
HOUSE BILL 1256

State of Washington

65th Legislature

2017 Regular Session

By Representatives Young, Bergquist, Taylor, Lovick, Shea, Ortiz-Self, Harmsworth, Stambaugh, Farrell, Riccelli, Muri, Tarleton, Sells, Haler, Condotta, Ormsby, Gregerson, and Fey

Read first time 01/16/17. Referred to Committee on Education.

1 AN ACT Relating to reforming the school assessment system to
2 focus on teaching and learning; amending RCW 28A.155.170,
3 28A.180.100, 28A.195.010, 28A.200.010, 28A.230.090, 28A.230.122,
4 28A.230.125, 28A.305.130, 28A.320.195, 28A.320.208, 28A.415.360,
5 28A.600.310, 28A.655.061, 28A.655.068, 28A.655.070, 28A.700.080, and
6 28B.15.520; creating a new section; and repealing RCW 28A.155.045,
7 28A.600.405, 28A.655.065, 28A.655.066, and 28A.655.071.

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

9 NEW SECTION. **Sec. 1.** It has come to the attention of the
10 legislature that in the past twenty years more and more time is being
11 taken from classroom instruction where lively, engaging, and
12 challenging teaching and learning occur and spent on standardized
13 state and federal tests; and that raising the stakes on these tests
14 by requiring students to pass them to graduate only exacerbates the
15 overuse of testing, practice test courses, retakes, and other time-
16 consuming efforts to increase student test scores.

17 The national research and experience in Washington state show
18 that negative effects of standardized tests fall most heavily on
19 students of color, immigrants, special education students, foster
20 children, homeless children, and other vulnerable students. Of those
21 who drop out or do not graduate, these groups are disproportionately

1 affected. After two decades of high stakes testing, Washington state
2 has not decreased dropout rates or increased graduation rates,
3 especially for vulnerable student groups, or closed achievement gaps.

4 The legislature notes that standardized tests are not intended,
5 nor are they able, to reliably measure the full scope of a student's
6 skills or potential. At best, they are narrow slivers of data in two
7 or three content areas leaving many other academic and career-ready
8 skills out of the equation and relegating students who do not excel
9 in math or reading to remediation courses rather than the more
10 challenging AP courses or accelerated programs.

11 The legislature also finds that the state has established a high
12 bar of twenty-four credits that make up a "meaningful high school
13 diploma," reflecting a broad, whole child curriculum, and that this
14 new high stakes credit standard is undermined by high stakes testing
15 requirements.

16 Finally, the legislature notes that high stakes testing policies
17 at the state level have been imposed on schools and students despite
18 what the research and professional wisdom of practitioners tells us.

19 This legislature, therefore, supports students' rights to a
20 quality education free from overemphasis on standardized testing or
21 inappropriate use of test scores, threat of failure, and inequitable
22 barriers and promotes assessments directed by educators in the
23 classroom that foster challenging and engaging teaching and learning.

24 The purpose of this act is to eliminate nonfederally required
25 tests, remove the graduation requirement from statewide tests, allow
26 opting out of standardized tests with no repercussion to students,
27 and create a balanced assessment system.

28 **Sec. 2.** RCW 28A.155.170 and 2007 c 318 s 2 are each amended to
29 read as follows:

30 (1) Beginning July 1, 2007, each school district that operates a
31 high school shall establish a policy and procedures that permit any
32 student who is receiving special education or related services under
33 an individualized education program pursuant to state and federal law
34 and who will continue to receive such services between the ages of
35 eighteen and twenty-one to participate in the graduation ceremony and
36 activities after four years of high school attendance with his or her
37 age-appropriate peers and receive a certificate of attendance.

38 (2) Participation in a graduation ceremony and receipt of a
39 certificate of attendance under this section does not preclude a

1 student from continuing to receive special education and related
2 services under an individualized education program beyond the
3 graduation ceremony.

4 (3) A student's participation in a graduation ceremony and
5 receipt of a certificate of attendance under this section shall not
6 be construed as the student's receipt of (~~either~~
7 ~~(a))~~ a high school diploma pursuant to RCW 28A.230.120(~~(~~~~or~~
8 ~~(b) A certificate of individual achievement pursuant to RCW~~
9 ~~28A.155.045))~~).

10 **Sec. 3.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended to
11 read as follows:

12 The office of the superintendent of public instruction and the
13 state board for community and technical colleges shall jointly
14 develop a program plan to provide a continuing education option for
15 students who are eligible for the state transitional bilingual
16 instruction program and who need more time to develop language
17 proficiency but who are more age-appropriately suited for a
18 postsecondary learning environment than for a high school. In
19 developing the plan, the superintendent of public instruction shall
20 consider options to formally recognize the accomplishments of
21 students in the state transitional bilingual instruction program who
22 have completed the twelfth grade but have not earned a (~~certificate~~
23 ~~of academic achievement~~) high school diploma. By December 1, 2004,
24 the agencies shall report to the legislative education and fiscal
25 committees with any recommendations for legislative action and any
26 resources necessary to implement the plan.

27 **Sec. 4.** RCW 28A.195.010 and 2009 c 548 s 303 are each amended to
28 read as follows:

29 The legislature hereby recognizes that private schools should be
30 subject only to those minimum state controls necessary to insure the
31 health and safety of all the students in the state and to insure a
32 sufficient basic education to meet usual graduation requirements. The
33 state, any agency or official thereof, shall not restrict or dictate
34 any specific educational or other programs for private schools except
35 as hereinafter in this section provided.

36 Principals of private schools or superintendents of private
37 school districts shall file each year with the state superintendent
38 of public instruction a statement certifying that the minimum

1 requirements hereinafter set forth are being met, noting any
2 deviations. After review of the statement, the state superintendent
3 will notify schools or school districts of those deviations which
4 must be corrected. In case of major deviations, the school or school
5 district may request and the state board of education may grant
6 provisional status for one year in order that the school or school
7 district may take action to meet the requirements. The state board of
8 education shall not require private school students to meet the
9 student learning goals(~~(, obtain a certificate of academic~~
10 ~~achievement, or a certificate of individual achievement to graduate~~
11 ~~from high school, to master the essential academic learning~~
12 ~~requirements,)~~) or to be assessed pursuant to RCW ((~~28A.655.061~~)
13 28A.655.070). However, private schools may choose, on a voluntary
14 basis, to have their students master these essential academic
15 learning requirements(~~(,)~~) or take the assessments(~~(, and obtain a~~
16 ~~certificate of academic achievement or a certificate of individual~~
17 ~~achievement)~~). Minimum requirements shall be as follows:

18 (1) The minimum school year for instructional purposes shall
19 consist of no less than one hundred eighty school days or the
20 equivalent in annual minimum instructional hour offerings, with a
21 school-wide annual average total instructional hour offering of one
22 thousand hours for students enrolled in grades one through twelve,
23 and at least four hundred fifty hours for students enrolled in
24 kindergarten.

