

HB 2214 - H AMD 503

By Representative Magendanz

ADOPTED 5/27/2015

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 (4)(a) The state board of education shall identify the scores on
29 the mathematics, reading or English, or writing portions of the SAT
30 or ACT that are equivalent to a level 3 on both the high school
31 English language arts and mathematics assessments identified in RCW
32 28A.655.070.

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

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

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

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

10 (i) If the student is enrolled in a public school, retaking the
11 high school English language arts and mathematics assessments
12 identified in RCW 28A.655.070 at least once a year in the content
13 areas in which the student did not earn a score of level 3 or level
14 4; or

15 (ii) If the student is enrolled in a high school completion
16 program at a community or technical college, retaking the high school
17 English language arts and mathematics assessments identified in RCW
18 28A.655.070 at least once a year in the content areas in which the
19 student did not earn a score of level 3 or level 4. The
20 superintendent of public instruction and the state board for
21 community and technical colleges shall jointly identify means by
22 which students in these programs can be assessed.

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

28 (7) A student may retain and use the highest result from each
29 successfully completed content area of the high school English
30 language arts and mathematics assessments identified in RCW
31 28A.655.070.

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

34 (1) The state board of education shall establish high school
35 graduation requirements or equivalencies for students, except as
36 provided in RCW 28A.230.122 and except those equivalencies
37 established by local high schools or school districts under RCW
38 28A.230.097. The purpose of a high school diploma is to declare that
39 a student is ready for success in postsecondary education, gainful

1 employment, and citizenship, and is equipped with the skills to be a
2 lifelong learner.

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

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

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

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

19 (iii) The plan must be updated annually during the high school
20 grades to review transcripts, assess progress toward identified
21 goals, and revise as necessary for changing interests, goals, and
22 needs. School districts are encouraged to involve parents and
23 guardians in the process of developing and updating the high school
24 and beyond plan.

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

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

29 (B) Identification of educational goals;

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

33 (D) Identification of assessments needed to graduate from high
34 school and achieve postsecondary goals identified in the high school
35 and beyond plan; and

36 (E) By the end of the twelfth grade, a current resume or activity
37 log that provides a written compilation of the student's education,
38 any work experience, and any community service and how the school
39 district has recognized the community service pursuant to RCW
40 28A.320.193.

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

6 (e)(i)(A) Beginning in the 2015-16 school year, students who have
7 not earned a certificate of academic achievement under section 101 or
8 201 of this act before the beginning of grade twelve must take and
9 pass a locally determined course in the content area in which the
10 student was not successful. The course shall be rigorous and
11 consistent with the student's educational and career goals identified
12 in his or her high school and beyond plan, and may include career and
13 technical education equivalencies in English language arts or
14 mathematics adopted pursuant to RCW 28A.230.097.

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

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

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

26 (iii) As used in this subsection (1)(e), "high school transition
27 course" means an English language arts, mathematics, or science
28 course offered in high school whose successful completion by a high
29 school student will ensure the student college-level placement at
30 participating institutions of higher education as defined in RCW
31 28B.10.016. High school transition courses must, in accordance with
32 this section, satisfy core or elective credit graduation requirements
33 established by the state board of education. A student's successful
34 completion of a high school transition course does not entitle the
35 student to be admitted to any institution of higher education as
36 defined in RCW 28B.10.016.

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

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

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

18 (ii) School districts may apply to the state board of education
19 for a waiver to implement the career and college ready graduation
20 requirement proposal beginning with the graduating class of 2020 or
21 2021 instead of the graduating class of 2019. In the application, a
22 school district must describe why the waiver is being requested, the
23 specific impediments preventing timely implementation, and efforts
24 that will be taken to achieve implementation with the graduating
25 class proposed under the waiver. The state board of education shall
26 grant a waiver under this subsection (1)(~~(d)~~) (g) to an applying
27 school district at the next subsequent meeting of the board after
28 receiving an application.

29 (iii) A school district that has implemented the career and
30 college ready graduation requirements must update the high school and
31 beyond plans for each student in grade nine who failed to earn a
32 score of level 3 or level 4 on the middle school mathematics
33 assessment identified in RCW 28A.655.070 for the purpose of ensuring
34 that the student takes one or more credits of mathematics coursework
35 in each of grades nine, ten, and eleven. These courses may include
36 career and technical education equivalencies in mathematics adopted
37 pursuant to RCW 28A.230.097.

