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**SUBSTITUTE HOUSE BILL 2214**

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**State of Washington**

**64th Legislature**

**2016 Regular Session**

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

READ FIRST TIME 01/25/16.

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

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

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

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

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

34 (4) The legislature finds that requiring schools to administer  
35 five high school assessments—the English language arts assessment,  
36 the mathematics assessment, two mathematics end-of-course  
37 assessments, and the English language arts exit exam—creates a costly  
38 system in which too much classroom time and too many state resources  
39 are devoted to taking and retaking tests for graduation purposes. The  
40 time and funding that are now invested in Washington's current state

1 graduation assessments do not result in students meeting a college or  
2 career ready measure accepted by postsecondary institutions and  
3 organizations.

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

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

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

37 (b) The legislature recognizes that many students in the  
38 graduating class of 2017 have already satisfied current requirements  
39 for obtaining a certificate of academic achievement and does not  
40 intend that these efforts go for naught. The legislature intends to

1 allow students in the graduating class of 2017 who have, by the  
2 beginning of the 2016-17 school year, already met the standard on the  
3 tenth grade assessments in reading, writing, and mathematics, or  
4 satisfied the alternative assessments, to earn a certificate of  
5 academic achievement by these means, by the means identified in  
6 section 101(3) of this act, or by a combination of the two in the  
7 event that a student has, by the beginning of the 2016-17 school  
8 year, already met the standard or satisfied an alternative in one,  
9 but not both, of the content areas.

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

## 17 PART I

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

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

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

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

33 (3)(a) Beginning with the graduating class of 2017, a student  
34 must earn a certificate of academic achievement if the student:

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

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

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

8 (iv) Completes a dual credit course in English language arts or  
9 mathematics in which the student earns college credit.

10 (b) A student may use the options established in (a)(ii), (iii),  
11 or (iv) of this subsection for the relevant English language arts  
12 content area, mathematics content area, or both. A student using the  
13 options established in (a)(ii), (iii), or (iv) of this subsection for  
14 purposes of earning a certificate of academic achievement must have  
15 taken, at least once, the high school English language arts and  
16 mathematics assessments identified in RCW 28A.655.070.

17 (4)(a) The state board of education shall identify the scores on  
18 the mathematics, reading or English, or writing portions of the SAT  
19 or ACT that are equivalent to a level 3 on both the high school  
20 English language arts and mathematics assessments identified in RCW  
21 28A.655.070.

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

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

29 (6)(a) If a student does not earn a score of level 3 or level 4  
30 in one or more content areas required for the certificate of academic  
31 achievement, the student may retake the assessment in the content  
32 area at least once a year and at no charge to the student. If the  
33 student earns a score of level 3 or level 4 on a retake of the  
34 assessment, the student shall earn a certificate of academic  
35 achievement.

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

38 (i) If the student is enrolled in a public school, retaking the  
39 high school English language arts and mathematics assessments  
40 identified in RCW 28A.655.070 at least once a year in the content

1 areas in which the student did not earn a score of level 3 or level  
2 4; or

3 (ii) If the student is enrolled in a high school completion  
4 program at a community or technical college, retaking the high school  
5 English language arts and mathematics assessments identified in RCW  
6 28A.655.070 at least once a year in the content areas in which the  
7 student did not earn a score of level 3 or level 4. The  
8 superintendent of public instruction and the state board for  
9 community and technical colleges shall jointly identify means by  
10 which students in these programs can be assessed.

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

16 (7) A student may retain and use the highest result from each  
17 successfully completed content area of the high school English  
18 language arts and mathematics assessments identified in RCW  
19 28A.655.070.

20 (8) A student who does not participate in the high school English  
21 language arts or mathematics assessments identified in RCW  
22 28A.655.070 may qualify for a certificate of academic achievement  
23 using one or more of the options established in subsection  
24 (3)(a)(ii), (iii), or (iv) of this section for the relevant English  
25 language arts content area, mathematics content area, or both.

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

28 (1) The state board of education shall establish high school  
29 graduation requirements or equivalencies for students, except as  
30 provided in RCW 28A.230.122 and except those equivalencies  
31 established by local high schools or school districts under RCW  
32 28A.230.097. The purpose of a high school diploma is to declare that  
33 a student is ready for success in postsecondary education, gainful  
34 employment, and citizenship, and is equipped with the skills to be a  
35 lifelong learner.

