
ENGROSSED HOUSE BILL 2214

State of Washington

64th Legislature

2015 Regular Session

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 03/26/15. Referred to Committee on Appropriations.

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 will be tested
8 using a comprehensive assessment system developed with a multistate
9 consortium. This system, the smarter balanced assessment, will
10 evaluate students in grades three through eight and grade eleven on
11 their college and career readiness based on the Washington state
12 learning standards in English language arts and mathematics, and will
13 be used for state and federal accountability purposes. In addition,
14 students beginning with the graduating class of 2019 will also have
15 the requirement to earn twenty-four credits for high school
16 graduation to obtain a more meaningful diploma. Schools also have put
17 a great deal of time and effort into ensuring quality instruction
18 through the teacher and principal evaluation program, a four-tiered
19 system that establishes eight new criteria for teachers' and
20 principals' evaluations. Finally, Washington adopted new,
21 academically rigorous next generation science standards (NGSS) in
22 2013. A comprehensive science assessment of the next generation
23 science standards is being developed and is expected to become
24 operational statewide in spring 2017 or 2018.

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

36 (4) The legislature finds that requiring schools to administer
37 six high school assessments—the smarter balanced English language
38 arts assessment, smarter balanced mathematics, the end-of-course
39 assessment for biology, two mathematics end-of-course assessments,
40 and the English language arts exit exam—creates a costly system in

1 which too much classroom time and too many state resources are
2 devoted to taking and retaking tests for graduation purposes. The
3 time and funding that are now invested in Washington's current state
4 graduation assessments do not result in students meeting a college or
5 career ready measure accepted by postsecondary institutions and
6 organizations.

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

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

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

38 (b) The legislature recognizes that many students in the
39 graduating class of 2016 have already satisfied current requirements
40 for obtaining a certificate of academic achievement and does not

1 intend that these efforts go for naught. The legislature intends to
2 allow students in the graduating class of 2016 who have, by the
3 beginning of the 2015-16 school year, already met the standard on the
4 tenth grade assessments in reading, writing, and mathematics, or
5 satisfied the alternative assessments, to earn a certificate of
6 academic achievement by these means, by the means identified in
7 section 101(3) of this act, or by a combination of the two in the
8 event that a student has, by the beginning of the 2015-16 school
9 year, already met the standard or satisfied an alternative in one,
10 but not both, of the content areas.

11 (8) It is the intent of the legislature for Washington to
12 administer only three statewide assessments for high school
13 graduation: The smarter balanced assessment in English language arts;
14 the smarter balanced assessment in mathematics; and the statewide
15 assessment in science, including, when operational, the comprehensive
16 next generation 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) Beginning with the graduating class of 2016, a student shall
34 earn a certificate of academic achievement if the student:

35 (a) 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 (b) 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; or

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

8 (4)(a) The state board of education shall identify the scores on
9 the mathematics, reading or English, or writing portions of the SAT
10 or ACT that are equivalent to a level 3 on both the high school
11 English language arts and mathematics assessments identified in RCW
12 28A.655.070.

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

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

20 (6)(a) If a student does not earn a score of level 3 or level 4
21 in one or more content areas required for the certificate of academic
22 achievement, the student may retake the assessment in the content
23 area at least once a year and at no charge to the student. If the
24 student earns a score of level 3 or level 4 on a retake of the
25 assessment, the student shall earn a certificate of academic
26 achievement.

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

29 (i) If the student is enrolled in a public school, retaking the
30 high school English language arts and mathematics assessments
31 identified in RCW 28A.655.070 at least once a year in the content
32 areas in which the student did not earn a score of level 3 or level
33 4; or

34 (ii) If the student is enrolled in a high school completion
35 program at a community or technical college, retaking the high school
36 English language arts and mathematics assessments identified in RCW
37 28A.655.070 at least once a year in the content areas in which the
38 student did not earn a score of level 3 or level 4. The
39 superintendent of public instruction and the state board for

1 community and technical colleges shall jointly identify means by
2 which students in these programs can be assessed.

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

8 (7) A student may retain and use the highest result from each
9 successfully completed content area of the high school English
10 language arts and mathematics assessments identified in RCW
11 28A.655.070.

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

14 (1) The state board of education shall establish high school
15 graduation requirements or equivalencies for students, except as
16 provided in RCW 28A.230.122 and except those equivalencies
17 established by local high schools or school districts under RCW
18 28A.230.097. The purpose of a high school diploma is to declare that
19 a student is ready for success in postsecondary education, gainful
20 employment, and citizenship, and is equipped with the skills to be a
21 lifelong learner.

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

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

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

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

38 (iii) The plan must be updated annually during the high school
39 grades to review transcripts, assess progress toward identified

1 goals, and revise as necessary for changing interests, goals, and
2 needs. School districts are encouraged to involve parents and
3 guardians in the process of developing and updating the high school
4 and beyond plan.