38 (2)(a) In recognition of the statutory authority of the state
39 board of education to establish and enforce minimum high school
40 graduation requirements, the state board shall periodically

1 reevaluate the graduation requirements and shall report such findings
2 to the legislature in a timely manner as determined by the state
3 board.

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

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

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

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

36 (a) The course was taken with high school students, if the
37 academic level of the course exceeds the requirements for seventh and
38 eighth grade classes, and the student has successfully passed by
39 completing the same course requirements and examinations as the high
40 school students enrolled in the class; or

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

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

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

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

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

25 (1) Hold regularly scheduled meetings at such time and place
26 within the state as the board shall determine and may hold such
27 special meetings as may be deemed necessary for the transaction of
28 public business;

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

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

33 (4) For purposes of statewide accountability:

34 (a) Adopt and revise performance improvement goals in reading,
35 writing, science, and mathematics, by subject and grade level, once
36 assessments in these subjects are required statewide; academic and
37 technical skills, as appropriate, in secondary career and technical
38 education programs; and student attendance, as the board deems
39 appropriate to improve student learning. The goals shall be

1 consistent with student privacy protection provisions of RCW
2 28A.655.090(7) and shall not conflict with requirements contained in
3 Title I of the federal elementary and secondary education act of
4 1965, or the requirements of the Carl D. Perkins vocational education
5 act of 1998, each as amended. The goals may be established for all
6 students, economically disadvantaged students, limited English
7 proficient students, students with disabilities, and students from
8 disproportionately academically underachieving racial and ethnic
9 backgrounds. The board may establish school and school district goals
10 addressing high school graduation rates and dropout reduction goals
11 for students in grades seven through twelve. The board shall adopt
12 the goals by rule. However, before each goal is implemented, the
13 board shall present the goal to the education committees of the house
14 of representatives and the senate for the committees' review and
15 comment in a time frame that will permit the legislature to take
16 statutory action on the goal if such action is deemed warranted by
17 the legislature;

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

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

36 (iii) ~~By the end of the 2014-15 school year, establish the scores~~
37 ~~students must achieve to meet the standard and earn a certificate of~~
38 ~~academic achievement on the high school English language arts~~
39 ~~assessment and the comprehensive mathematics assessment developed~~
40 ~~with a multistate consortium in accordance with RCW 28A.655.070. To~~

1 determine the appropriate score, the state board shall review the
2 transition experience of Washington students to the consortium-
3 developed assessments, examine the student scores used in other
4 states that are administering the consortium-developed assessments,
5 and review the scores in other states that require passage of an
6 eleventh grade assessment as a high school graduation requirement.
7 The scores established by the state board of education for the
8 purposes of earning a certificate of academic achievement and
9 graduation from high school may be different from the scores used for
10 the purpose of determining a student's career and college readiness.

11 ~~(iv) The legislature shall be advised of the initial performance~~
12 ~~standards for the high school statewide student assessment. Any~~
13 ~~changes recommended by the board in the performance standards for the~~
14 ~~high school assessment shall be presented to the education committees~~
15 ~~of the house of representatives and the senate by November 30th of~~
16 ~~the school year in which the changes will take place to permit the~~
17 ~~legislature to take statutory action before the changes are~~
18 ~~implemented if such action is deemed warranted by the legislature.))~~
19 The legislature shall be advised of the initial performance standards
20 and any changes made to the elementary ~~((level performance standards~~
21 ~~and the)), middle, and high school level performance standards. The~~
22 board must provide an explanation of and rationale for all initial
23 performance standards and any changes, for all grade levels of the
24 statewide student assessment. If the board changes the performance
25 standards for any grade level or subject, the superintendent of
26 public instruction must recalculate the results from the previous ten
27 years of administering that assessment regarding students below,
28 meeting, and beyond the state standard, to the extent that this data
29 is available, and post a comparison of the original and recalculated
30 results on the superintendent's web site;

31 (c) Annually review the assessment reporting system to ensure
32 fairness, accuracy, timeliness, and equity of opportunity, especially
33 with regard to schools with special circumstances and unique
34 populations of students, and a recommendation to the superintendent
35 of public instruction of any improvements needed to the system; and

