

EHB 2214 - H AMD 508

By Representative Taylor

ADOPTED 6/11/2015

1 Strike everything after the enacting clause and insert the
2 following:

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

14 (2) The legislature recognizes that, in today's competitive
15 global economy, it is not enough for Washington's students to meet a
16 minimum level of competency. Success in postsecondary education,
17 gainful employment, and citizenship requires increased rigor and
18 achievement. To that end, the state has recently adopted new,
19 academically rigorous policies to better prepare students for future
20 success. Starting in spring 2015, Washington students will be tested
21 using a comprehensive assessment system developed with a multistate
22 consortium. This system, the smarter balanced assessment, will
23 evaluate students in grades three through eight and grade eleven on
24 their college and career readiness based on the Washington state
25 learning standards in English language arts and mathematics, and will
26 be used for state and federal accountability purposes. In addition,
27 students beginning with the graduating class of 2019 will also have
28 the requirement to earn twenty-four credits for high school
29 graduation to obtain a more meaningful diploma. Schools also have put
30 a great deal of time and effort into ensuring quality instruction
31 through the teacher and principal evaluation program, a four-tiered
32 system that establishes eight new criteria for teachers' and

1 principals' evaluations. Finally, Washington adopted new,
2 academically rigorous next generation science standards (NGSS) in
3 2013. A comprehensive science assessment of the next generation
4 science standards is being developed and is expected to become
5 operational statewide in spring 2017 or 2018.

6 (3) The legislature further finds that the transition to the
7 smarter balanced assessment system has markedly complicated the
8 development and administration of the statewide assessment graduation
9 requirement and the state's confusing array of alternative
10 assessments. The classes of 2016 through 2018 are required to take
11 end-of-course exams or comprehensive assessments in the tenth grade
12 to fulfill graduation requirements for English language arts,
13 mathematics, and biology. In addition, they are required to take the
14 smarter balanced assessments in the eleventh grade to determine if
15 they are college and career ready and for school and district
16 accountability.

17 (4) The legislature finds that requiring schools to administer
18 six high school assessments—the smarter balanced English language
19 arts assessment, smarter balanced mathematics, the end-of-course
20 assessment for biology, two mathematics end-of-course assessments,
21 and the English language arts exit exam—creates a costly system in
22 which too much classroom time and too many state resources are
23 devoted to taking and retaking tests for graduation purposes. The
24 time and funding that are now invested in Washington's current state
25 graduation assessments do not result in students meeting a college or
26 career ready measure accepted by postsecondary institutions and
27 organizations.

28 (5) The legislature further finds that locally directed
29 remediation and intervention strategies, including twelfth grade
30 transition courses, opportunities to retake courses, and more
31 sustained focus on providing college and career guidance through
32 students' high school and beyond plans, would better prepare students
33 for postsecondary college and career opportunities. State and local
34 resources that are now directed to develop and administer alternative
35 graduation assessments should be redirected to courses and programs
36 better suited for student needs during high school.

37 (6) The legislature further finds that taxpayers and tuition
38 payers can save substantial money by avoiding remedial courses taught
39 at public institutions of higher education. An unprecedented
40 agreement among Washington's public institutions of higher education

1 now ensures that high school graduates who meet the standard on the
2 smarter balanced assessment or who successfully complete twelfth
3 grade high school transition courses in English language arts and
4 mathematics will move directly to college-level English and
5 mathematics courses at participating institutions without remediation
6 or additional placement testing.

7 (7)(a) The legislature therefore intends to eliminate the tenth
8 grade assessments in reading, writing, and mathematics and the myriad
9 of alternative assessments that students may use to obtain a
10 certificate of academic achievement. In their place, students will be
11 required to either meet the standard on the smarter balanced English
12 language arts and mathematics assessments administered in high
13 school, or demonstrate by the beginning of their senior year that
14 they have met state standards using the SAT or ACT. The legislature
15 further intends for students who fail to meet the standard to take
16 and pass locally determined courses in their senior year that align
17 with their college or career goals, including, when available, high
18 school transition courses.