36 (a) Any course in Washington state history and government used to  
37 fulfill high school graduation requirements shall ~~((consider~~  
38 ~~including))~~, in accordance with RCW 28A.320.170, include information

1 on the culture, history, and government of the American Indian  
2 peoples who were the first inhabitants of the state.

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

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

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

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

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

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

25 (B) Identification of educational goals;

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

29 (D) Identification of assessments needed to graduate from high  
30 school and achieve postsecondary goals identified in the high school  
31 and beyond plan; and

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

37 (d) Any decision on whether a student has met the state board's  
38 high school graduation requirements for a high school and beyond plan  
39 shall remain at the local level. A district may establish additional,

1 local requirements for a high school and beyond plan to serve the  
2 needs and interests of its students and the purposes of this section.

3 (e)(i)(A) Beginning in the 2016-17 school year, students who have  
4 not earned a certificate of academic achievement under section 101 or  
5 201 of this act before the beginning of grade twelve must take and  
6 pass a locally determined course in the content area in which the  
7 student was not successful. The course shall be rigorous and  
8 consistent with the student's educational and career goals identified  
9 in his or her high school and beyond plan, and may include career and  
10 technical education equivalencies in English language arts or  
11 mathematics adopted pursuant to RCW 28A.230.097.

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

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

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

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

34 (iv) This subsection (1)(e) does not apply to students satisfying  
35 the provisions of RCW 28A.155.045 or to students who complete and  
36 earn college credit in a dual credit course in the content area in  
37 which the student was not successful.

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



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

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

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

35       (2)(a) In recognition of the statutory authority of the state  
36 board of education to establish and enforce minimum high school  
37 graduation requirements, the state board shall periodically  
38 reevaluate the graduation requirements and shall report such findings  
39 to the legislature in a timely manner as determined by the state  
40 board.

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

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

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

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

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

38 (b) The academic level of the course exceeds the requirements for  
39 seventh and eighth grade classes and the course would qualify for  
40 high school credit, because the course is similar or equivalent to a

1 course offered at a high school in the district as determined by the  
2 school district board of directors.

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

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

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

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

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

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

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

30 (4) For purposes of statewide accountability:

31 (a) Adopt and revise performance improvement goals in reading,  
32 writing, science, and mathematics, by subject and grade level, once  
33 assessments in these subjects are required statewide; academic and  
34 technical skills, as appropriate, in secondary career and technical  
35 education programs; and student attendance, as the board deems  
36 appropriate to improve student learning. The goals shall be  
37 consistent with student privacy protection provisions of RCW  
38 28A.655.090(7) and shall not conflict with requirements contained in  
39 Title I of the federal elementary and secondary education act of

1 1965, or the requirements of the Carl D. Perkins vocational education  
2 act of 1998, each as amended. The goals may be established for all  
3 students, economically disadvantaged students, limited English  
4 proficient students, students with disabilities, and students from  
5 disproportionately academically underachieving racial and ethnic  
6 backgrounds. The board may establish school and school district goals  
7 addressing high school graduation rates and dropout reduction goals  
8 for students in grades seven through twelve. The board shall adopt  
9 the goals by rule. However, before each goal is implemented, the  
10 board shall present the goal to the education committees of the house  
11 of representatives and the senate for the committees' review and  
12 comment in a time frame that will permit the legislature to take  
13 statutory action on the goal if such action is deemed warranted by  
14 the legislature;

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

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

33 (iii) ~~By the end of the 2014-15 school year, establish the scores~~  
34 ~~students must achieve to meet the standard and earn a certificate of~~  
35 ~~academic achievement on the high school English language arts~~  
36 ~~assessment and the comprehensive mathematics assessment developed~~  
37 ~~with a multistate consortium in accordance with RCW 28A.655.070. To~~  
38 ~~determine the appropriate score, the state board shall review the~~  
39 ~~transition experience of Washington students to the consortium-~~  
40 ~~developed assessments, examine the student scores used in other~~