25 (2) The school day shall be the same as defined in RCW
26 28A.150.203.

27 (3) All classroom teachers shall hold appropriate Washington
28 state certification except as follows:

29 (a) Teachers for religious courses or courses for which no
30 counterpart exists in public schools shall not be required to obtain
31 a state certificate to teach those courses.

32 (b) In exceptional cases, people of unusual competence but
33 without certification may teach students so long as a certified
34 person exercises general supervision. Annual written statements shall
35 be submitted to the office of the superintendent of public
36 instruction reporting and explaining such circumstances.

37 (4) An approved private school may operate an extension program
38 for parents, guardians, or persons having legal custody of a child to
39 teach children in their custody. The extension program shall require
40 at a minimum that:

1 (a) The parent, guardian, or custodian be under the supervision
2 of an employee of the approved private school who is certified under
3 chapter 28A.410 RCW;

4 (b) The planning by the certified person and the parent,
5 guardian, or person having legal custody include objectives
6 consistent with this subsection and subsections (1), (2), (5), (6),
7 and (7) of this section;

8 (c) The certified person spend a minimum average each month of
9 one contact hour per week with each student under his or her
10 supervision who is enrolled in the approved private school extension
11 program;

12 (d) Each student's progress be evaluated by the certified person;
13 and

14 (e) The certified employee shall not supervise more than thirty
15 students enrolled in the approved private school's extension program.

16 (5) Appropriate measures shall be taken to safeguard all
17 permanent records against loss or damage.

18 (6) The physical facilities of the school or district shall be
19 adequate to meet the program offered by the school or district:
20 PROVIDED, That each school building shall meet reasonable health and
21 fire safety requirements. A residential dwelling of the parent,
22 guardian, or custodian shall be deemed to be an adequate physical
23 facility when a parent, guardian, or person having legal custody is
24 instructing his or her child under subsection (4) of this section.

25 (7) Private school curriculum shall include instruction of the
26 basic skills of occupational education, science, mathematics,
27 language, social studies, history, health, reading, writing,
28 spelling, and the development of appreciation of art and music, all
29 in sufficient units for meeting state board of education graduation
30 requirements.

31 (8) Each school or school district shall be required to maintain
32 up-to-date policy statements related to the administration and
33 operation of the school or school district.

34 All decisions of policy, philosophy, selection of books, teaching
35 material, curriculum, except as in subsection (7) of this section
36 provided, school rules and administration, or other matters not
37 specifically referred to in this section, shall be the responsibility
38 of the administration and administrators of the particular private
39 school involved.

1 **Sec. 5.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended to
2 read as follows:

3 (1) Each parent whose child is receiving home-based instruction
4 under RCW 28A.225.010(4) shall have the duty to:

5 (a) File annually a signed declaration of intent that he or she
6 is planning to cause his or her child to receive home-based
7 instruction. The statement shall include the name and age of the
8 child, shall specify whether a certificated person will be
9 supervising the instruction, and shall be written in a format
10 prescribed by the superintendent of public instruction. Each parent
11 shall file the statement by September 15th of the school year or
12 within two weeks of the beginning of any public school quarter,
13 trimester, or semester with the superintendent of the public school
14 district within which the parent resides or the district that accepts
15 the transfer, and the student shall be deemed a transfer student of
16 the nonresident district. Parents may apply for transfer under RCW
17 28A.225.220;

18 (b) Ensure that test scores or annual academic progress
19 assessments and immunization records, together with any other records
20 that are kept relating to the instructional and educational
21 activities provided, are forwarded to any other public or private
22 school to which the child transfers. At the time of a transfer to a
23 public school, the superintendent of the local school district in
24 which the child enrolls may require a standardized achievement test
25 to be administered and shall have the authority to determine the
26 appropriate grade and course level placement of the child after
27 consultation with parents and review of the child's records; and

28 (c) Ensure that a standardized achievement test approved by the
29 state board of education is administered annually to the child by a
30 qualified individual or that an annual assessment of the student's
31 academic progress is written by a certificated person who is
32 currently working in the field of education. The state board of
33 education shall not require these children to meet the student
34 learning goals, master the essential academic learning requirements,
35 or to take the assessments(~~(, or to obtain a certificate of academic~~
36 ~~achievement or a certificate of individual achievement pursuant to~~
37 ~~RCW 28A.655.061 and 28A.155.045)). The standardized test administered~~
38 or the annual academic progress assessment written shall be made a
39 part of the child's permanent records. If, as a result of the annual
40 test or assessment, it is determined that the child is not making

1 reasonable progress consistent with his or her age or stage of
2 development, the parent shall make a good faith effort to remedy any
3 deficiency.

4 (2) Failure of a parent to comply with the duties in this section
5 shall be deemed a failure of such parent's child to attend school
6 without valid justification under RCW 28A.225.020. Parents who do
7 comply with the duties set forth in this section shall be presumed to
8 be providing home-based instruction as set forth in RCW
9 28A.225.010(4).

10 **Sec. 6.** RCW 28A.230.090 and 2016 c 162 s 2 are each amended to
11 read as follows:

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

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

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

28 ~~(e))~~ Any decision on whether a student has met the state board's
29 high school graduation requirements for a high school and beyond plan
30 shall remain at the local level. Effective with the graduating class
31 of 2015, the state board of education may not establish a requirement
32 for students to complete a culminating project for graduation.

33 ~~((d))~~ (c)(i) The state board of education shall adopt rules to
34 implement the career and college ready graduation requirement
35 proposal adopted under board resolution on November 10, 2010, and
36 revised on January 9, 2014, to take effect beginning with the
37 graduating class of 2019 or as otherwise provided in this subsection
38 (1)~~((d))~~ (c). The rules must include authorization for a school
39 district to waive up to two credits for individual students based on

1 unusual circumstances and in accordance with written policies that
2 must be adopted by each board of directors of a school district that
3 grants diplomas. The rules must also provide that the content of the
4 third credit of mathematics and the content of the third credit of
5 science may be chosen by the student based on the student's interests
6 and high school and beyond plan with agreement of the student's
7 parent or guardian or agreement of the school counselor or principal.