19 (b) The legislature recognizes that many students in the
20 graduating class of 2016 have already satisfied current requirements
21 for obtaining a certificate of academic achievement and does not
22 intend that these efforts go for naught. The legislature intends to
23 allow students in the graduating class of 2016 who have, by the
24 beginning of the 2015-16 school year, already met the standard on the
25 tenth grade assessments in reading, writing, and mathematics, or
26 satisfied the alternative assessments, to earn a certificate of
27 academic achievement by these means, by the means identified in
28 section 101(3) of this act, or by a combination of the two in the
29 event that a student has, by the beginning of the 2015-16 school
30 year, already met the standard or satisfied an alternative in one,
31 but not both, of the content areas.

32 (8) It is the intent of the legislature for Washington to
33 administer only three statewide assessments for high school
34 graduation: The smarter balanced assessment in English language arts;
35 the smarter balanced assessment in mathematics; and the statewide
36 assessment in science, including, when operational, the comprehensive
37 next generation science standards assessment.

38 **PART I**

1 **STUDENT ASSESSMENTS, GRADUATION, AND ASSOCIATED REQUIREMENTS—GENERAL**
2 **PROVISIONS**

3 NEW SECTION. **Sec. 101.** A new section is added to chapter
4 28A.655 RCW to read as follows:

5 (1) The high school assessment system shall include the statewide
6 student assessment and opportunities for a student to retake the
7 content areas of the assessment in which the student was not
8 successful.

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

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

18 (a) Earns a score of level 3 or level 4 on the high school
19 English language arts and mathematics assessments identified in RCW
20 28A.655.070;

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

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

28 (d) A student may use the means identified in (b) and (c) of this
29 subsection for purposes of earning a certificate of academic
30 achievement if the student has taken, at least once, the high school
31 English language arts and mathematics assessments identified in RCW
32 28A.655.070.

33 (4)(a) The state board of education shall identify the scores on
34 the mathematics, reading or English, or writing portions of the SAT
35 or ACT that are equivalent to a level 3 on both the high school
36 English language arts and mathematics assessments identified in RCW
37 28A.655.070.

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

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

6 (6)(a) If a student does not earn a score of level 3 or level 4
7 in one or more content areas required for the certificate of academic
8 achievement, the student may retake the assessment in the content
9 area at least once a year and at no charge to the student. If the
10 student earns a score of level 3 or level 4 on a retake of the
11 assessment, the student shall earn a certificate of academic
12 achievement.

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

15 (i) If the student is enrolled in a public school, retaking the
16 high school English language arts and mathematics assessments
17 identified in RCW 28A.655.070 at least once a year in the content
18 areas in which the student did not earn a score of level 3 or level
19 4; or

20 (ii) If the student is enrolled in a high school completion
21 program at a community or technical college, retaking the high school
22 English language arts and mathematics assessments identified in RCW
23 28A.655.070 at least once a year in the content areas in which the
24 student did not earn a score of level 3 or level 4. The
25 superintendent of public instruction and the state board for
26 community and technical colleges shall jointly identify means by
27 which students in these programs can be assessed.

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

33 (7) A student may retain and use the highest result from each
34 successfully completed content area of the high school English
35 language arts and mathematics assessments identified in RCW
36 28A.655.070.

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

1 (1) The state board of education shall establish high school
2 graduation requirements or equivalencies for students, except as
3 provided in RCW 28A.230.122 and except those equivalencies
4 established by local high schools or school districts under RCW
5 28A.230.097. The purpose of a high school diploma is to declare that
6 a student is ready for success in postsecondary education, gainful
7 employment, and citizenship, and is equipped with the skills to be a
8 lifelong learner.

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

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

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

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

25 (iii) The plan must be updated annually during the high school
26 grades to review transcripts, assess progress toward identified
27 goals, and revise as necessary for changing interests, goals, and
28 needs. School districts are encouraged to involve parents and
29 guardians in the process of developing and updating the high school
30 and beyond plan.

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

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

35 (B) Identification of educational goals;

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

1 (D) Identification of assessments needed to graduate from high
2 school and achieve postsecondary goals identified in the high school
3 and beyond plan; and

4 (E) By the end of the twelfth grade, a current resume or activity
5 log that provides a written compilation of the student's education,
6 any work experience, and any community service and how the school
7 district has recognized the community service pursuant to RCW
8 28A.320.193.

