early learning policymakers and  
30 providers to coordinate and unify the work of the public school  
31 system;

32 (7) Hire an executive director and an administrative assistant to  
33 reside in the office of the superintendent of public instruction for  
34 administrative purposes. Any other personnel of the board shall be  
35 appointed as provided by RCW 28A.300.020. The board may delegate to  
36 the executive director by resolution such duties as deemed necessary  
37 to efficiently carry on the business of the board including, but not  
38 limited to, the authority to employ necessary personnel and the  
39 authority to enter into, amend, and terminate contracts on behalf of  
40 the board. The executive director, administrative assistant, and all

1 but one of the other personnel of the board are exempt from civil  
2 service, together with other staff as now or hereafter designated as  
3 exempt in accordance with chapter 41.06 RCW; and

4 (8) Adopt a seal that shall be kept in the office of the  
5 superintendent of public instruction.

6 **Sec. 104.** RCW 28A.655.068 and 2013 2nd sp.s. c 22 s 4 are each  
7 amended to read as follows:

8 (1) Beginning in the 2011-12 school year, the statewide high  
9 school assessment in science shall be an end-of-course assessment for  
10 biology that measures the state standards for life sciences, in  
11 addition to systems, inquiry, and application as they pertain to life  
12 sciences.

13 (2)(a) The superintendent of public instruction may develop or  
14 adopt science end-of-course assessments or a comprehensive science  
15 assessment (~~((that includes subjects in addition to biology for  
16 purposes of RCW 28A.655.061,))~~) when so directed by the legislature.  
17 The legislature intends to transition from a biology end-of-course  
18 assessment to a more comprehensive science assessment in a manner  
19 consistent with the way in which the state transitioned to an English  
20 language arts assessment and a comprehensive mathematics assessment.  
21 (~~((The legislature further intends that the transition will include at  
22 least two years of using the student assessment results from either  
23 the biology end-of-course assessment or the more comprehensive  
24 assessment in order to provide students with reasonable opportunities  
25 to demonstrate high school competencies while being mindful of the  
26 increasing rigor of the new assessment.))~~)

27 (b) The superintendent of public instruction shall develop or  
28 adopt a science assessment in accordance with RCW 28A.655.070(10)  
29 that is not biased toward persons with different learning styles,  
30 racial or ethnic backgrounds, or on the basis of gender.

31 (~~((c) Before the next subsequent school year after the  
32 legislature directs the superintendent to develop or adopt a new  
33 science assessment, the superintendent of public instruction shall  
34 review the objective alternative assessments for the science  
35 assessment and make recommendations to the legislature regarding  
36 additional objective alternatives, if any.))~~)

37 (3) The superintendent of public instruction may participate with  
38 consortia of multiple states as common student learning standards and  
39 assessments in science are developed. The superintendent of public

1 instruction, in consultation with the state board of education, may  
2 modify the essential academic learning requirements and statewide  
3 student assessments in science, including the high school assessment,  
4 according to the multistate common student learning standards and  
5 assessments as long as the education committees of the legislature  
6 have opportunities for review before the modifications are adopted,  
7 as provided under RCW 28A.655.070.

8 ~~(4) ((The statewide high school assessment under this section~~  
9 ~~shall be used to demonstrate that a student meets the state standards~~  
10 ~~in the science content area of the statewide student assessment for~~  
11 ~~purposes of RCW 28A.655.061.))~~ After the superintendent of public  
12 instruction adopts a comprehensive science assessment under this  
13 section and RCW 28A.655.070, there shall be a two-year transition  
14 period, including one year to pilot the comprehensive science  
15 assessment and a second year to administer the assessment statewide,  
16 before students are required to meet the standard on the  
17 comprehensive assessment to earn a certificate of academic  
18 achievement.

19 **Sec. 105.** RCW 28A.655.070 and 2015 c 211 s 3 are each amended to  
20 read as follows:

21 (1) The superintendent of public instruction shall develop  
22 essential academic learning requirements that identify the knowledge  
23 and skills all public school students need to know and be able to do  
24 based on the student learning goals in RCW 28A.150.210, develop  
25 student assessments, and implement the accountability recommendations  
26 and requests regarding assistance, rewards, and recognition of the  
27 state board of education.