8 (ii) School districts may apply to the state board of education
9 for a waiver to implement the career and college ready graduation
10 requirement proposal beginning with the graduating class of 2020 or
11 2021 instead of the graduating class of 2019. In the application, a
12 school district must describe why the waiver is being requested, the
13 specific impediments preventing timely implementation, and efforts
14 that will be taken to achieve implementation with the graduating
15 class proposed under the waiver. The state board of education shall
16 grant a waiver under this subsection (1)(~~(d)~~) (c) to an applying
17 school district at the next subsequent meeting of the board after
18 receiving an application.

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

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

34 (c) The state board shall forward any proposed changes to the
35 high school graduation requirements to the education committees of
36 the legislature for review. 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. 7.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to
34 read as follows:

35 (1) A student who fulfills the requirements specified in
36 subsection (3) of this section toward completion of an international
37 baccalaureate diploma programme is considered to have satisfied state
38 minimum requirements for graduation from a public high school, except
39 that((÷

1 ~~(a) The provisions of RCW 28A.655.061 regarding the certificate~~
2 ~~of academic achievement or RCW 28A.155.045 regarding the certificate~~
3 ~~of individual achievement apply to students under this section; and~~

4 ~~(b))~~ the provisions of RCW 28A.230.170 regarding study of the
5 United States Constitution and the Washington state Constitution
6 apply to students under this section.

7 (2) School districts may require students under this section to
8 complete local graduation requirements that are in addition to state
9 minimum requirements before issuing a high school diploma under RCW
10 28A.230.120. However, school districts are encouraged to waive local
11 requirements as necessary to encourage students to pursue an
12 international baccalaureate diploma.

13 (3) To receive a high school diploma under this section, a
14 student must complete and pass all required international
15 baccalaureate diploma programme courses as scored at the local level;
16 pass all internal assessments as scored at the local level;
17 successfully complete all required projects and products as scored at
18 the local level; and complete the final examinations administered by
19 the international baccalaureate organization in each of the required
20 subjects under the diploma programme.

21 **Sec. 8.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to
22 read as follows:

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

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

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

37 **Sec. 9.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each
38 amended to read as follows:

1 The purpose of the state board of education is to provide
2 advocacy and strategic oversight of public education; implement a
3 standards-based accountability framework that creates a unified
4 system of increasing levels of support for schools in order to
5 improve student academic achievement; provide leadership in the
6 creation of a system that personalizes education for each student and
7 respects diverse cultures, abilities, and learning styles; and
8 promote achievement of the goals of RCW 28A.150.210. In addition to
9 any other powers and duties as provided by law, the state board of
10 education shall:

11 (1) Hold regularly scheduled meetings at such time and place
12 within the state as the board shall determine and may hold such
13 special meetings as may be deemed necessary for the transaction of
14 public business;

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

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

19 (4) For purposes of statewide accountability:

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

1 statutory action on the goal if such action is deemed warranted by
2 the legislature;

3 (b)(i) Identify the scores students must achieve in order to meet
4 the standard on the statewide student assessments ~~((and, for high~~
5 ~~school students, to obtain a certificate of academic achievement))~~
6 for state or federal accountability purposes. The board shall also
7 determine student scores that identify levels of student performance
8 below and beyond the standard. The board shall consider the
9 incorporation of the standard error of measurement into the decision
10 ~~((regarding the award of the certificates))~~. The board shall set such
11 performance standards and levels in consultation with the
12 superintendent of public instruction and after consideration of any
13 recommendations that may be developed by any advisory committees that
14 may be established for this purpose.

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

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

37 (iv) The legislature shall be advised of the initial performance
38 standards for the high school statewide student assessment. Any
39 changes recommended by the board in the performance standards for the
40 high school assessment shall be presented to the education committees

1 ~~of the house of representatives and the senate by November 30th of~~
2 ~~the school year in which the changes will take place to permit the~~
3 ~~legislature to take statutory action before the changes are~~
4 ~~implemented if such action is deemed warranted by the legislature.))~~
5 The legislature shall be advised of the initial performance standards
6 and any changes made to the ((~~elementary level performance standards~~
7 ~~and the middle school level~~)) performance standards. The board must
8 provide an explanation of and rationale for all initial performance
9 standards and any changes, for all grade levels of the statewide
10 student assessment. If the board changes the performance standards
11 for any grade level or subject, the superintendent of public
12 instruction must recalculate the results from the previous ten years
13 of administering that assessment regarding students below, meeting,
14 and beyond the state standard, to the extent that this data is
15 available, and post a comparison of the original and recalculated
16 results on the superintendent's web site;

17 (c) Annually review the assessment ((~~reporting system~~)) results
18 to ensure fairness, accuracy, timeliness, and equity of opportunity,
19 especially with regard to schools with special circumstances and
20 unique populations of students, and a recommendation to the
21 superintendent of public instruction of any improvements needed to
22 the system; and

23 (d) Include in the biennial report required under RCW
24 28A.305.035, information on the progress that has been made in
25 achieving goals adopted by the board, in particular regarding closure
26 of achievement gaps;

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

36 (6) Articulate with the institutions of higher education,
37 workforce representatives, and early learning policymakers and
38 providers to coordinate and unify the work of the public school
39 system;

1 (7) Hire an executive director and an administrative assistant to
2 reside in the office of the superintendent of public instruction for
3 administrative purposes. Any other personnel of the board shall be
4 appointed as provided by RCW 28A.300.020. The board may delegate to
5 the executive director by resolution such duties as deemed necessary
6 to efficiently carry on the business of the board including, but not
7 limited to, the authority to employ necessary personnel and the
8 authority to enter into, amend, and terminate contracts on behalf of
9 the board. The executive director, administrative assistant, and all
10 but one of the other personnel of the board are exempt from civil
11 service, together with other staff as now or hereafter designated as
12 exempt in accordance with chapter 41.06 RCW; and

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

15 **Sec. 10.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to
16 read as follows:

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

20 (2) Under an academic acceleration policy:

21 (a) The district automatically enrolls any student who (~~meets~~
22 ~~the state standard on the high school statewide student assessment~~
23 ~~in~~) successfully passes relevant courses or who can show that he or
24 she is ready to take the next most rigorous level of advanced courses
25 offered by the high school. Students who successfully complete such
26 an advanced course are then enrolled in the next most rigorous level
27 of advanced course, with the objective that students will eventually
28 be automatically enrolled in courses that offer the opportunity to
29 earn dual credit for high school and college.