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

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

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

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

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

34 (iii) As used in this subsection (1)(e), "high school transition
35 course" means an English language arts, mathematics, or science
36 course offered in high school whose successful completion by a high
37 school student will ensure the student college-level placement at
38 participating institutions of higher education as defined in RCW
39 28B.10.016. High school transition courses must, in accordance with
40 this section, satisfy core or elective credit graduation requirements

1 established by the state board of education. A student's successful
2 completion of a high school transition course does not entitle the
3 student to be admitted to any institution of higher education as
4 defined in RCW 28B.10.016.

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

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

10 ~~((d))~~ (g)(i) The state board of education shall adopt rules to
11 implement the career and college ready graduation requirement
12 proposal adopted under board resolution on November 10, 2010, and
13 revised on January 9, 2014, to take effect beginning with the
14 graduating class of 2019 or as otherwise provided in this subsection
15 (1)~~((d))~~ (g). The rules must include authorization for a school
16 district to waive up to two credits for individual students based on
17 unusual circumstances and in accordance with written policies that
18 must be adopted by each board of directors of a school district that
19 grants diplomas. The rules must also provide that the content of the
20 third credit of mathematics and the content of the third credit of
21 science may be chosen by the student based on the student's interests
22 and high school and beyond plan with agreement of the student's
23 parent or guardian or agreement of the school counselor or principal.

24 (ii) School districts may apply to the state board of education
25 for a waiver to implement the career and college ready graduation
26 requirement proposal beginning with the graduating class of 2020 or
27 2021 instead of the graduating class of 2019. In the application, a
28 school district must describe why the waiver is being requested, the
29 specific impediments preventing timely implementation, and efforts
30 that will be taken to achieve implementation with the graduating
31 class proposed under the waiver. The state board of education shall
32 grant a waiver under this subsection (1)~~((d))~~ (g) to an applying
33 school district at the next subsequent meeting of the board after
34 receiving an application.

35 (iii) A school district that has implemented the career and
36 college ready graduation requirements must update the high school and
37 beyond plans for each student in grade nine who failed to earn a
38 score of level 3 or level 4 on the middle school mathematics
39 assessment identified in RCW 28A.655.070 for the purpose of ensuring
40 that the student takes one or more credits of mathematics coursework

1 in each of grades nine, ten, and eleven. These courses may include
2 career and technical education equivalencies in mathematics adopted
3 pursuant to RCW 28A.230.097.

4 (2)(a) In recognition of the statutory authority of the state
5 board of education to establish and enforce minimum high school
6 graduation requirements, the state board shall periodically
7 reevaluate the graduation requirements and shall report such findings
8 to the legislature in a timely manner as determined by the state
9 board.

10 (b) The state board shall reevaluate the graduation requirements
11 for students enrolled in vocationally intensive and rigorous career
12 and technical education programs, particularly those programs that
13 lead to a certificate or credential that is state or nationally
14 recognized. The purpose of the evaluation is to ensure that students
15 enrolled in these programs have sufficient opportunity to earn a
16 certificate of academic achievement, complete the program and earn
17 the program's certificate or credential, and complete other state and
18 local graduation requirements.

19 (c) The state board shall forward any proposed changes to the
20 high school graduation requirements to the education committees of
21 the legislature for review and to the quality education council
22 established under RCW 28A.290.010. The legislature shall have the
23 opportunity to act during a regular legislative session before the
24 changes are adopted through administrative rule by the state board.
25 Changes that have a fiscal impact on school districts, as identified
26 by a fiscal analysis prepared by the office of the superintendent of
27 public instruction, shall take effect only if formally authorized and
28 funded by the legislature through the omnibus appropriations act or
29 other enacted legislation.

30 (3) Pursuant to any requirement for instruction in languages
31 other than English established by the state board of education or a
32 local school district, or both, for purposes of high school
33 graduation, students who receive instruction in American sign
34 language or one or more American Indian languages shall be considered
35 to have satisfied the state or local school district graduation
36 requirement for instruction in one or more languages other than
37 English.

