
SENATE BILL 5622

State of Washington

65th Legislature

2017 Regular Session

By Senators Rolfes, Mullet, Frockt, and Keiser

Read first time 02/01/17. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to integrating career readiness standards and
2 instruction into the program of basic education; amending RCW
3 28A.700.070 and 28A.655.070; creating new sections; and providing an
4 expiration date.

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

6 NEW SECTION. **Sec. 1.** The legislature recognizes that preparing
7 students to be successful in postsecondary education, gainful
8 employment, and citizenship requires instruction in academic
9 standards, as well as the opportunity to acquire the skills and
10 knowledge necessary to be ready for a rewarding career. The
11 legislature finds that all students should be afforded the
12 opportunity to learn skills and strategies that prepare students for
13 living wage career pathways and active engagement in civic life. The
14 legislature intends to more fully integrate career readiness
15 standards and instruction into the program of basic education.

16 **Sec. 2.** RCW 28A.700.070 and 2014 c 217 s 101 are each amended to
17 read as follows:

18 (1) The office of the superintendent of public instruction shall
19 support school district efforts under RCW 28A.230.097 to adopt course
20 equivalencies for career and technical courses by:

1 (a) Recommending career and technical curriculum suitable for
2 course equivalencies;

3 (b) Publicizing best practices for high schools and school
4 districts in developing and adopting course equivalencies; and

5 (c) In consultation with the Washington association for career
6 and technical education, providing professional development,
7 technical assistance, and guidance for school districts seeking to
8 expand their lists of equivalent courses.

9 (2) The office of the superintendent of public instruction shall
10 provide professional development, technical assistance, and guidance
11 for school districts to develop career and technical course
12 equivalencies that also qualify as advanced placement courses.

13 (3) The office of the superintendent of public instruction, in
14 consultation with one or more technical working groups convened for
15 this purpose, shall develop curriculum frameworks for a selected list
16 of career and technical courses that may be offered by high schools
17 or skill centers whose content in science, technology, engineering,
18 and mathematics is considered equivalent in full or in part to
19 science or mathematics courses that meet high school graduation
20 requirements. The content of the courses must be aligned with state
21 essential academic learning requirements in mathematics as adopted by
22 the superintendent of public instruction in July 2011 and the
23 essential academic learning requirements in science as adopted in
24 October 2013, and industry standards. The office shall submit the
25 list of equivalent career and technical courses and their curriculum
26 frameworks to the state board of education for review, an opportunity
27 for public comment, and approval. The first list of courses under
28 this subsection must be developed and approved before the 2015-16
29 school year. Thereafter, the office may periodically update or revise
30 the list of courses using the process in this subsection.

31 (4) The office of the superintendent of public instruction, in
32 consultation with one or more technical working groups convened for
33 this purpose, shall develop a curriculum framework for a career and
34 technical education course that may be offered by high schools, in
35 which the content in social studies education is considered
36 equivalent in full or in part to social studies courses that meet
37 high school graduation requirements, including those that incorporate
38 instruction in civics and financial literacy. The framework should
39 also include the development of a high school and beyond plan
40 satisfying the requirement of RCW 28A.230.090. The content of the

1 course must be aligned with state essential academic learning
2 requirements in social studies as adopted by the superintendent of
3 public instruction, and be aligned with standards of career readiness
4 as established in RCW 28A.655.070. The office shall submit the
5 curriculum framework to the state board of education for review, an
6 opportunity for public comment, and approval, and shall be available
7 for implementation before the 2018-19 school year.

8 (5) Subject to funds appropriated for this purpose, the office of
9 the superintendent of public instruction shall allocate grant funds
10 to school districts to increase the integration and rigor of academic
11 instruction in career and technical courses. Grant recipients are
12 encouraged to use grant funds to support teams of academic and
13 technical teachers using a research-based professional development
14 model supported by the national research center for career and
15 technical education. The office of the superintendent of public
16 instruction may require that grant recipients provide matching
17 resources using federal Carl Perkins funds or other fund sources.