30 (b) The subject matter of the advanced courses in which the
31 student is automatically enrolled depends on the content area or
32 areas (~~of the statewide student assessment~~) where the student has
33 met the state standard. Students who (~~meet the state standard on~~
34 ~~both end-of-course mathematics assessments~~) succeed in relevant
35 mathematics courses are considered to have met the state standard for
36 high school mathematics. Students who (~~meet the state standard in~~
37 ~~both reading and writing~~) succeed in coursework requiring reading
38 and writing skills are eligible for enrollment in advanced courses in
39 English, social studies, humanities, and other related subjects.

1 (c) The district must notify students and parents or guardians
2 regarding the academic acceleration policy and the advanced courses
3 available to students.

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

7 **Sec. 11.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each
8 amended to read as follows:

9 (1) At the beginning of each school year, school districts must
10 notify parents and guardians of enrolled students from eighth through
11 twelfth grade about each student assessment required by the state,
12 the minimum state-level graduation requirements, and any additional
13 school district graduation requirements. The information may be
14 provided when the student is enrolled, contained in the student or
15 parent handbook, or posted on the school district's web site. The
16 notification must include the following:

17 (a) When each assessment will be administered;

18 (b) Which assessments will be required for graduation and what
19 options students have to meet graduation requirements if they do not
20 pass a given assessment;

21 (c) Whether the results of the assessment will be used for
22 program placement or grade-level advancement;

23 (d) When the assessment results will be released to parents or
24 guardians and whether there will be an opportunity for parents and
25 teachers to discuss strategic adjustments; ~~((and))~~

26 (e) Whether the assessment is required by the school district,
27 state, federal government, or more than one of these entities;

28 (f) The right of parents of elementary students and older
29 students to opt out of any standardized testing without fear of
30 repercussion to the student including the student's ability to be
31 promoted to the next grade by teacher referral or graduate from high
32 school if all other requirements are met; and

33 (g) What incentives apply to the high school state standardized
34 test that could positively affect students if they take and pass the
35 test or tests.

36 (2) The office of the superintendent of public instruction shall
37 provide information to the school districts to enable the districts
38 to provide the information to the parents and guardians in accordance
39 with subsection (1) of this section.

1 **Sec. 12.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended
2 to read as follows:

3 (1) Subject to funds appropriated for this purpose, targeted
4 professional development programs, to be known as learning
5 improvement days, are authorized to further the development of
6 outstanding mathematics, science, and reading teaching and learning
7 opportunities in the state of Washington. The intent of this section
8 is to provide guidance for the learning improvement days in the
9 omnibus appropriations act. The learning improvement days authorized
10 in this section shall not be considered part of the definition of
11 basic education.

12 (2) A school district is eligible to receive funding for learning
13 improvement days that are limited to specific activities related to
14 student learning that contribute to the following outcomes:

15 (a) Provision of meaningful, targeted professional development
16 for all teachers in mathematics, science, or reading;

17 (b) Increased knowledge and instructional skill for mathematics,
18 science, or reading teachers;

19 (c) Increased use of curriculum materials with supporting
20 diagnostic and supplemental materials that align with state
21 standards;

22 (d) ~~((Skillful guidance for students participating in alternative
23 assessment activities;~~

24 ~~(e))~~ Increased rigor of course offerings especially in
25 mathematics, science, and reading;

26 ~~((f))~~ (e) Increased student opportunities for focused, applied
27 mathematics and science classes;

28 ~~((g))~~ (f) Increased student success on state achievement
29 measures; and

30 ~~((h))~~ (g) Increased student appreciation of the value and uses
31 of mathematics, science, and reading knowledge and exploration of
32 related careers.

33 (3) School districts receiving resources under this section shall
34 submit reports to the superintendent of public instruction
35 documenting how the use of the funds contributes to measurable
36 improvement in the outcomes described under subsection (2) of this
37 section; and how other professional development resources and
38 programs authorized in statute or in the omnibus appropriations act
39 contribute to the expected outcomes. The superintendent of public

1 instruction and the office of financial management shall collaborate
2 on required report content and format.

3 **Sec. 13.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
4 read as follows:

5 (1)(a) Eleventh and twelfth grade students or students who have
6 not yet received the credits required for the award of a high school
7 diploma and are eligible to be in the eleventh or twelfth grades may
8 apply to a participating institution of higher education to enroll in
9 courses or programs offered by the institution of higher education.

10 (b) The course sections and programs offered as running start
11 courses must also be open for registration to matriculated students
12 at the participating institution of higher education and may not be a
13 course consisting solely of high school students offered at a high
14 school campus.

15 (c) A student receiving home-based instruction enrolling in a
16 public high school for the sole purpose of participating in courses
17 or programs offered by institutions of higher education shall not be
18 counted by the school district in any required state or federal
19 accountability reporting if the student's parents or guardians filed
20 a declaration of intent to provide home-based instruction and the
21 student received home-based instruction during the school year before
22 the school year in which the student intends to participate in
23 courses or programs offered by the institution of higher education.
24 Students receiving home-based instruction under chapter 28A.200 RCW
25 and students attending private schools approved under chapter 28A.195
26 RCW shall not be required to meet the student learning goals(~~(~~
27 ~~obtain a certificate of academic achievement or a certificate of~~
28 ~~individual achievement to graduate from high school,~~) or to master
29 the essential academic learning requirements. However, students are
30 eligible to enroll in courses or programs in participating
31 universities only if the board of directors of the student's school
32 district has decided to participate in the program. Participating
33 institutions of higher education, in consultation with school
34 districts, may establish admission standards for these students. If
35 the institution of higher education accepts a secondary school pupil
36 for enrollment under this section, the institution of higher
37 education shall send written notice to the pupil and the pupil's
38 school district within ten days of acceptance. The notice shall
39 indicate the course and hours of enrollment for that pupil.