36 (d) Include in the biennial report required under RCW
37 28A.305.035, information on the progress that has been made in
38 achieving goals adopted by the board;

39 (5) Accredite, subject to such accreditation standards and
40 procedures as may be established by the state board of education, all

1 private schools that apply for accreditation, and approve, subject to
2 the provisions of RCW 28A.195.010, private schools carrying out a
3 program for any or all of the grades kindergarten through twelve.
4 However, no private school may be approved that operates a
5 kindergarten program only and no private school shall be placed upon
6 the list of accredited schools so long as secret societies are
7 knowingly allowed to exist among its students by school officials;

8 (6) Articulate with the institutions of higher education,
9 workforce representatives, and early learning policymakers and
10 providers to coordinate and unify the work of the public school
11 system;

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

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

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

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

33 (2)(a) The superintendent of public instruction may develop or
34 adopt science end-of-course assessments or a comprehensive science
35 assessment (~~((that includes subjects in addition to biology for
36 purposes of RCW 28A.655.061,))~~) when so directed by the legislature.
37 The legislature intends to transition from a biology end-of-course
38 assessment to a more comprehensive science assessment in a manner
39 consistent with the way in which the state transitioned to an English

1 language arts assessment and a comprehensive mathematics assessment.
2 ~~((The legislature further intends that the transition will include at
3 least two years of using the student assessment results from either
4 the biology end-of-course assessment or the more comprehensive
5 assessment in order to provide students with reasonable opportunities
6 to demonstrate high school competencies while being mindful of the
7 increasing rigor of the new assessment.))~~

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

12 ~~((c) Before the next subsequent school year after the
13 legislature directs the superintendent to develop or adopt a new
14 science assessment, the superintendent of public instruction shall
15 review the objective alternative assessments for the science
16 assessment and make recommendations to the legislature regarding
17 additional objective alternatives, if any.))~~

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

28 (4) ~~((The statewide high school assessment under this section
29 shall be used to demonstrate that a student meets the state standards
30 in the science content area of the statewide student assessment for
31 purposes of RCW 28A.655.061.))~~ After the superintendent of public
32 instruction adopts a comprehensive science assessment under this
33 section and RCW 28A.655.070, there shall be a two-year transition
34 period, including one year to pilot the comprehensive science
35 assessment and a second year to administer the assessment statewide,
36 before students are required to meet the standard on the
37 comprehensive assessment to earn a certificate of academic
38 achievement.

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

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

10 (2) The superintendent of public instruction shall:

11 (a) Periodically revise the essential academic learning
12 requirements, as needed, based on the student learning goals in RCW
13 28A.150.210. Goals one and two shall be considered primary. To the
14 maximum extent possible, the superintendent shall integrate goal four
15 and the knowledge and skill areas in the other goals in the essential
16 academic learning requirements; and

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

32 (3)(a) In consultation with the state board of education, the
33 superintendent of public instruction shall maintain and continue to
34 develop and revise a statewide academic assessment system in the
35 content areas of ((reading, writing)) English language arts,
36 mathematics, and science for use in the elementary, middle, and high
37 school years designed to determine if each student has mastered the
38 essential academic learning requirements identified in subsection (1)
39 of this section. School districts shall administer the assessments
40 under guidelines adopted by the superintendent of public instruction.

1 The academic assessment system may include a variety of assessment
2 methods, including criterion-referenced and performance-based
3 measures.

4 ~~(b) ((Effective with the 2009 administration of the Washington
5 assessment of student learning and continuing with the statewide
6 student assessment, the superintendent shall redesign the assessment
7 in the content areas of reading, mathematics, and science in all
8 grades except high school by shortening test administration and
9 reducing the number of short answer and extended response questions.~~

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

15 ~~(i))~~).

16 (ii) The assessments developed with a multistate consortium to
17 assess student proficiency in English language arts and mathematics
18 shall be administered beginning in the 2014-15 school year. The
19 reading and writing assessments shall not be administered by the
20 superintendent of public instruction or schools after the 2013-14
21 school year.