28 (2) The superintendent of public instruction shall:

29 (a) Periodically revise the essential academic learning  
30 requirements, as needed, based on the student learning goals in RCW  
31 28A.150.210. Goals one and two shall be considered primary. To the  
32 maximum extent possible, the superintendent shall integrate goal four  
33 and the knowledge and skill areas in the other goals in the essential  
34 academic learning requirements; and

35 (b) Review and prioritize the essential academic learning  
36 requirements and identify, with clear and concise descriptions, the  
37 grade level content expectations to be assessed on the statewide  
38 student assessment and used for state or federal accountability  
39 purposes. The review, prioritization, and identification shall result

1 in more focus and targeting with an emphasis on depth over breadth in  
2 the number of grade level content expectations assessed at each grade  
3 level. Grade level content expectations shall be articulated over the  
4 grades as a sequence of expectations and performances that are  
5 logical, build with increasing depth after foundational knowledge and  
6 skills are acquired, and reflect, where appropriate, the sequential  
7 nature of the discipline. The office of the superintendent of public  
8 instruction, within seven working days, shall post on its web site  
9 any grade level content expectations provided to an assessment vendor  
10 for use in constructing the statewide student assessment.

11 (3)(a) In consultation with the state board of education, the  
12 superintendent of public instruction shall maintain and continue to  
13 develop and revise a statewide academic assessment system in the  
14 content areas of (~~reading, writing~~) English language arts,  
15 mathematics, and science for use in the elementary, middle, and high  
16 school years designed to determine if each student has mastered the  
17 essential academic learning requirements identified in subsection (1)  
18 of this section. School districts shall administer the assessments  
19 under guidelines adopted by the superintendent of public instruction.  
20 The academic assessment system may include a variety of assessment  
21 methods, including criterion-referenced and performance-based  
22 measures.

23 (~~(b) ((Effective with the 2009 administration of the Washington  
24 assessment of student learning and continuing with the statewide  
25 student assessment, the superintendent shall redesign the assessment  
26 in the content areas of reading, mathematics, and science in all  
27 grades except high school by shortening test administration and  
28 reducing the number of short answer and extended response questions.~~

29 (~~(c) By the 2014-15 school year,~~) (i) The superintendent of  
30 public instruction, in consultation with the state board of  
31 education, shall modify the statewide student assessment system to  
32 transition to assessments developed with a multistate consortium(~~(  
33 as provided in this subsection:~~

34 ~~(i))~~).

35 (ii) The assessments developed with a multistate consortium to  
36 assess student proficiency in English language arts and mathematics  
37 shall be administered beginning in the 2014-15 school year. The  
38 reading and writing assessments shall not be administered by the  
39 superintendent of public instruction or schools after the 2013-14  
40 school year.

1        ~~((ii))~~ (iii) The high school ~~((assessments—in))~~ English  
2 language arts and mathematics ~~((in—(c)(i)—of—this—subsection))~~  
3 assessments developed with the multistate consortium shall be used  
4 for the purposes of earning a certificate of academic achievement for  
5 high school graduation under the timeline established in ~~((RCW~~  
6 ~~28A.655.061))~~ section 101 of this act and for assessing student  
7 career and college readiness.

8        ~~((iii) During the transition period specified in RCW~~  
9 ~~28A.655.061, the superintendent of public instruction shall use test~~  
10 ~~items and other resources from the consortium assessment to develop~~  
11 ~~and administer a tenth grade high school English language arts~~  
12 ~~assessment, an end-of-course mathematics assessment to assess the~~  
13 ~~standards common to algebra I and integrated mathematics I, and an~~  
14 ~~end-of-course mathematics assessment to assess the standards common~~  
15 ~~to geometry and integrated mathematics II.))~~

16        (4) If the superintendent proposes any modification to the  
17 essential academic learning requirements or the statewide  
18 assessments, then the superintendent shall, upon request, provide  
19 opportunities for the education committees of the house of  
20 representatives and the senate to review the assessments and proposed  
21 modifications to the essential academic learning requirements before  
22 the modifications are adopted.