1 (2)(a) In lieu of tuition and fees, as defined in RCW 28B.15.020
2 and 28B.15.041:

3 (i) Running start students shall pay to the community or
4 technical college all other mandatory fees as established by each
5 community or technical college and, in addition, the state board for
6 community and technical colleges may authorize a fee of up to ten
7 percent of tuition and fees as defined in RCW 28B.15.020 and
8 28B.15.041; and

9 (ii) All other institutions of higher education operating a
10 running start program may charge running start students a fee of up
11 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
12 28B.15.041 in addition to technology fees.

13 (b) The fees charged under this subsection (2) shall be prorated
14 based on credit load.

15 (c) Students may pay fees under this subsection with advanced
16 college tuition payment program tuition units at a rate set by the
17 advanced college tuition payment program governing body under chapter
18 28B.95 RCW.

19 (3)(a) The institutions of higher education must make available
20 fee waivers for low-income running start students. Each institution
21 must establish a written policy for the determination of low-income
22 students before offering the fee waiver. A student shall be
23 considered low income and eligible for a fee waiver upon proof that
24 the student is currently qualified to receive free or reduced-price
25 lunch. Acceptable documentation of low-income status may also
26 include, but is not limited to, documentation that a student has been
27 deemed eligible for free or reduced-price lunches in the last five
28 years, or other criteria established in the institution's policy.

29 (b) Institutions of higher education, in collaboration with
30 relevant student associations, shall aim to have students who can
31 benefit from fee waivers take advantage of these waivers.
32 Institutions shall make every effort to communicate to students and
33 their families the benefits of the waivers and provide assistance to
34 students and their families on how to apply. Information about
35 waivers shall, to the greatest extent possible, be incorporated into
36 financial aid counseling, admission information, and individual
37 billing statements. Institutions also shall, to the greatest extent
38 possible, use all means of communication, including but not limited
39 to web sites, online catalogues, admission and registration forms,
40 mass email messaging, social media, and outside marketing to ensure

1 that information about waivers is visible, compelling, and reaches
2 the maximum number of students and families that can benefit.

3 (4) The pupil's school district shall transmit to the institution
4 of higher education an amount per each full-time equivalent college
5 student at statewide uniform rates for vocational and nonvocational
6 students. The superintendent of public instruction shall separately
7 calculate and allocate moneys appropriated for basic education under
8 RCW 28A.150.260 to school districts for purposes of making such
9 payments and for granting school districts seven percent thereof to
10 offset program related costs. The calculations and allocations shall
11 be based upon the estimated statewide annual average per full-time
12 equivalent high school student allocations under RCW 28A.150.260,
13 excluding small high school enhancements, and applicable rules
14 adopted under chapter 34.05 RCW. The superintendent of public
15 instruction, participating institutions of higher education, and the
16 state board for community and technical colleges shall consult on the
17 calculation and distribution of the funds. The funds received by the
18 institution of higher education from the school district shall not be
19 deemed tuition or operating fees and may be retained by the
20 institution of higher education. A student enrolled under this
21 subsection shall be counted for the purpose of meeting enrollment
22 targets in accordance with terms and conditions specified in the
23 omnibus appropriations act.

24 **Sec. 14.** RCW 28A.655.061 and 2015 3rd sp.s. c 42 s 2 are each
25 amended to read as follows:

26 (1) ~~The high school assessment system shall ((include but need~~
27 ~~not be limited to the statewide student assessment, opportunities for~~
28 ~~a student to retake the content areas of the assessment in which the~~
29 ~~student was not successful, and, if approved by the legislature~~
30 ~~pursuant to subsection (10) of this section, one or more objective~~
31 ~~alternative assessments for a student to demonstrate achievement of~~
32 ~~state academic standards. The objective alternative assessments for~~
33 ~~each content area shall be comparable in rigor to the skills and~~
34 ~~knowledge that the student must demonstrate on the statewide student~~
35 ~~assessment for each content area.~~

36 (2) ~~Subject to the conditions in this section, a certificate of~~
37 ~~academic achievement shall be obtained and is evidence that the~~
38 ~~students have successfully met the state standard in the content~~
39 ~~areas included in the certificate. With the exception of students~~

1 ~~satisfying the provisions of RCW 28A.155.045 or 28A.655.0611,~~
2 ~~acquisition of the certificate is required for graduation from a~~
3 ~~public high school but is not the only requirement for graduation.~~

4 ~~(3)(a) Beginning with the graduating class of 2008 through the~~
5 ~~graduating class of 2015, with the exception of students satisfying~~
6 ~~the provisions of RCW 28A.155.045, a student who meets the state~~
7 ~~standards on the reading, writing, and mathematics high school~~
8 ~~statewide student assessment shall earn a certificate of academic~~
9 ~~achievement. The mathematics assessment shall be the end-of-course~~
10 ~~assessment for the first year of high school mathematics that~~
11 ~~assesses the standards common to algebra I and integrated mathematics~~
12 ~~I or the end-of-course assessment for the second year of high school~~
13 ~~mathematics that assesses standards common to geometry and integrated~~
14 ~~mathematics II.~~

15 ~~(b) As the state transitions from reading and writing assessments~~
16 ~~to an English language arts assessment and from end-of-course~~
17 ~~assessments to a comprehensive assessment for high school~~
18 ~~mathematics, a student in a graduating class of 2016 through 2018~~
19 ~~shall earn a certificate of academic achievement if the student meets~~
20 ~~the state standard as follows:~~

21 ~~(i) Students in the graduating class of 2016 may use the results~~
22 ~~from:~~

23 ~~(A) The reading and writing assessment or the English language~~
24 ~~arts assessment developed with the multistate consortium; and~~

25 ~~(B) The end-of-course assessment for the first year of high~~
26 ~~school mathematics, the end-of-course assessment for the second year~~
27 ~~of high school mathematics, or the comprehensive mathematics~~
28 ~~assessment developed with the multistate consortium.~~

29 ~~(ii) Students in the graduating classes of 2017 and 2018 may use~~
30 ~~the results from:~~

31 ~~(A) The tenth grade English language arts assessment developed by~~
32 ~~the superintendent of public instruction using resources from the~~
33 ~~multistate consortium or the English language arts assessment~~
34 ~~developed with the multistate consortium; and~~

35 ~~(B) The end-of-course assessment for the first year of high~~
36 ~~school mathematics, the end-of-course assessment for the second year~~
37 ~~of high school mathematics, or the comprehensive mathematics~~
38 ~~assessment developed with the multistate consortium.~~