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

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

27 (2) The superintendent of public instruction shall:

28 (a) Periodically revise the essential academic learning
29 requirements, as needed, based on the student learning goals in RCW
30 28A.150.210. Goals one and two shall be considered primary. (~~To the~~
31 ~~maximum extent possible~~) Before the 2018-19 school year, the
32 superintendent shall ((integrate)) develop a set of career readiness
33 standards to guide the full integration of goal four and the
34 knowledge and skill areas in the other goals in the essential
35 academic learning requirements; and

36 (b) Review and prioritize the essential academic learning
37 requirements and identify, with clear and concise descriptions, the
38 grade level content expectations to be assessed on the statewide
39 student assessment and used for state or federal accountability

1 purposes. The review, prioritization, and identification shall result
2 in more focus and targeting with an emphasis on depth over breadth in
3 the number of grade level content expectations assessed at each grade
4 level. Grade level content expectations shall be articulated over the
5 grades as a sequence of expectations and performances that are
6 logical, build with increasing depth after foundational knowledge and
7 skills are acquired, and reflect, where appropriate, the sequential
8 nature of the discipline. The office of the superintendent of public
9 instruction, within seven working days, shall post on its web site
10 any grade level content expectations provided to an assessment vendor
11 for use in constructing the statewide student assessment.

12 (3)(a) In consultation with the state board of education, the
13 superintendent of public instruction shall maintain and continue to
14 develop and revise a statewide academic assessment system in the
15 content areas of reading, writing, mathematics, and science for use
16 in the elementary, middle, and high school years designed to
17 determine if each student has mastered the essential academic
18 learning requirements identified in subsection (1) of this section.
19 School districts shall administer the assessments under guidelines
20 adopted by the superintendent of public instruction. The academic
21 assessment system may include a variety of assessment methods,
22 including criterion-referenced and performance-based measures.

23 (b) Effective with the 2009 administration of the Washington
24 assessment of student learning and continuing with the statewide
25 student assessment, the superintendent shall redesign the assessment
26 in the content areas of reading, mathematics, and science in all
27 grades except high school by shortening test administration and
28 reducing the number of short answer and extended response questions.

29 (c) By the 2014-15 school year, the superintendent of public
30 instruction, in consultation with the state board of education, shall
31 modify the statewide student assessment system to transition to
32 assessments developed with a multistate consortium, as provided in
33 this subsection:

34 (i) The assessments developed with a multistate consortium to
35 assess student proficiency in English language arts and mathematics
36 shall be administered beginning in the 2014-15 school year. The
37 reading and writing assessments shall not be administered by the
38 superintendent of public instruction or schools after the 2013-14
39 school year.

1 (ii) The high school assessments in English language arts and
2 mathematics in (c)(i) of this subsection shall be used for the
3 purposes of earning a certificate of academic achievement for high
4 school graduation under the timeline established in RCW 28A.655.061
5 and for assessing student career and college readiness.

6 (iii) During the transition period specified in RCW 28A.655.061,
7 the superintendent of public instruction shall use test items and
8 other resources from the consortium assessment to develop and
9 administer a tenth grade high school English language arts
10 assessment, an end-of-course mathematics assessment to assess the
11 standards common to algebra I and integrated mathematics I, and an
12 end-of-course mathematics assessment to assess the standards common
13 to geometry and integrated mathematics II.

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

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

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

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

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

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

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

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

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

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

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

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

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

28 NEW SECTION. **Sec. 4.** (1) The career readiness standards work
29 group is established.

30 (2)(a) The work group shall be convened by the office of the
31 superintendent of public instruction and must include representatives
32 from the state board of education, business and labor members of the
33 state workforce training and education coordinating board, the office
34 of the superintendent of public instruction, the state board for
35 community and technical colleges, and the student achievement
36 council.

37 (b) The work group may invite, at its discretion, representatives
38 from public and private Washington institutions of higher education
39 and other agencies to provide advice and expertise.

1 (3) The purpose of the work group is to:
2 (a) Review examples of definitions and standards of career
3 readiness adopted by other states;
4 (b) Review policies and practices in place in other states to
5 integrate standards of career readiness into classroom instruction
6 provided throughout the primary and secondary stages of public
7 school;
8 (c) Review policies and practices in place in other states to
9 integrate the development of a high school and beyond plan into the
10 course-taking options and the identification of career pathway
11 options for students; and
12 (d) Recommend a set of career readiness standards for
13 consideration by the state board of education and the workforce
14 training and education coordinating board, and eventual adoption by
15 the superintendent.
16 (4)(a) The work group shall present its recommendations developed
17 pursuant to subsection (3) of this section jointly to the state board
18 of education and the workforce training and education coordinating
19 board by September 15, 2017.
20 (b) The state board of education and the workforce training and
21 education coordinating board shall report recommendations approved by
22 both boards in a report to the education committees of the
23 legislature by December 1, 2017.
24 (c) The superintendent shall adopt standards according to the
25 requirements and timeline in RCW 28A.655.070.
26 (5) This section expires July 1, 2018.

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