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

29        (6) By September 2007, the results for reading and mathematics  
30 shall be reported in a format that will allow parents and teachers to  
31 determine the academic gain a student has acquired in those content  
32 areas from one school year to the next.

33        (7) To assist parents and teachers in their efforts to provide  
34 educational support to individual students, the superintendent of  
35 public instruction shall provide as much individual student  
36 performance information as possible within the constraints of the  
37 assessment system's item bank. The superintendent shall also provide  
38 to school districts:

1 (a) Information on classroom-based and other assessments that may  
2 provide additional achievement information for individual students;  
3 and

4 (b) A collection of diagnostic tools that educators may use to  
5 evaluate the academic status of individual students. The tools shall  
6 be designed to be inexpensive, easily administered, and quickly and  
7 easily scored, with results provided in a format that may be easily  
8 shared with parents and students.

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

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

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

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

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

25 (13) The superintendent shall post on the superintendent's web  
26 site lists of resources and model assessments in social studies, the  
27 arts, and health and fitness.

28 (14) The superintendent shall integrate financial education  
29 skills and content knowledge into the state learning standards  
30 pursuant to RCW 28A.300.460(2)(d).

31 NEW SECTION. **Sec. 106.** A new section is added to chapter  
32 28A.655 RCW to read as follows:

33 (1) Beginning with the graduating class of 2015, and until the  
34 first graduating class following the transition period identified in  
35 RCW 28A.655.068(4), a student is not required to meet the state  
36 standard in science in order to earn a certificate of academic  
37 achievement.

38 (2)(a) Beginning with the first graduating class following the  
39 transition period identified in RCW 28A.655.068(4), a student must

1 meet the state standard on the comprehensive science assessment, in  
2 addition to the other content areas required under section 101 of  
3 this act, to earn a certificate of academic achievement.

4 (b)(i) Students in grade twelve who have not met the state  
5 standard on the comprehensive science assessment must take and pass a  
6 locally determined course in science to earn a certificate of  
7 academic achievement. The course shall be rigorous and consistent  
8 with the student's educational and career goals identified in his or  
9 her high school and beyond plan, and may include career and technical  
10 education equivalencies in science pursuant to RCW 28A.230.097.

11 (ii) For purposes of this subsection (2)(b), a course shall be  
12 deemed rigorous if it is at a higher course level than the student's  
13 most recent coursework in the content area in which the student  
14 received a passing grade of C or higher, or its equivalent.

15 (c) When available, school districts should prioritize enrolling  
16 students who must take and pass a locally determined course in  
17 science in a high school transition course.

18 (d) For the purpose of this section, "high school transition  
19 course" has the definition in RCW 28A.230.090(1)(e)(iii).

20 **Sec. 107.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to  
21 read as follows:

22 (1) The superintendent of public instruction, in consultation  
23 with the four-year institutions as defined in RCW 28B.76.020, the  
24 state board for community and technical colleges, and the workforce  
25 training and education coordinating board, shall develop for use by  
26 all public school districts a standardized high school transcript.  
27 The superintendent shall establish clear definitions for the terms  
28 "credits" and "hours" so that school programs operating on the  
29 quarter, semester, or trimester system can be compared.

30 (2) The standardized high school transcript shall include a  
31 notation of whether the student has earned a certificate of  
32 individual achievement or a certificate of academic achievement.

33 (3) The standardized high school transcript may include a  
34 notation of whether the student has earned the Washington state seal  
35 of biliteracy established under RCW 28A.300.575.

36 (4) If a student has earned a level 3 or level 4 score on the  
37 high school English language and mathematics assessments identified  
38 in RCW 28A.655.070, the student's standardized high school transcript  
39 must include a notation of "career and college ready high honors."