38 (4) If requested by the student and his or her family, a student
39 who has completed high school courses before attending high school

1 shall be given high school credit which shall be applied to
2 fulfilling high school graduation requirements if:

3 (a) The course was taken with high school students, if the
4 academic level of the course exceeds the requirements for seventh and
5 eighth grade classes, and the student has successfully passed by
6 completing the same course requirements and examinations as the high
7 school students enrolled in the class; or

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

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

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

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

22 The purpose of the state board of education is to provide
23 advocacy and strategic oversight of public education; implement a
24 standards-based accountability framework that creates a unified
25 system of increasing levels of support for schools in order to
26 improve student academic achievement; provide leadership in the
27 creation of a system that personalizes education for each student and
28 respects diverse cultures, abilities, and learning styles; and
29 promote achievement of the goals of RCW 28A.150.210. In addition to
30 any other powers and duties as provided by law, the state board of
31 education shall:

32 (1) Hold regularly scheduled meetings at such time and place
33 within the state as the board shall determine and may hold such
34 special meetings as may be deemed necessary for the transaction of
35 public business;

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

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

1 (4) For purposes of statewide accountability:

2 (a) Adopt and revise performance improvement goals in reading,
3 writing, science, and mathematics, by subject and grade level, once
4 assessments in these subjects are required statewide; academic and
5 technical skills, as appropriate, in secondary career and technical
6 education programs; and student attendance, as the board deems
7 appropriate to improve student learning. The goals shall be
8 consistent with student privacy protection provisions of RCW
9 28A.655.090(7) and shall not conflict with requirements contained in
10 Title I of the federal elementary and secondary education act of
11 1965, or the requirements of the Carl D. Perkins vocational education
12 act of 1998, each as amended. The goals may be established for all
13 students, economically disadvantaged students, limited English
14 proficient students, students with disabilities, and students from
15 disproportionately academically underachieving racial and ethnic
16 backgrounds. The board may establish school and school district goals
17 addressing high school graduation rates and dropout reduction goals
18 for students in grades seven through twelve. The board shall adopt
19 the goals by rule. However, before each goal is implemented, the
20 board shall present the goal to the education committees of the house
21 of representatives and the senate for the committees' review and
22 comment in a time frame that will permit the legislature to take
23 statutory action on the goal if such action is deemed warranted by
24 the legislature;

25 (b)(i) Identify the scores students must achieve in order to meet
26 the standard on the statewide student assessment (~~((and, for high
27 school students, to obtain a certificate of academic achievement))~~).
28 The board shall also determine student scores that identify levels of
29 student performance below and beyond the standard. (~~((The board shall
30 consider the incorporation of the standard error of measurement into
31 the decision regarding the award of the certificates.))~~) The board
32 shall set such performance standards and levels in consultation with
33 the superintendent of public instruction and after consideration of
34 any recommendations that may be developed by any advisory committees
35 that may be established for this purpose.

36 (ii) (~~((By the end of the 2014-15 school year, establish the
37 scores students must achieve to meet the standard and earn a
38 certificate of academic achievement on the tenth grade English
39 language arts assessment and the end-of-course mathematics
40 assessments developed in accordance with RCW 28A.655.070 to be used~~

1 ~~as the state transitions to high school assessments developed with a~~
2 ~~multistate consortium.~~

3 ~~(iii) By the end of the 2014-15 school year, establish the scores~~
4 ~~students must achieve to meet the standard and earn a certificate of~~
5 ~~academic achievement on the high school English language arts~~
6 ~~assessment and the comprehensive mathematics assessment developed~~
7 ~~with a multistate consortium in accordance with RCW 28A.655.070. To~~
8 ~~determine the appropriate score, the state board shall review the~~
9 ~~transition experience of Washington students to the consortium-~~
10 ~~developed assessments, examine the student scores used in other~~
11 ~~states that are administering the consortium-developed assessments,~~
12 ~~and review the scores in other states that require passage of an~~
13 ~~eleventh grade assessment as a high school graduation requirement.~~
14 ~~The scores established by the state board of education for the~~
15 ~~purposes of earning a certificate of academic achievement and~~
16 ~~graduation from high school may be different from the scores used for~~
17 ~~the purpose of determining a student's career and college readiness.~~

18 ~~(iv) The legislature shall be advised of the initial performance~~
19 ~~standards for the high school statewide student assessment. Any~~
20 ~~changes recommended by the board in the performance standards for the~~
21 ~~high school assessment shall be presented to the education committees~~
22 ~~of the house of representatives and the senate by November 30th of~~
23 ~~the school year in which the changes will take place to permit the~~
24 ~~legislature to take statutory action before the changes are~~
25 ~~implemented if such action is deemed warranted by the legislature.)~~