39 ~~(c) Beginning with the graduating class of 2019, a student who~~
40 ~~meets the state standards on the high school English language arts~~

1 ~~assessment developed with the multistate consortium and the~~
2 ~~comprehensive mathematics assessment developed with the multistate~~
3 ~~consortium shall earn a certificate of academic achievement.~~

4 ~~(d) If a student does not successfully meet the state standards~~
5 ~~in one or more content areas required for the certificate of academic~~
6 ~~achievement, then the student may retake the assessment in the~~
7 ~~content area at least twice a year at no cost to the student. If the~~
8 ~~student successfully meets the state standards on a retake of the~~
9 ~~assessment then the student shall earn a certificate of academic~~
10 ~~achievement. Once objective alternative assessments are authorized~~
11 ~~pursuant to subsection (10) of this section, a student may use the~~
12 ~~objective alternative assessments to demonstrate that the student~~
13 ~~successfully meets the state standards for that content area if the~~
14 ~~student has taken the statewide student assessment at least once. If~~
15 ~~the student successfully meets the state standards on the objective~~
16 ~~alternative assessments then the student shall earn a certificate of~~
17 ~~academic achievement.~~

18 ~~(4) Beginning with the graduating class of 2017, a student must~~
19 ~~meet the state standards in science in addition to the other content~~
20 ~~areas required under subsection (3) of this section on the statewide~~
21 ~~student assessment, a retake, or the objective alternative~~
22 ~~assessments in order to earn a certificate of academic achievement.~~

23 ~~(5) The state board of education may not require the acquisition~~
24 ~~of the certificate of academic achievement for students in home-based~~
25 ~~instruction under chapter 28A.200 RCW, for students enrolled in~~
26 ~~private schools under chapter 28A.195 RCW, or for students satisfying~~
27 ~~the provisions of RCW 28A.155.045.~~

28 ~~(6) A student may retain and use the highest result from each~~
29 ~~successfully completed content area of the high school assessment.~~

30 ~~(7) School districts must make available to students the~~
31 ~~following options:~~

32 ~~(a) To retake the statewide student assessment at least twice a~~
33 ~~year in the content areas in which the student did not meet the state~~
34 ~~standards if the student is enrolled in a public school; or~~

35 ~~(b) To retake the statewide student assessment at least twice a~~
36 ~~year in the content areas in which the student did not meet the state~~
37 ~~standards if the student is enrolled in a high school completion~~
38 ~~program at a community or technical college. The superintendent of~~
39 ~~public instruction and the state board for community and technical~~

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

3 (8)) support and empower meaningful student learning. It shall
4 consist of both assessments for immediate use in the classroom as
5 well as standardized state tests used to identify resource priorities
6 and monitor achievement gap closure. Neither of these forms of
7 assessment shall be punitive nor threaten the self-esteem and
8 confidence of students. The most energy and time should be allotted
9 to immediate classroom assessments of learning that accompany
10 authentic instruction and allow teachers to gauge the growth students
11 are achieving and that they still need to achieve.

12 (2) In combination with other school factors as part of a
13 balanced achievement index, standardized test scores may provide some
14 value for state accountability purposes, in particular to see broad
15 patterns of how various subgroups are doing and to locate where
16 support and resources can best be allocated.

17 (3) Starting with the 2016-17 school year, if a student has
18 successfully completed all other graduation requirements but does not
19 attain a passing score on one or all of the statewide tests, he or
20 she will still graduate with a high school diploma.

21 (4) Students who achieve the standard in a content area of the
22 high school assessment but who wish to improve their results shall
23 pay for retaking the assessment, using a uniform cost determined by
24 the superintendent of public instruction.

25 ((+9)) (5) Opportunities to retake the assessment at least twice
26 a year shall be available to each school district.

27 ((10)(a) The office of the superintendent of public instruction
28 shall develop options for implementing objective alternative
29 assessments, which may include an appeals process for students'
30 scores, for students to demonstrate achievement of the state academic
31 standards. The objective alternative assessments shall be comparable
32 in rigor to the skills and knowledge that the student must
33 demonstrate on the statewide student assessment and be objective in
34 its determination of student achievement of the state standards.
35 Before any objective alternative assessments in addition to those
36 authorized in RCW 28A.655.065 or (b) of this subsection are used by a
37 student to demonstrate that the student has met the state standards
38 in a content area required to obtain a certificate, the legislature
39 shall formally approve the use of any objective alternative

1 ~~assessments through the omnibus appropriations act or by statute or~~
2 ~~concurrent resolution.~~

3 ~~(b)(i) A student's score on the mathematics, reading or English,~~
4 ~~or writing portion of the SAT or the ACT may be used as an objective~~
5 ~~alternative assessment under this section for demonstrating that a~~
6 ~~student has met or exceeded the state standards for the certificate~~
7 ~~of academic achievement. The state board of education shall identify~~
8 ~~the scores students must achieve on the relevant portion of the SAT~~
9 ~~or ACT to meet or exceed the state standard in the relevant content~~
10 ~~area on the statewide student assessment. A student's score on the~~
11 ~~science portion of the ACT or the science subject area tests of the~~
12 ~~SAT may be used as an objective alternative assessment under this~~
13 ~~section as soon as the state board of education determines that~~
14 ~~sufficient data is available to identify reliable equivalent scores~~
15 ~~for the science content area of the statewide student assessment.~~
16 ~~After the first scores are established, the state board may increase~~
17 ~~but not decrease the scores required for students to meet or exceed~~
18 ~~the state standards.~~

19 ~~(ii) A student who scores at least a three on the grading scale~~
20 ~~of one to five for selected AP examinations may use the score as an~~
21 ~~objective alternative assessment under this section for demonstrating~~
22 ~~that a student has met or exceeded state standards for the~~
23 ~~certificate of academic achievement. A score of three on the AP~~
24 ~~examinations in calculus or statistics may be used as an alternative~~
25 ~~assessment for the mathematics portion of the statewide student~~
26 ~~assessment. A score of three on the AP examinations in English~~
27 ~~language and composition may be used as an alternative assessment for~~
28 ~~the writing portion of the statewide student assessment; and for the~~
29 ~~English language arts portion of the assessment developed with the~~
30 ~~multistate consortium, once established in the 2014-15 school year. A~~
31 ~~score of three on the AP examinations in English literature and~~
32 ~~composition, macroeconomics, microeconomics, psychology, United~~
33 ~~States history, world history, United States government and politics,~~
34 ~~or comparative government and politics may be used as an alternative~~
35 ~~assessment for the reading portion of the statewide student~~
36 ~~assessment; and for the English language arts portion of the~~
37 ~~assessment developed with the multistate consortium, once established~~
38 ~~in the 2014-15 school year. A score of three on the AP examination in~~
39 ~~biology, physics, chemistry, or environmental science may be used as~~