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

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

9 (B) Identification of educational goals;

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

13 (D) Identification of assessments needed to graduate from high
14 school and achieve postsecondary goals identified in the high school
15 and beyond plan; and

16 (E) By the end of the twelfth grade, a current resume or activity
17 log that provides a written compilation of the student's education,
18 any work experience, and any community service and how the school
19 district has recognized the community service pursuant to RCW
20 28A.320.193.

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

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

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

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

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

8 (iii) As used in this subsection (1)(e), "high school transition
9 course" means an English language arts, mathematics, or science
10 course offered in high school whose successful completion by a high
11 school student will ensure the student college-level placement at
12 participating institutions of higher education as defined in RCW
13 28B.10.016. High school transition courses must, in accordance with
14 this section, satisfy core or elective credit graduation requirements
15 established by the state board of education. A student's successful
16 completion of a high school transition course does not entitle the
17 student to be admitted to any institution of higher education as
18 defined in RCW 28B.10.016.

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

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

24 ~~((d))~~ (g)(i) The state board of education shall adopt rules to
25 implement the career and college ready graduation requirement
26 proposal adopted under board resolution on November 10, 2010, and
27 revised on January 9, 2014, to take effect beginning with the
28 graduating class of 2019 or as otherwise provided in this subsection
29 (1)~~((d))~~ (g). The rules must include authorization for a school
30 district to waive up to two credits for individual students based on
31 unusual circumstances and in accordance with written policies that
32 must be adopted by each board of directors of a school district that
33 grants diplomas. The rules must also provide that the content of the
34 third credit of mathematics and the content of the third credit of
35 science may be chosen by the student based on the student's interests
36 and high school and beyond plan with agreement of the student's
37 parent or guardian or agreement of the school counselor or principal.

38 (ii) School districts may apply to the state board of education
39 for a waiver to implement the career and college ready graduation
40 requirement proposal beginning with the graduating class of 2020 or

1 2021 instead of the graduating class of 2019. In the application, a
2 school district must describe why the waiver is being requested, the
3 specific impediments preventing timely implementation, and efforts
4 that will be taken to achieve implementation with the graduating
5 class proposed under the waiver. The state board of education shall
6 grant a waiver under this subsection (1)(~~(d)~~) (g) to an applying
7 school district at the next subsequent meeting of the board after
8 receiving an application.

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

18 (2)(a) In recognition of the statutory authority of the state
19 board of education to establish and enforce minimum high school
20 graduation requirements, the state board shall periodically
21 reevaluate the graduation requirements and shall report such findings
22 to the legislature in a timely manner as determined by the state
23 board.

24 (b) The state board shall reevaluate the graduation requirements
25 for students enrolled in vocationally intensive and rigorous career
26 and technical education programs, particularly those programs that
27 lead to a certificate or credential that is state or nationally
28 recognized. The purpose of the evaluation is to ensure that students
29 enrolled in these programs have sufficient opportunity to earn a
30 certificate of academic achievement, complete the program and earn
31 the program's certificate or credential, and complete other state and
32 local graduation requirements.

33 (c) The state board shall forward any proposed changes to the
34 high school graduation requirements to the education committees of
35 the legislature for review and to the quality education council
36 established under RCW 28A.290.010. The legislature shall have the
37 opportunity to act during a regular legislative session before the
38 changes are adopted through administrative rule by the state board.
39 Changes that have a fiscal impact on school districts, as identified
40 by a fiscal analysis prepared by the office of the superintendent of

1 public instruction, shall take effect only if formally authorized and
2 funded by the legislature through the omnibus appropriations act or
3 other enacted legislation.

4 (3) Pursuant to any requirement for instruction in languages
5 other than English established by the state board of education or a
6 local school district, or both, for purposes of high school
7 graduation, students who receive instruction in American sign
8 language or one or more American Indian languages shall be considered
9 to have satisfied the state or local school district graduation
10 requirement for instruction in one or more languages other than
11 English.

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

16 (a) The course was taken with high school students, if the
17 academic level of the course exceeds the requirements for seventh and
18 eighth grade classes, and the student has successfully passed by
19 completing the same course requirements and examinations as the high
20 school students enrolled in the class; or

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

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

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

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

35 The purpose of the state board of education is to provide
36 advocacy and strategic oversight of public education; implement a
37 standards-based accountability framework that creates a unified
38 system of increasing levels of support for schools in order to
39 improve student academic achievement; provide leadership in the

1 creation of a system that personalizes education for each student and
2 respects diverse cultures, abilities, and learning styles; and
3 promote achievement of the goals of RCW 28A.150.210. In addition to
4 any other powers and duties as provided by law, the state board of
5 education shall:

6 (1) Hold regularly scheduled meetings at such time and place
7 within the state as the board shall determine and may hold such
8 special meetings as may be deemed necessary for the transaction of
9 public business;

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

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

14 (4) For purposes of statewide accountability:

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

38 (b)(i) Identify the scores students must achieve in order to meet
39 the standard on the statewide student assessment (~~and, for high~~
40 ~~school students, to obtain a certificate of academic achievement~~)).