1 School districts are encouraged to also include a notation of "career  
2 and college ready high honors" on the student's diploma.

3 NEW SECTION. **Sec. 108.** A new section is added to chapter  
4 28A.300 RCW to read as follows:

5 (1) The superintendent of public instruction shall conduct a  
6 study of the locally determined courses in English language arts or  
7 mathematics under RCW 28A.230.090(1)(e) offered by school districts  
8 in the 2015-16 and 2016-17 school years to students in grade twelve  
9 who are participating in locally determined courses. The study shall  
10 analyze how the transition courses and other locally determined  
11 courses are aligned with the Washington state learning standards in  
12 English language arts and mathematics. The study shall also determine  
13 whether the state has an adequate number of certificated teachers  
14 qualified to teach transition courses and other locally determined  
15 courses aligned with the Washington state learning standards in  
16 English language arts and mathematics. The superintendent of public  
17 instruction shall submit a report on the results of this study to the  
18 legislature, in accordance with RCW 43.01.036, before January 1,  
19 2018.

20 (2) Beginning in 2018, the superintendent of public instruction,  
21 in consultation with the education data center in RCW 43.41.400,  
22 shall annually produce a summary report of the outcomes of Washington  
23 state high school graduates who earned a certificate of academic  
24 achievement under section 101 of this act. The report must include  
25 data identifying students' employment, participation in higher  
26 education, and workforce training after a period of one year  
27 following graduation from high school. The report must also include  
28 data identifying remedial precollege coursework that students take in  
29 postsecondary institutions following graduation from high school. The  
30 data must be disaggregated into the following categories: (a)  
31 Students who earned a certificate of academic achievement by earning  
32 a level 3 or level 4 on the high school English language arts and  
33 mathematics assessments identified in RCW 28A.655.070; (b) students  
34 who earned a certificate of academic achievement by earning  
35 equivalent scores on the SAT or ACT; (c) students who earned a  
36 certificate of academic achievement by taking and passing transition  
37 courses in English language arts or mathematics in grade twelve; and  
38 (d) students who earned a certificate of academic achievement by

1 taking and passing other locally determined courses in English  
2 language arts or mathematics in grade twelve.

3 **Sec. 109.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to  
4 read as follows:

5 (1) Each school district board of directors is encouraged to  
6 adopt an academic acceleration policy for high school students as  
7 provided under this section.

8 (2) Under an academic acceleration policy:

9 (a) The district automatically enrolls any student who meets the  
10 state standard on the high school statewide student assessment in the  
11 next most rigorous level of advanced courses offered by the high  
12 school. Students who successfully complete such an advanced course  
13 are then enrolled in the next most rigorous level of advanced course,  
14 with the objective that students will eventually be automatically  
15 enrolled in courses that offer the opportunity to earn dual credit  
16 for high school and college.

17 (b) The subject matter of the advanced courses in which the  
18 student is automatically enrolled depends on the content area or  
19 areas of the statewide student assessment where the student has met  
20 the state standard. Students who meet the state standard on (i) both  
21 end-of-course mathematics assessments or (ii) the high school  
22 mathematics assessment identified in RCW 28A.655.070 are considered  
23 to have met the state standard for high school mathematics. Students  
24 who meet the state standard (~~(in both reading and writing)~~) on the  
25 high school English language arts assessment identified in RCW  
26 28A.655.070 are eligible for enrollment in advanced courses in  
27 English, social studies, humanities, and other related subjects.

28 (c) The district must notify students and parents or guardians  
29 regarding the academic acceleration policy and the advanced courses  
30 available to students.

31 (d) The district must provide a parent or guardian with an  
32 opportunity to opt out of the academic acceleration policy and enroll  
33 a student in an alternative course.