1 ~~an alternative assessment for the science portion of the statewide~~
2 ~~student assessment.~~

3 ~~(iii) A student who scores at least a four on selected externally~~
4 ~~administered international baccalaureate (IB) examinations may use~~
5 ~~the score as an objective alternative assessment under this section~~
6 ~~for demonstrating that the student has met or exceeded state~~
7 ~~standards for the certificate of academic achievement. A score of~~
8 ~~four on the higher level IB examinations for any of the IB English~~
9 ~~language and literature courses or for any of the IB individuals and~~
10 ~~societies courses may be used as an alternative assessment for the~~
11 ~~reading, writing, or English language arts portions of the statewide~~
12 ~~student assessment. A score of four on the higher level IB~~
13 ~~examinations for any of the IB mathematics courses may be used as an~~
14 ~~alternative assessment for the mathematics portion of the statewide~~
15 ~~student assessment. A score of four on the higher level IB~~
16 ~~examinations for IB biology, chemistry, or physics may be used as an~~
17 ~~alternative assessment for the science portion of the statewide~~
18 ~~student assessment.~~

19 ~~(11))~~ (6) To help assure continued progress in academic
20 achievement as a foundation for high school graduation and to assure
21 that students are on track for high school graduation, each school
22 district shall prepare plans for and notify students and their
23 parents or legal guardians as provided in this subsection. Student
24 learning plans are required for eighth grade students who were not
25 successful on any or all of the content areas of the state assessment
26 during the previous school year or who may not be on track to
27 graduate due to credit deficiencies or absences. The parent or legal
28 guardian shall be notified about the information in the student
29 learning plan, preferably through a parent conference and at least
30 annually. To the extent feasible, schools serving English language
31 learner students and their parents shall translate the plan into the
32 primary language of the family. The plan shall include the following
33 information as applicable:

34 ~~((The student's results on the state assessment))~~ Course
35 grades;

36 (b) If the student is in the transitional bilingual program, the
37 score on his or her Washington language proficiency test II;

38 (c) Any credit deficiencies;

39 (d) The student's attendance rates over the previous two years;

1 (e) The student's progress toward meeting state and local
2 graduation requirements;

3 (f) The courses, competencies, and other steps needed to be taken
4 by the student to meet state academic standards and stay on track for
5 graduation;

6 (g) Remediation strategies and alternative education options
7 available to students, including informing students of the option to
8 continue to receive instructional services after grade twelve or
9 until the age of twenty-one;

10 (~~(h) ((The alternative assessment options available to students
11 under this section and RCW 28A.655.065;~~

12 ~~(i))~~) School district programs, high school courses, and career
13 and technical education options available for students to meet
14 graduation requirements; and

15 ~~((j))~~) (i) Available programs offered through skill centers or
16 community and technical colleges, including the college high school
17 diploma options under RCW 28B.50.535.

18 **Sec. 15.** RCW 28A.655.068 and 2013 2nd sp.s. c 22 s 4 are each
19 amended to read as follows:

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

25 (2)(a) The superintendent of public instruction may develop or
26 adopt science end-of-course assessments or a comprehensive science
27 assessment that includes subjects in addition to biology for purposes
28 of RCW ~~((28A.655.061))~~ 28A.655.070, when so directed by the
29 legislature. The legislature intends to transition from a biology
30 end-of-course assessment to a more comprehensive science assessment
31 in a manner consistent with the way in which the state transitioned
32 to an English language arts assessment and a comprehensive
33 mathematics assessment. ~~((The legislature further intends that the
34 transition will include at least two years of using the student
35 assessment results from either the biology end-of-course assessment
36 or the more comprehensive assessment in order to provide students
37 with reasonable opportunities to demonstrate high school competencies
38 while being mindful of the increasing rigor of the new assessment.))~~

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

5 ~~((c) Before the next subsequent school year after the~~
6 ~~legislature directs the superintendent to develop or adopt a new~~
7 ~~science assessment, the superintendent of public instruction shall~~
8 ~~review the objective alternative assessments for the science~~
9 ~~assessment and make recommendations to the legislature regarding~~
10 ~~additional objective alternatives, if any.~~

11 ~~(3) The superintendent of public instruction may participate with~~
12 ~~consortia of multiple states as common student learning standards and~~
13 ~~assessments in science are developed. The superintendent of public~~
14 ~~instruction, in consultation with the state board of education, may~~
15 ~~modify the essential academic learning requirements and statewide~~
16 ~~student assessments in science, including the high school assessment,~~
17 ~~according to the multistate common student learning standards and~~
18 ~~assessments as long as the education committees of the legislature~~
19 ~~have opportunities for review before the modifications are adopted,~~
20 ~~as provided under RCW 28A.655.070.~~

21 ~~(4) The statewide high school assessment under this section shall~~
22 ~~be used to demonstrate that a student meets the state standards in~~
23 ~~the science content area of the statewide student assessment for~~
24 ~~purposes of RCW 28A.655.061.))~~

25 **Sec. 16.** RCW 28A.655.070 and 2015 c 211 s 3 are each amended to
26 read as follows:

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

34 (2) The superintendent of public instruction shall:

35 (a) Periodically revise the essential academic learning
36 requirements, as needed, based on the student learning goals in RCW
37 28A.150.210. Goals one and two shall be considered primary. To the
38 maximum extent possible, the superintendent shall integrate goal four

1 and the knowledge and skill areas in the other goals in the essential
2 academic learning requirements; and

3 (b) Review and prioritize the essential academic learning
4 requirements and identify, with clear and concise descriptions, the
5 grade level content expectations to be assessed on the statewide
6 student assessment and used for state or federal accountability
7 purposes. The review, prioritization, and identification shall result
8 in more focus and targeting with an emphasis on depth over breadth in
9 the number of grade level content expectations assessed at each grade
10 level. Grade level content expectations shall be articulated over the
11 grades as a sequence of expectations and performances that are
12 logical, build with increasing depth after foundational knowledge and
13 skills are acquired, and reflect, where appropriate, the sequential
14 nature of the discipline. The office of the superintendent of public
15 instruction, within seven working days, shall post on its web site
16 any grade level content expectations provided to an assessment vendor
17 for use in constructing the statewide student assessment.