26 The legislature shall be advised of the initial performance standards
27 and any changes made to the elementary ~~((level performance standards~~
28 ~~and the)), middle, and high school level performance standards. The
29 board must provide an explanation of and rationale for all initial
30 performance standards and any changes, for all grade levels of the
31 statewide student assessment. If the board changes the performance
32 standards for any grade level or subject, the superintendent of
33 public instruction must recalculate the results from the previous ten
34 years of administering that assessment regarding students below,
35 meeting, and beyond the state standard, to the extent that this data
36 is available, and post a comparison of the original and recalculated
37 results on the superintendent's web site;~~

38 (c) Annually review the assessment reporting system to ensure
39 fairness, accuracy, timeliness, and equity of opportunity, especially
40 with regard to schools with special circumstances and unique

1 populations of students, and a recommendation to the superintendent
2 of public instruction of any improvements needed to the system; and

3 (d) Include in the biennial report required under RCW
4 28A.305.035, information on the progress that has been made in
5 achieving goals adopted by the board;

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

15 (6) Articulate with the institutions of higher education,
16 workforce representatives, and early learning policymakers and
17 providers to coordinate and unify the work of the public school
18 system;

19 (7) Hire an executive director and an administrative assistant to
20 reside in the office of the superintendent of public instruction for
21 administrative purposes. Any other personnel of the board shall be
22 appointed as provided by RCW 28A.300.020. The board may delegate to
23 the executive director by resolution such duties as deemed necessary
24 to efficiently carry on the business of the board including, but not
25 limited to, the authority to employ necessary personnel and the
26 authority to enter into, amend, and terminate contracts on behalf of
27 the board. The executive director, administrative assistant, and all
28 but one of the other personnel of the board are exempt from civil
29 service, together with other staff as now or hereafter designated as
30 exempt in accordance with chapter 41.06 RCW; and

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

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

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

1 (2)(a) The superintendent of public instruction may develop or
2 adopt science end-of-course assessments or a comprehensive science
3 assessment (~~((that includes subjects in addition to biology for
4 purposes of RCW 28A.655.061,))~~) when so directed by the legislature.
5 The legislature intends to transition from a biology end-of-course
6 assessment to a more comprehensive science assessment in a manner
7 consistent with the way in which the state transitioned to an English
8 language arts assessment and a comprehensive mathematics assessment.
9 (~~(The legislature further intends that the transition will include at
10 least two years of using the student assessment results from either
11 the biology end-of-course assessment or the more comprehensive
12 assessment in order to provide students with reasonable opportunities
13 to demonstrate high school competencies while being mindful of the
14 increasing rigor of the new assessment.))~~)

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

19 (~~((c) Before the next subsequent school year after the
20 legislature directs the superintendent to develop or adopt a new
21 science assessment, the superintendent of public instruction shall
22 review the objective alternative assessments for the science
23 assessment and make recommendations to the legislature regarding
24 additional objective alternatives, if any.))~~)

25 (3) The superintendent of public instruction may participate with
26 consortia of multiple states as common student learning standards and
27 assessments in science are developed. The superintendent of public
28 instruction, in consultation with the state board of education, may
29 modify the essential academic learning requirements and statewide
30 student assessments in science, including the high school assessment,
31 according to the multistate common student learning standards and
32 assessments as long as the education committees of the legislature
33 have opportunities for review before the modifications are adopted,
34 as provided under RCW 28A.655.070.

35 (4) (~~(The statewide high school assessment under this section
36 shall be used to demonstrate that a student meets the state standards
37 in the science content area of the statewide student assessment for
38 purposes of RCW 28A.655.061.))~~ After the superintendent of public
39 instruction adopts a comprehensive science assessment under this
40 section and RCW 28A.655.070, there shall be a two-year transition

1 period, including one year to pilot the comprehensive science
2 assessment and a second year to administer the assessment statewide,
3 before students are required to meet the standard on the
4 comprehensive assessment to earn a certificate of academic
5 achievement.

