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ENGROSSED SECOND SUBSTITUTE SENATE BILL 5849

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State of Washington

68th Legislature

2024 Regular Session

By Senate Ways & Means (originally sponsored by Senators Wellman, Nobles, Boehnke, Frame, Hasegawa, Hunt, Kuderer, Nguyen, Shewmake, Trudeau, and C. Wilson)

READ FIRST TIME 02/05/24.

1 AN ACT Relating to a computer science competency graduation  
2 requirement; amending RCW 28A.655.070; adding a new section to  
3 chapter 28A.230 RCW; creating a new section; and providing an  
4 expiration date.

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

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.230  
7 RCW to read as follows:

8 (1)(a) Beginning with the 2029 graduating class, all students  
9 shall be required to show competency in the high school learning  
10 standards related to computer science in order to graduate from high  
11 school. Students may demonstrate this computer science competency  
12 graduation requirement through:

13 (i) Completion of a stand-alone computer science course aligned  
14 to the state learning standards;

15 (ii) Completion of a different subject matter course where the  
16 state computer science learning standards are embedded with other  
17 learning standards; or

18 (iii) A demonstration of competency of the foundational skills  
19 established in the computer science state learning standards.

20 (b) For purposes of (a)(iii) of this subsection, demonstration of  
21 competency could include completion of a competency examination as

1 established in RCW 28A.230.300 or any of the options allowed by the  
2 rules adopted by the state board of education under RCW 28A.230.090  
3 that address mastery-based crediting, such as: (i) Completing a  
4 locally established portfolio or culminating project; (ii)  
5 participating in supervised work experience or other outside school  
6 experience; (iii) taking career and technical education classes; (iv)  
7 taking courses offered by regional or community centers or programs;  
8 (v) receiving credits earned at a postsecondary institution; or (vi)  
9 providing documentation of a prior learning activity that  
10 demonstrates proficiency of the identified learning standards. Any of  
11 the options used must include evidence that the student meets or  
12 exceeds the computer science state learning standards.

13 (c) Consideration of seat time or instructional hours is not  
14 required to demonstrate competency for purposes of this section.

15 (d) Students must be allowed to present multiple types of  
16 evidence for the demonstration of competency.

17 (2) Students in grade 12 who have not been able to show computer  
18 science competency because of previous residence outside the state  
19 may have the requirement of this section waived by their principal.

20 (3) Nothing in this section increases the number of high school  
21 credits required for graduation as established by the state board of  
22 education under RCW 28A.230.090.

23 (4)(a) The office of the superintendent of public instruction  
24 shall collect relevant disaggregated demographic data on the student  
25 completion of the computer science competency graduation requirement  
26 created under this section to assess if the requirement has created  
27 any negative impacts on any class of students including, but not  
28 limited to, students who are currently struggling in school, low-  
29 income, person of color, experiencing homelessness, or enrolled in a  
30 school or a school district with high rates of these students.

31 (b) Beginning December 1, 2029, and annually thereafter, the  
32 office of the superintendent of public instruction shall submit a  
33 report to the education committees of the legislature summarizing the  
34 data collected under this subsection.

35 NEW SECTION. **Sec. 2.** (1) The office of the superintendent of  
36 public instruction shall initiate a review and update of the state  
37 computer science learning standards for students in grades  
38 kindergarten through 12. In developing the update of the state  
39 computer science learning standards, the office of the superintendent

1 of public instruction shall review computer science learning  
2 standards adopted by other states and consult with nonprofit  
3 organizations that have a demonstrated expertise in assisting states  
4 in developing computer science learning standards. In developing the  
5 state learning standards and supporting documents for grades nine  
6 through 12, the office of the superintendent of public instruction  
7 shall identify the standards considered to be foundational for  
8 graduation purposes as established in section 1 of this act.

9 (2) The state board of education shall collect information from  
10 school districts about the courses and other learning opportunities  
11 currently offered in computer science for high school students in  
12 their district, how the district already assesses or plans to assess  
13 competency of the computer science state learning standards, and what  
14 the district may need in order to ensure that students are ready for  
15 the graduation requirement established under section 1 of this act.  
16 The data collection required by this subsection may be conducted  
17 concurrently with other oversight and monitoring activities conducted  
18 by the state board of education. The state board of education shall  
19 report a summary of the information collected to the legislature by  
20 October 31, 2025, and shall include any recommendations on what  
21 actions the legislature could take to assist school districts in  
22 meeting the needs identified by school districts, including whether  
23 exploring options for increasing the number of educators endorsed to  
24 teach computer science is necessary.