1 The board shall also determine student scores that identify levels of
2 student performance below and beyond the standard. (~~The board shall~~
3 ~~consider the incorporation of the standard error of measurement into~~
4 ~~the decision regarding the award of the certificates.~~) The board
5 shall set such performance standards and levels in consultation with
6 the superintendent of public instruction and after consideration of
7 any recommendations that may be developed by any advisory committees
8 that may be established for this purpose.

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

16 (iii) ~~By the end of the 2014-15 school year, establish the scores~~
17 ~~students must achieve to meet the standard and earn a certificate of~~
18 ~~academic achievement on the high school English language arts~~
19 ~~assessment and the comprehensive mathematics assessment developed~~
20 ~~with a multistate consortium in accordance with RCW 28A.655.070. To~~
21 ~~determine the appropriate score, the state board shall review the~~
22 ~~transition experience of Washington students to the consortium-~~
23 ~~developed assessments, examine the student scores used in other~~
24 ~~states that are administering the consortium-developed assessments,~~
25 ~~and review the scores in other states that require passage of an~~
26 ~~eleventh grade assessment as a high school graduation requirement.~~
27 ~~The scores established by the state board of education for the~~
28 ~~purposes of earning a certificate of academic achievement and~~
29 ~~graduation from high school may be different from the scores used for~~
30 ~~the purpose of determining a student's career and college readiness.~~

31 (iv) ~~The legislature shall be advised of the initial performance~~
32 ~~standards for the high school statewide student assessment. Any~~
33 ~~changes recommended by the board in the performance standards for the~~
34 ~~high school assessment shall be presented to the education committees~~
35 ~~of the house of representatives and the senate by November 30th of~~
36 ~~the school year in which the changes will take place to permit the~~
37 ~~legislature to take statutory action before the changes are~~
38 ~~implemented if such action is deemed warranted by the legislature.)~~
39 The legislature shall be advised of the initial performance standards
40 and any changes made to the elementary (~~level performance standards~~

1 ~~and the~~), middle, and high school level performance standards. The
2 board must provide an explanation of and rationale for all initial
3 performance standards and any changes, for all grade levels of the
4 statewide student assessment. If the board changes the performance
5 standards for any grade level or subject, the superintendent of
6 public instruction must recalculate the results from the previous ten
7 years of administering that assessment regarding students below,
8 meeting, and beyond the state standard, to the extent that this data
9 is available, and post a comparison of the original and recalculated
10 results on the superintendent's web site;

11 (c) Annually review the assessment reporting system to ensure
12 fairness, accuracy, timeliness, and equity of opportunity, especially
13 with regard to schools with special circumstances and unique
14 populations of students, and a recommendation to the superintendent
15 of public instruction of any improvements needed to the system; and

16 (d) Include in the biennial report required under RCW
17 28A.305.035, information on the progress that has been made in
18 achieving goals adopted by the board;

19 (5) Accredite, subject to such accreditation standards and
20 procedures as may be established by the state board of education, all
21 private schools that apply for accreditation, and approve, subject to
22 the provisions of RCW 28A.195.010, private schools carrying out a
23 program for any or all of the grades kindergarten through twelve.
24 However, no private school may be approved that operates a
25 kindergarten program only and no private school shall be placed upon
26 the list of accredited schools so long as secret societies are
27 knowingly allowed to exist among its students by school officials;

28 (6) Articulate with the institutions of higher education,
29 workforce representatives, and early learning policymakers and
30 providers to coordinate and unify the work of the public school
31 system;

32 (7) Hire an executive director and an administrative assistant to
33 reside in the office of the superintendent of public instruction for
34 administrative purposes. Any other personnel of the board shall be
35 appointed as provided by RCW 28A.300.020. The board may delegate to
36 the executive director by resolution such duties as deemed necessary
37 to efficiently carry on the business of the board including, but not
38 limited to, the authority to employ necessary personnel and the
39 authority to enter into, amend, and terminate contracts on behalf of
40 the board. The executive director, administrative assistant, and all

1 but one of the other personnel of the board are exempt from civil
2 service, together with other staff as now or hereafter designated as
3 exempt in accordance with chapter 41.06 RCW; and