22 ~~((ii))~~ (iii) The high school ~~((assessments in))~~ English
23 language arts and mathematics ~~((in (c)(i) of this subsection))~~
24 assessments developed with the multistate consortium shall be used
25 for the purposes of earning a certificate of academic achievement for
26 high school graduation under the timeline established in ~~((RCW
27 28A.655.061))~~ section 101 of this act and for assessing student
28 career and college readiness.

29 ~~((iii) During the transition period specified in RCW
30 28A.655.061, the superintendent of public instruction shall use test
31 items and other resources from the consortium assessment to develop
32 and administer a tenth grade high school English language arts
33 assessment, an end-of-course mathematics assessment to assess the
34 standards common to algebra I and integrated mathematics I, and an
35 end-of-course mathematics assessment to assess the standards common
36 to geometry and integrated mathematics II.))~~

37 (4) If the superintendent proposes any modification to the
38 essential academic learning requirements or the statewide
39 assessments, then the superintendent shall, upon request, provide
40 opportunities for the education committees of the house of

1 representatives and the senate to review the assessments and proposed
2 modifications to the essential academic learning requirements before
3 the modifications are adopted.

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

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

14 (7) To assist parents and teachers in their efforts to provide
15 educational support to individual students, the superintendent of
16 public instruction shall provide as much individual student
17 performance information as possible within the constraints of the
18 assessment system's item bank. The superintendent shall also provide
19 to school districts:

20 (a) Information on classroom-based and other assessments that may
21 provide additional achievement information for individual students;
22 and

23 (b) A collection of diagnostic tools that educators may use to
24 evaluate the academic status of individual students. The tools shall
25 be designed to be inexpensive, easily administered, and quickly and
26 easily scored, with results provided in a format that may be easily
27 shared with parents and students.

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

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

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

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

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

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

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

10 NEW SECTION. **Sec. 106.** A new section is added to chapter
11 28A.655 RCW to read as follows:

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

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

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

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

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

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

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

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

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

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

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

23 NEW SECTION. **Sec. 108.** A new section is added to chapter
24 28A.300 RCW to read as follows:

25 (1) The superintendent of public instruction shall conduct a
26 study of the locally determined courses in English language arts or
27 mathematics under RCW 28A.230.090(1)(e) offered by school districts
28 in the 2015-16 and 2016-17 school years to students in grade twelve
29 who are participating in locally determined courses. The study shall
30 analyze how the transition courses and other locally determined
31 courses are aligned with the Washington state learning standards in
32 English language arts and mathematics. The study shall also determine
33 whether the state has an adequate number of certificated teachers
34 qualified to teach transition courses and other locally determined
35 courses aligned with the Washington state learning standards in
36 English language arts and mathematics. The superintendent of public
37 instruction shall submit a report on the results of this study to the
38 legislature, in accordance with RCW 43.01.036, before January 1,
39 2018.

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

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

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

27 (2) Under an academic acceleration policy:

28 (a) The district automatically enrolls any student who meets the
29 state standard on the high school statewide student assessment in the
30 next most rigorous level of advanced courses offered by the high
31 school. Students who successfully complete such an advanced course
32 are then enrolled in the next most rigorous level of advanced course,
33 with the objective that students will eventually be automatically
34 enrolled in courses that offer the opportunity to earn dual credit
35 for high school and college.

36 (b) The subject matter of the advanced courses in which the
37 student is automatically enrolled depends on the content area or
38 areas of the statewide student assessment where the student has met
39 the state standard. Students who meet the state standard on (i) both

1 end-of-course mathematics assessments or (ii) the high school
2 mathematics assessment identified in RCW 28A.655.070 are considered
3 to have met the state standard for high school mathematics. Students
4 who meet the state standard ~~((in both reading and writing))~~ on the
5 high school English language arts assessment identified in RCW
6 28A.655.070 are eligible for enrollment in advanced courses in
7 English, social studies, humanities, and other related subjects.

8 (c) The district must notify students and parents or guardians
9 regarding the academic acceleration policy and the advanced courses
10 available to students.