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

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

15 (2) The superintendent of public instruction shall:

16 (a) Periodically revise the essential academic learning
17 requirements, as needed, based on the student learning goals in RCW
18 28A.150.210. Goals one and two shall be considered primary. To the
19 maximum extent possible, the superintendent shall integrate goal four
20 and the knowledge and skill areas in the other goals in the essential
21 academic learning requirements; and

22 (b) Review and prioritize the essential academic learning
23 requirements and identify, with clear and concise descriptions, the
24 grade level content expectations to be assessed on the statewide
25 student assessment and used for state or federal accountability
26 purposes. The review, prioritization, and identification shall result
27 in more focus and targeting with an emphasis on depth over breadth in
28 the number of grade level content expectations assessed at each grade
29 level. Grade level content expectations shall be articulated over the
30 grades as a sequence of expectations and performances that are
31 logical, build with increasing depth after foundational knowledge and
32 skills are acquired, and reflect, where appropriate, the sequential
33 nature of the discipline. The office of the superintendent of public
34 instruction, within seven working days, shall post on its web site
35 any grade level content expectations provided to an assessment vendor
36 for use in constructing the statewide student assessment.

37 (3)(a) In consultation with the state board of education, the
38 superintendent of public instruction shall maintain and continue to
39 develop and revise a statewide academic assessment system in the

1 content areas of ~~((reading, writing))~~ English language arts,
2 mathematics, and science for use in the elementary, middle, and high
3 school years designed to determine if each student has mastered the
4 essential academic learning requirements identified in subsection (1)
5 of this section. School districts shall administer the assessments
6 under guidelines adopted by the superintendent of public instruction.
7 The academic assessment system may include a variety of assessment
8 methods, including criterion-referenced and performance-based
9 measures.

10 ~~(b) ((Effective with the 2009 administration of the Washington~~
11 ~~assessment of student learning and continuing with the statewide~~
12 ~~student assessment, the superintendent shall redesign the assessment~~
13 ~~in the content areas of reading, mathematics, and science in all~~
14 ~~grades except high school by shortening test administration and~~
15 ~~reducing the number of short answer and extended response questions.~~

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

21 ~~(i))~~).

22 (ii) The assessments developed with a multistate consortium to
23 assess student proficiency in English language arts and mathematics
24 shall be administered beginning in the 2014-15 school year. The
25 reading and writing assessments shall not be administered by the
26 superintendent of public instruction or schools after the 2013-14
27 school year.

28 ~~((i))~~ (iii) The high school ~~((assessments in))~~ English
29 language arts and mathematics ~~((in (c)(i) of this subsection))~~
30 assessments developed with the multistate consortium shall be used
31 for the purposes of earning a certificate of academic achievement for
32 high school graduation under the timeline established in ~~((RCW~~
33 ~~28A.655.061))~~ section 101 of this act and for assessing student
34 career and college readiness.

35 ~~((iii) During the transition period specified in RCW~~
36 ~~28A.655.061, the superintendent of public instruction shall use test~~
37 ~~items and other resources from the consortium assessment to develop~~
38 ~~and administer a tenth grade high school English language arts~~
39 ~~assessment, an end-of-course mathematics assessment to assess the~~
40 ~~standards common to algebra I and integrated mathematics I, and an~~

1 ~~end-of-course mathematics assessment to assess the standards common~~
2 ~~to geometry and integrated mathematics II.)~~)

3 (4) If the superintendent proposes any modification to the
4 essential academic learning requirements or the statewide
5 assessments, then the superintendent shall, upon request, provide
6 opportunities for the education committees of the house of
7 representatives and the senate to review the assessments and proposed
8 modifications to the essential academic learning requirements before
9 the modifications are adopted.

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

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

20 (7) To assist parents and teachers in their efforts to provide
21 educational support to individual students, the superintendent of
22 public instruction shall provide as much individual student
23 performance information as possible within the constraints of the
24 assessment system's item bank. The superintendent shall also provide
25 to school districts:

26 (a) Information on classroom-based and other assessments that may
27 provide additional achievement information for individual students;
28 and

29 (b) A collection of diagnostic tools that educators may use to
30 evaluate the academic status of individual students. The tools shall
31 be designed to be inexpensive, easily administered, and quickly and
32 easily scored, with results provided in a format that may be easily
33 shared with parents and students.

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

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

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

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

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

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

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

17 NEW SECTION. **Sec. 106.** A new section is added to chapter
18 28A.655 RCW to read as follows:

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

24 (2)(a) Beginning with the first graduating class following the
25 transition period identified in RCW 28A.655.068(4), a student must
26 meet the state standard on the comprehensive science assessment, in
27 addition to the other content areas required under section 101 of
28 this act, to earn a certificate of academic achievement.