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

8 ~~(iv) The legislature shall be advised of the initial performance~~  
9 ~~standards for the high school statewide student assessment. Any~~  
10 ~~changes recommended by the board in the performance standards for the~~  
11 ~~high school assessment shall be presented to the education committees~~  
12 ~~of the house of representatives and the senate by November 30th of~~  
13 ~~the school year in which the changes will take place to permit the~~  
14 ~~legislature to take statutory action before the changes are~~  
15 ~~implemented if such action is deemed warranted by the legislature.)~~

16 The legislature shall be advised of the initial performance standards  
17 and any changes made to the elementary ~~((level performance standards~~  
18 ~~and the)), middle, and high school level performance standards. The  
19 board must provide an explanation of and rationale for all initial  
20 performance standards and any changes, for all grade levels of the  
21 statewide student assessment. If the board changes the performance  
22 standards for any grade level or subject, the superintendent of  
23 public instruction must recalculate the results from the previous ten  
24 years of administering that assessment regarding students below,  
25 meeting, and beyond the state standard, to the extent that this data  
26 is available, and post a comparison of the original and recalculated  
27 results on the superintendent's web site;~~

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

33 (d) Include in the biennial report required under RCW  
34 28A.305.035, information on the progress that has been made in  
35 achieving goals adopted by the board;

36 (5) Accredite, subject to such accreditation standards and  
37 procedures as may be established by the state board of education, all  
38 private schools that apply for accreditation, and approve, subject to  
39 the provisions of RCW 28A.195.010, private schools carrying out a  
40 program for any or all of the grades kindergarten through twelve.

1 However, no private school may be approved that operates a  
2 kindergarten program only and no private school shall be placed upon  
3 the list of accredited schools so long as secret societies are  
4 knowingly allowed to exist among its students by school officials;

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

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

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

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

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

30 (2)(a) The superintendent of public instruction may develop or  
31 adopt science end-of-course assessments or a comprehensive science  
32 assessment (~~that includes subjects in addition to biology for~~  
33 ~~purposes of RCW 28A.655.061,~~) when so directed by the legislature.  
34 The legislature intends to transition from a biology end-of-course  
35 assessment to a more comprehensive science assessment in a manner  
36 consistent with the way in which the state transitioned to an English  
37 language arts assessment and a comprehensive mathematics assessment.  
38 (~~The legislature further intends that the transition will include at~~  
39 ~~least two years of using the student assessment results from either~~

1 ~~the biology end-of-course assessment or the more comprehensive~~  
2 ~~assessment in order to provide students with reasonable opportunities~~  
3 ~~to demonstrate high school competencies while being mindful of the~~  
4 ~~increasing rigor of the new assessment.))~~

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

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

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

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

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

38 (1) The superintendent of public instruction shall develop  
39 essential academic learning requirements that identify the knowledge

1 and skills all public school students need to know and be able to do  
2 based on the student learning goals in RCW 28A.150.210, develop  
3 student assessments, and implement the accountability recommendations  
4 and requests regarding assistance, rewards, and recognition of the  
5 state board of education.

6 (2) The superintendent of public instruction shall:

7 (a) Periodically revise the essential academic learning  
8 requirements, as needed, based on the student learning goals in RCW  
9 28A.150.210. Goals one and two shall be considered primary. To the  
10 maximum extent possible, the superintendent shall integrate goal four  
11 and the knowledge and skill areas in the other goals in the essential  
12 academic learning requirements; and

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

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



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

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

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

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

25           ~~((iii) During the transition period specified in RCW~~  
26 ~~28A.655.061, the superintendent of public instruction shall use test~~  
27 ~~items and other resources from the consortium assessment to develop~~  
28 ~~and administer a tenth grade high school English language arts~~  
29 ~~assessment, an end-of-course mathematics assessment to assess the~~  
30 ~~standards common to algebra I and integrated mathematics I, and an~~  
31 ~~end-of-course mathematics assessment to assess the standards common~~  
32 ~~to geometry and integrated mathematics II.))~~

33           (4) If the superintendent proposes any modification to the  
34 essential academic learning requirements or the statewide  
35 assessments, then the superintendent shall, upon request, provide  
36 opportunities for the education committees of the house of  
37 representatives and the senate to review the assessments and proposed  
38 modifications to the essential academic learning requirements before  
39 the modifications are adopted.