25 (3) This section expires July 1, 2026.

26 **Sec. 3.** RCW 28A.655.070 and 2019 c 252 s 119 are each amended to  
27 read as follows:

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

34 (2) The superintendent of public instruction shall:

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

1 fluency from goal three and the knowledge and skill areas in the  
2 other goals in the state learning standards; and

3 (b) Review and prioritize the state learning standards and  
4 identify, with clear and concise descriptions, the grade level  
5 content expectations to be assessed on the statewide student  
6 assessment and used for state or federal accountability purposes. The  
7 review, prioritization, and identification shall result in more focus  
8 and targeting with an emphasis on depth over breadth in the number of  
9 grade level content expectations assessed at each grade level. Grade  
10 level content expectations shall be articulated over the grades as a  
11 sequence of expectations and performances that are logical, build  
12 with increasing depth after foundational knowledge and skills are  
13 acquired, and reflect, where appropriate, the sequential nature of  
14 the discipline. The office of the superintendent of public  
15 instruction, within seven working days, shall post on its website any  
16 grade level content expectations provided to an assessment vendor for  
17 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 state learning standards  
24 identified in subsection (1) of this section. School districts shall  
25 administer the assessments under guidelines adopted by the  
26 superintendent of public instruction. The academic assessment system  
27 may include a variety of assessment methods, including criterion-  
28 referenced and performance-based measures.

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

35 (c) By the 2014-15 school year, the superintendent of public  
36 instruction, in consultation with the state board of education, shall  
37 modify the statewide student assessment system to transition to  
38 assessments developed with a multistate consortium, as provided in  
39 this subsection:

1 (i) The assessments developed with a multistate consortium to  
2 assess student proficiency in English language arts and mathematics  
3 shall be administered beginning in the 2014-15 school year, and  
4 beginning with the graduating class of 2020, the assessments must be  
5 administered to students in the tenth grade. The reading and writing  
6 assessments shall not be administered by the superintendent of public  
7 instruction or schools after the 2013-14 school year.

8 (ii) The high school assessments in English language arts and  
9 mathematics in (c)(i) of this subsection shall be used for the  
10 purposes of federal and state accountability and for assessing  
11 student career and college readiness.

12 (d) The statewide academic assessment system must also include  
13 the Washington access to instruction and measurement assessment for  
14 students with significant cognitive challenges.

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

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

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

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

37 (a) Information on classroom-based and other assessments that may  
38 provide additional achievement information for individual students;  
39 and

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

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

9 (9) Assessments for goals three and four of RCW 28A.150.210 shall  
10 be integrated in the state learning standards and assessments for  
11 goals one and two.

12 (10) The superintendent shall develop assessments that are  
13 directly related to the state learning standards, and are not biased  
14 toward persons with different learning styles, racial or ethnic  
15 backgrounds, or on the basis of gender.

16 (11) The superintendent shall review available and appropriate  
17 options for competency-based assessments that meet the state learning  
18 standards. In accordance with the review required by this subsection,  
19 the superintendent shall provide a report and recommendations to the  
20 education committees of the house of representatives and the senate  
21 by November 1, 2019.

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

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

28 (14) The superintendent shall post on the superintendent's  
29 website lists of resources and model assessments in social studies,  
30 the arts, and health and fitness.

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

34 (16)(a) The superintendent shall notify the state board of  
35 education in writing before initiating the development or revision of  
36 the state learning standards under subsections (1) and (2) of this  
37 section. The notification must be provided to the state board of  
38 education in advance for review at a regularly scheduled or special  
39 board meeting and must include the following information:

40 (i) The subject matter of the state learning standards;

1           (ii) The reason or reasons the superintendent is initiating the  
2 development or revision; and  
3           (iii) The process and timeline that the superintendent intends to  
4 follow for the development or revision.  
5           (b) The state board of education may provide a response to the  
6 superintendent's notification for consideration in the development or  
7 revision process in (a) of this subsection.  
8           (c) Prior to adoption by the superintendent of any new or revised  
9 state learning standards, the superintendent shall submit the  
10 proposed new or revised state learning standards to the state board  
11 of education in advance in writing for review at a regularly  
12 scheduled or special board meeting. The state board of education may  
13 provide a response to the superintendent's proposal for consideration  
14 prior to final adoption.  
15           (17) The state board of education may propose new or revised  
16 state learning standards to the superintendent. The superintendent  
17 must respond to the state board of education's proposal in writing.

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