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

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

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

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

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

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

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

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

22 (4) If a student has earned a level 3 or level 4 score on the
23 high school English language arts and mathematics assessments
24 identified in RCW 28A.655.070, the student's standardized high school
25 transcript must include a notation of "career and college ready high
26 honors." School districts are encouraged to also include a notation
27 of "career and college ready high honors" on the student's diploma.

28 NEW SECTION. **Sec. 108.** A new section is added to chapter
29 28A.300 RCW to read as follows:

30 (1) The superintendent of public instruction shall conduct a
31 study of the locally determined courses in English language arts or
32 mathematics under RCW 28A.230.090(1)(e) offered by school districts
33 in the 2015-16 and 2016-17 school years to students in grade twelve
34 who are participating in locally determined courses. The study shall
35 analyze how the transition courses and other locally determined
36 courses are aligned with the Washington state learning standards in
37 English language arts and mathematics. The study shall also determine
38 whether the state has an adequate number of certificated teachers

1 qualified to teach transition courses and other locally determined
2 courses aligned with the Washington state learning standards in
3 English language arts and mathematics. The superintendent of public
4 instruction shall submit a report on the results of this study to the
5 legislature, in accordance with RCW 43.01.036, before January 1,
6 2018.

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

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

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

33 (2) Under an academic acceleration policy:

34 (a) The district automatically enrolls any student who meets the
35 state standard on the high school statewide student assessment in the
36 next most rigorous level of advanced courses offered by the high
37 school. Students who successfully complete such an advanced course
38 are then enrolled in the next most rigorous level of advanced course,
39 with the objective that students will eventually be automatically

1 enrolled in courses that offer the opportunity to earn dual credit
2 for high school and college.

3 (b) The subject matter of the advanced courses in which the
4 student is automatically enrolled depends on the content area or
5 areas of the statewide student assessment where the student has met
6 the state standard. Students who meet the state standard on (i) both
7 end-of-course mathematics assessments or (ii) the high school
8 mathematics assessment identified in RCW 28A.655.070 are considered
9 to have met the state standard for high school mathematics. Students
10 who meet the state standard (~~(in both reading and writing)~~) on the
11 high school English language arts assessment identified in RCW
12 28A.655.070 are eligible for enrollment in advanced courses in
13 English, social studies, humanities, and other related subjects.

14 (c) The district must notify students and parents or guardians
15 regarding the academic acceleration policy and the advanced courses
16 available to students.

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

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

22 (1) Subject to funds appropriated for this purpose, the office of
23 the superintendent of public instruction shall develop and conduct an
24 ongoing campaign for career and technical education to increase
25 awareness among teachers, counselors, students, parents, principals,
26 school administrators, and the general public about the opportunities
27 offered by rigorous career and technical education programs. Messages
28 in the campaign shall emphasize career and technical education as a
29 high quality educational pathway for students, including for students
30 who seek advanced education that includes a bachelor's degree or
31 beyond. In particular, the office shall provide information about the
32 following:

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

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

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

1 (b) Satisfied the alternative assessment options available to the
2 graduating class of which the student is a part under RCW
3 28A.655.061(10) and 28A.655.065, each as they existed on September 1,
4 2014.

5 (3) This section expires June 30, 2017.

6 **PART III**
7 **MISCELLANEOUS PROVISIONS**

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

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

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

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

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

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

29 Correct the title.

EFFECT: Retains EHB 2214 with the following changes:

Clarifies that before using the SAT/ACT or a locally determined course to earn a CAA, a student must first have taken the high school ELA and mathematics assessments at least once, which reflects current law. Makes a technical correction. Provides that a student in the class of 2015 or a prior graduating class may earn a CAA by means of: (1) The assessments and alternatives that were available to that particular class and which are being discontinued under this act, if

the student has met standard or satisfied the particular alternative assessment before the beginning of the 2015-16 school year; or (2) by scoring a 3 or a 4 on the SBAC, earning an equivalent score on the SAT/ACT, or taking and passing a locally determined course.

Updates RCW 28A.655.070 to include chapter 211 Laws of 2015 changes.

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