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

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

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

17 (a) Information on classroom-based and other assessments that may  
18 provide additional achievement information for individual students;  
19 and

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

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

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

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

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

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

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

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

7 NEW SECTION. **Sec. 106.** A new section is added to chapter  
8 28A.655 RCW to read as follows:

9 (1) Beginning with the graduating class of 2016, and until the  
10 first graduating class following the transition period identified in  
11 RCW 28A.655.068(4), a student is not required to meet the state  
12 standard in science in order to earn a certificate of academic  
13 achievement.

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

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

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

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

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

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

37 (1) The superintendent of public instruction, in consultation  
38 with the four-year institutions as defined in RCW 28B.76.020, the

1 state board for community and technical colleges, and the workforce  
2 training and education coordinating board, shall develop for use by  
3 all public school districts a standardized high school transcript.  
4 The superintendent shall establish clear definitions for the terms  
5 "credits" and "hours" so that school programs operating on the  
6 quarter, semester, or trimester system can be compared.

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

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

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

19 NEW SECTION. Sec. 108. A new section is added to chapter  
20 28A.300 RCW to read as follows:

21 (1) The superintendent of public instruction shall conduct a  
22 study of the locally determined courses in English language arts or  
23 mathematics under RCW 28A.230.090(1)(e) offered by school districts  
24 in the 2016-17 and 2017-18 school years to students in grade twelve  
25 who are participating in locally determined courses. The study shall  
26 analyze how the transition courses and other locally determined  
27 courses are aligned with the Washington state learning standards in  
28 English language arts and mathematics. The study shall also determine  
29 whether the state has an adequate number of certificated teachers  
30 qualified to teach transition courses and other locally determined  
31 courses aligned with the Washington state learning standards in  
32 English language arts and mathematics. The superintendent of public  
33 instruction shall submit a report on the results of this study to the  
34 legislature, in accordance with RCW 43.01.036, before January 1,  
35 2018.

36 (2) Beginning in 2019, the superintendent of public instruction,  
37 in consultation with the education data center in RCW 43.41.400,  
38 shall annually produce a summary report of the outcomes of Washington  
39 state high school graduates who earned a certificate of academic

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

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

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

26 (2) Under an academic acceleration policy:

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

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

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

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

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

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

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

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

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

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

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

37 ~~((e))~~ (d) Education, apprenticeship, and career opportunities  
38 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 2017**  
13 **AND PRIOR GRADUATING CLASSES**

14 NEW SECTION. **Sec. 201.** A new section is added to chapter  
15 28A.655 RCW to read as follows:

16 (1) In addition to the means identified in section 101(3) of this  
17 act for earning a certificate of academic achievement, a student in  
18 the graduating class of 2017 may earn a certificate of academic  
19 achievement if, before the beginning of the 2016-17 school year, the  
20 student:

21 (a) Met the standard pursuant to RCW 28A.655.061(3)(b)(i) as it  
22 existed on September 1, 2015; or

23 (b) Satisfied the alternative assessment options available to  
24 students of the graduating class of 2017 under RCW 28A.655.061(10)  
25 and 28A.655.065, each as they existed on September 1, 2015.

26 (2) A student in the class of 2016 or a prior graduating class  
27 may use the means identified in section 101(3) of this act for  
28 earning a certificate of academic achievement if the student has not,  
29 before the beginning of the 2016-17 school year:

30 (a) Met the standard pursuant to RCW 28A.655.061(3)(a) as it  
31 existed on September 1, 2015; or

32 (b) Satisfied the alternative assessment options available to the  
33 graduating class of which the student is a part under RCW  
34 28A.655.061(10) and 28A.655.065, each as they existed on September 1,  
35 2015.

36 (3) This section expires June 30, 2018.

37 **PART III**

MISCELLANEOUS PROVISIONS

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

(1) RCW 28A.655.061 (High school assessment system—Certificate of academic achievement—Exemptions—Options to retake high school assessment—Objective alternative assessment—Student learning plans) and 2015 3rd sp.s. c 42 s 2, 2013 2nd sp.s. c 22 s 2, 2011 1st sp.s. c 22 s 2, 2010 c 244 s 1, 2009 c 524 s 5, & 2008 c 321 s 2;

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

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

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

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

--- END ---