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

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

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

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

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

31 ~~((The career and technical education alternative assessment~~
32 ~~guidelines under RCW 28A.655.065;~~

33 ~~(d))~~ The availability of scholarships for postsecondary
34 workforce education, including the Washington award for vocational
35 excellence, and apprenticeships through the opportunity grant program
36 under RCW 28B.50.271, grants under RCW 28A.700.090, and other
37 programs; and

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

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

6 (3) The office shall seek advice, participation, and financial
7 assistance from the workforce training and education coordinating
8 board, higher education institutions, foundations, employers,
9 apprenticeship and training councils, workforce development councils,
10 and business and labor organizations for the campaign.

11 **PART II**

12 **PROVISIONS PERTAINING TO THE GRADUATING CLASS OF 2016**

13 NEW SECTION. **Sec. 201.** A new section is added to chapter
14 28A.655 RCW to read as follows:

15 (1) In addition to the means identified in section 101(3) of this
16 act for earning a certificate of academic achievement, a student in
17 the graduating class of 2016 may earn a certificate of academic
18 achievement if, before the beginning of the 2015-16 school year, the
19 student:

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

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

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

26 **PART III**

27 **MISCELLANEOUS PROVISIONS**

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

30 (1) RCW 28A.655.061 (High school assessment system—Certificate of
31 academic achievement—Exemptions—Options to retake high school
32 assessment—Objective alternative assessment—Student learning plans)
33 and 2013 2nd sp.s. c 22 s 2, 2011 1st sp.s. c 22 s 2, 2010 c 244 s 1,
34 2009 c 524 s 5, & 2008 c 321 s 2;

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

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

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

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

15 Correct the title.

EFFECT: Retains the underlying original bill with the following changes:

Specifies that, beginning with the graduating class of 2015 and until the first graduating class following the specified transition period, students are not required to meet the state standards in science in order to earn a CAA and includes an emergency clause to make this effective immediately.

Provides that after the SPI adopts a comprehensive science assessment, and after the transition period, students "are," rather than "may be," required to meet state standards on the assessment to earn a CAA. Includes a new section that explicitly requires that students in the first graduating class following the transition period must meet state standards in science in order to earn a CAA, and provides that students in grade 12 who have not met state standards must take and pass a locally determined course (which should be a transition course when available) in order to obtain the CAA.

Allows a student who does not receive a level 3 or 4 on the English language arts and mathematics assessments developed with the multistate consortium to earn a CAA if, before the beginning of his or her senior year, he or she earns a score on the SAT or ACT that is identified by the State Board of Education (SBE) as meeting the state standard in the relevant content area. (Consistent with the underlying bill, all other previously available objective alternatives are repealed, and provision is made for locally determined courses/transition courses.)

Allows students in the graduating class of 2016 who, by the beginning of the 2015-16 school year, have met the state standard on the reading and writing assessments, mathematics end-of-course assessments (EOCs), or previously available objective alternative assessments to receive a certificate of academic achievement (CAA).

(Underlying original bill included such a provision with respect to mathematics EOCs only.)

Provides that students may retake, and school districts must provide students an opportunity to retake, the assessments "at least once a year" rather than "once in his or her senior year."

Clarifies, with the inclusion of the word "must," that districts should prioritize enrolling students who must take and pass a locally determined course in order to earn a certificate of academic achievement (CAA) into transition courses. (Without the word "must," it seemed to require that the students take and pass the locally determined course *before* enrolling in the transition course.)

Encourages districts to include on the high school diploma a notation of "career and college ready high honors" if a student earns a level 3 or level 4 score on the English language arts or mathematics assessments, in addition to the already required notation on the transcript.

Strikes provisions of existing law that authorize the SBE to set the cut scores on the assessments for purposes of obtaining a certificate of academic achievement, but provides that the SBE shall identify the scores on the specified portions of the SAT and ACT that are equivalent to a level 3 or a level 4 on these assessments.

Requires, by January 1, 2018, that the Office of the Superintendent of Public Instruction (OSPI) study and report regarding the locally determined and transition courses, analyzing how they are aligned with the state's learning standards and determining whether the state has an adequate number of certificated teachers qualified to teach these courses.

Requires the OSPI, together with the Education Data Center, to issue an annual report beginning in 2018 regarding graduates' outcomes, disaggregated by which students earned a CAA by earning a level 3 or 4 on the assessments, which earned a CAA by earning equivalent scores on the SAT/ACT, which earned a CAA by taking transition courses, and which earned a CAA by means of another locally determined course.

--- END ---