34 **Sec. 110.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended  
35 to read as follows:

36 (1) Subject to funds appropriated for this purpose, the office of  
37 the superintendent of public instruction shall develop and conduct an  
38 ongoing campaign for career and technical education to increase

1 awareness among teachers, counselors, students, parents, principals,  
2 school administrators, and the general public about the opportunities  
3 offered by rigorous career and technical education programs. Messages  
4 in the campaign shall emphasize career and technical education as a  
5 high quality educational pathway for students, including for students  
6 who seek advanced education that includes a bachelor's degree or  
7 beyond. In particular, the office shall provide information about the  
8 following:

9 (a) The model career and technical education programs of study  
10 developed under RCW 28A.700.060;

11 (b) Career and technical education course equivalencies and dual  
12 credit for high school and college;

13 ~~(c) ((The career and technical education alternative assessment  
14 guidelines under RCW 28A.655.065;~~

15 ~~(d))~~ The availability of scholarships for postsecondary  
16 workforce education, including the Washington award for vocational  
17 excellence, and apprenticeships through the opportunity grant program  
18 under RCW 28B.50.271, grants under RCW 28A.700.090, and other  
19 programs; and

20 ~~((e))~~ (d) Education, apprenticeship, and career opportunities  
21 in emerging and high-demand programs.

22 (2) The office shall use multiple strategies in the campaign  
23 depending on available funds, including developing an interactive web  
24 site to encourage and facilitate career exploration; conducting  
25 training and orientation for guidance counselors and teachers; and  
26 developing and disseminating printed materials.

27 (3) The office shall seek advice, participation, and financial  
28 assistance from the workforce training and education coordinating  
29 board, higher education institutions, foundations, employers,  
30 apprenticeship and training councils, workforce development councils,  
31 and business and labor organizations for the campaign.

## 32 PART II

### 33 PROVISIONS PERTAINING TO THE GRADUATING CLASS OF 2016

34 NEW SECTION. **Sec. 201.** A new section is added to chapter  
35 28A.655 RCW to read as follows:

36 (1) In addition to the means identified in section 101(3) of this  
37 act for earning a certificate of academic achievement, a student in  
38 the graduating class of 2016 may earn a certificate of academic

1 achievement if, before the beginning of the 2015-16 school year, the  
2 student:

3 (a) Met the standard pursuant to RCW 28A.655.061(3)(b)(i) as it  
4 existed on September 1, 2014; or

5 (b) Satisfied the alternative assessment options available to  
6 students of the graduating class of 2016 under RCW 28A.655.061(10)  
7 and 28A.655.065, each as they existed on September 1, 2014.

8 (2) This section expires June 30, 2017.

9 **PART III**

10 **MISCELLANEOUS PROVISIONS**

11 NEW SECTION. **Sec. 301.** The following acts or parts of acts are  
12 each repealed:

13 (1) RCW 28A.655.061 (High school assessment system—Certificate of  
14 academic achievement—Exemptions—Options to retake high school  
15 assessment—Objective alternative assessment—Student learning plans)  
16 and 2013 2nd sp.s. c 22 s 2, 2011 1st sp.s. c 22 s 2, 2010 c 244 s 1,  
17 2009 c 524 s 5, & 2008 c 321 s 2;

18 (2) RCW 28A.655.063 (Objective alternative assessments—  
19 Reimbursement of costs—Testing fee waivers) and 2007 c 354 s 7 & 2006  
20 c 115 s 5;

21 (3) RCW 28A.655.065 (Objective alternative assessment methods—  
22 Appeals from assessment scores—Waivers and appeals from assessment  
23 requirements—Rules) and 2009 c 556 s 19, 2008 c 170 s 205, 2007 c 354  
24 s 6, & 2006 c 115 s 1; and

25 (4) RCW 28A.655.066 (Statewide end-of-course assessments for high  
26 school mathematics) and 2013 2nd sp.s. c 22 s 3, 2011 c 25 s 2, 2009  
27 c 310 s 3, & 2008 c 163 s 3.

28 NEW SECTION. **Sec. 302.** Section 106 of this act is necessary for  
29 the immediate preservation of the public peace, health, or safety, or  
30 support of the state government and its existing public institutions,  
31 and takes effect immediately.

--- END ---