18 (3)(a) In consultation with the state board of education, the
19 superintendent of public instruction shall maintain and continue to
20 develop and revise a statewide academic assessment system in the
21 content areas of reading, writing, mathematics, and science for use
22 in the elementary, middle, and high school years designed to
23 ~~((determine if each student has mastered the essential academic~~
24 ~~learning requirements identified in subsection (1) of this section))~~
25 identify system strengths and weaknesses including achievement gaps
26 of underrepresented students. School districts shall administer the
27 assessments under guidelines adopted by the superintendent of public
28 instruction. The academic assessment system may include a variety of
29 assessment methods, including criterion-referenced and performance-
30 based measures.

31 (b) Effective with the 2009 administration of the Washington
32 assessment of student learning and continuing with the statewide
33 student assessment, the superintendent shall redesign the assessment
34 in the content areas of reading, mathematics, and science in all
35 grades except high school by shortening test administration and
36 reducing the number of short answer and extended response questions.

37 (c) By the 2014-15 school year, the superintendent of public
38 instruction, in consultation with the state board of education, shall
39 modify the statewide student assessment system to transition to

1 assessments developed with a multistate consortium(~~(, as provided in~~
2 ~~this subsection:~~

3 ~~(i))~~. The assessments developed with a multistate consortium to
4 assess student proficiency in English language arts and mathematics
5 shall be administered beginning in the 2014-15 school year. The
6 reading and writing assessments shall not be administered by the
7 superintendent of public instruction or schools after the 2013-14
8 school year.

9 ~~((ii) The high school assessments in English language arts and~~
10 ~~mathematics in (c)(i) of this subsection shall be used for the~~
11 ~~purposes of earning a certificate of academic achievement for high~~
12 ~~school graduation under the timeline established in RCW 28A.655.061~~
13 ~~and for assessing student career and college readiness.~~

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

22 (4) If the superintendent proposes any modification to the
23 essential academic learning requirements or the statewide
24 assessments, then the superintendent shall, upon request, provide
25 opportunities for the education committees of the house of
26 representatives and the senate to review the assessments and proposed
27 modifications to the essential academic learning requirements before
28 the modifications are adopted.

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

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

39 (7) To assist parents and teachers in their efforts to provide
40 educational support to individual students, the superintendent of

1 public instruction shall provide as much individual student
2 performance information as possible within the constraints of the
3 assessment system's item bank. The superintendent shall also provide
4 to school districts:

5 (a) Information on classroom-based and other assessments that may
6 provide additional achievement information for individual students;
7 and

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

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

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

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

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

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

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

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

35 **Sec. 17.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
36 to read as follows:

37 (1) Subject to funds appropriated for this purpose, the office of
38 the superintendent of public instruction shall develop and conduct an
39 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 **Sec. 18.** RCW 28B.15.520 and 2015 c 55 s 217 are each amended to
33 read as follows:

34 Subject to the limitations of RCW 28B.15.910, the governing
35 boards of the community and technical colleges:

36 (1) May waive all or a portion of tuition fees and services and
37 activities fees for students nineteen years of age or older who are
38 eligible for resident tuition and fee rates as defined in RCW
39 28B.15.012 through 28B.15.015, who enroll in a course of study or

1 program which will enable them to finish their high school education
2 and obtain a high school diploma or certificate(~~(, but who are not~~
3 ~~eligible students as defined by RCW 28A.600.405)~~);

4 (2)(a) Shall waive all of tuition fees and services and
5 activities fees for:

6 (i) Children of any law enforcement officer as defined in chapter
7 41.26 RCW, firefighter as defined in chapter 41.26 or 41.24 RCW, or
8 Washington state patrol officer who lost his or her life or became
9 totally disabled in the line of duty while employed by any public law
10 enforcement agency or full time or volunteer fire department in this
11 state: PROVIDED, That such persons may receive the waiver only if
12 they begin their course of study at a community or technical college
13 within ten years of their graduation from high school; and

14 (ii) Surviving spouses of any law enforcement officer as defined
15 in chapter 41.26 RCW, firefighter as defined in chapter 41.26 or
16 41.24 RCW, or Washington state patrol officer who lost his or her
17 life or became totally disabled in the line of duty while employed by
18 any public law enforcement agency or full time or volunteer fire
19 department in this state.

20 (b) For the purposes of this section, "totally disabled" means a
21 person who has become totally and permanently disabled for life by
22 bodily injury or disease, and is thereby prevented from performing
23 any occupation or gainful pursuit.

24 (c) The governing boards of the community and technical colleges
25 shall report to the state board for community and technical colleges
26 on the annual cost of tuition fees and services and activities fees
27 waived for surviving spouses and children under (a) of this
28 subsection. The state board for community and technical colleges
29 shall consolidate the reports of the waived fees and annually report
30 to the appropriate fiscal and policy committees of the legislature;
31 and

32 (3) May waive all or a portion of the nonresident tuition fees
33 differential for:

34 (a) Nonresident students enrolled in a community or technical
35 college course of study or program which will enable them to finish
36 their high school education and obtain a high school diploma or
37 certificate (~~(but who are not eligible students as defined by RCW~~
38 ~~28A.600.405)~~). The waiver shall be in effect only for those courses
39 which lead to a high school diploma or certificate; and

1 (b) Up to forty percent of the students enrolled in the regional
2 education program for deaf students, subject to federal funding of
3 such program.

4 NEW SECTION. **Sec. 19.** The following acts or parts of acts are
5 each repealed:

6 (1) RCW 28A.155.045 (Certificate of individual achievement) and
7 2007 c 354 s 3 & 2004 c 19 s 104;

8 (2) RCW 28A.600.405 (Participation in high school completion
9 pilot program—Eligible students—Funding allocations—Rules—
10 Information for students and parents) and 2012 1st sp.s. c 10 s 4 &
11 2007 c 355 s 4;

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

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

19 (5) RCW 28A.655.071 (Revised essential academic learning
20 requirements—Legislative review—Implementation) and 2010 c 235 s
21 601.

--- END ---