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

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

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

13 (2)(a) The superintendent of public instruction may develop or
14 adopt science end-of-course assessments or a comprehensive science
15 assessment (~~((that includes subjects in addition to biology for
16 purposes of RCW 28A.655.061,))~~) when so directed by the legislature.
17 The legislature intends to transition from a biology end-of-course
18 assessment to a more comprehensive science assessment in a manner
19 consistent with the way in which the state transitioned to an English
20 language arts assessment and a comprehensive mathematics assessment.
21 (~~((The legislature further intends that the transition will include at
22 least two years of using the student assessment results from either
23 the biology end-of-course assessment or the more comprehensive
24 assessment in order to provide students with reasonable opportunities
25 to demonstrate high school competencies while being mindful of the
26 increasing rigor of the new assessment.))~~)

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

31 (~~((c) Before the next subsequent school year after the
32 legislature directs the superintendent to develop or adopt a new
33 science assessment, the superintendent of public instruction shall
34 review the objective alternative assessments for the science
35 assessment and make recommendations to the legislature regarding
36 additional objective alternatives, if any.))~~)

37 (3) The superintendent of public instruction may participate with
38 consortia of multiple states as common student learning standards and
39 assessments in science are developed. The superintendent of public

1 instruction, in consultation with the state board of education, may
2 modify the essential academic learning requirements and statewide
3 student assessments in science, including the high school assessment,
4 according to the multistate common student learning standards and
5 assessments as long as the education committees of the legislature
6 have opportunities for review before the modifications are adopted,
7 as provided under RCW 28A.655.070.

8 ~~(4) ((The statewide high school assessment under this section~~
9 ~~shall be used to demonstrate that a student meets the state standards~~
10 ~~in the science content area of the statewide student assessment for~~
11 ~~purposes of RCW 28A.655.061.))~~ After the superintendent of public
12 instruction adopts a comprehensive science assessment under this
13 section and RCW 28A.655.070, there shall be a two-year transition
14 period, including one year to pilot the comprehensive science
15 assessment and a second year to administer the assessment statewide,
16 before students are required to meet the standard on the
17 comprehensive assessment to earn a certificate of academic
18 achievement.

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

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

28 (2) The superintendent of public instruction shall:

29 (a) Periodically revise the essential academic learning
30 requirements, as needed, based on the student learning goals in RCW
31 28A.150.210. Goals one and two shall be considered primary. To the
32 maximum extent possible, the superintendent shall integrate goal four
33 and the knowledge and skill areas in the other goals in the essential
34 academic learning requirements; and

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

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

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

34 ~~(i))~~).

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

1 ~~((ii))~~ (iii) The high school ~~((assessments in))~~ English
2 language arts and mathematics ~~((in (c)(i) of this subsection))~~
3 assessments developed with the multistate consortium shall be used
4 for the purposes of earning a certificate of academic achievement for
5 high school graduation under the timeline established in ~~((RCW~~
6 ~~28A.655.061))~~ section 101 of this act and for assessing student
7 career and college readiness.

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

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

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

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

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

1 (a) Information on classroom-based and other assessments that may
2 provide additional achievement information for individual students;
3 and

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

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

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

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

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

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

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

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

31 NEW SECTION. **Sec. 106.** A new section is added to chapter
32 28A.655 RCW to read as follows:

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

38 (2)(a) Beginning with the first graduating class following the
39 transition period identified in RCW 28A.655.068(4), a student must

1 meet the state standard on the comprehensive science assessment, in
2 addition to the other content areas required under section 101 of
3 this act, to earn a certificate of academic achievement.

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

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

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

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

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

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

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

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

36 (4) If a student has earned a level 3 or level 4 score on the
37 high school English language and mathematics assessments identified
38 in RCW 28A.655.070, the student's standardized high school transcript
39 must include a notation of "career and college ready high honors."

1 School districts are encouraged to also include a notation of "career
2 and college ready high honors" on the student's diploma.

3 NEW SECTION. **Sec. 108.** A new section is added to chapter
4 28A.300 RCW to read as follows:

5 (1) The superintendent of public instruction shall conduct a
6 study of the locally determined courses in English language arts or
7 mathematics under RCW 28A.230.090(1)(e) offered by school districts
8 in the 2015-16 and 2016-17 school years to students in grade twelve
9 who are participating in locally determined courses. The study shall
10 analyze how the transition courses and other locally determined
11 courses are aligned with the Washington state learning standards in
12 English language arts and mathematics. The study shall also determine
13 whether the state has an adequate number of certificated teachers
14 qualified to teach transition courses and other locally determined
15 courses aligned with the Washington state learning standards in
16 English language arts and mathematics. The superintendent of public
17 instruction shall submit a report on the results of this study to the
18 legislature, in accordance with RCW 43.01.036, before January 1,
19 2018.

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

1 taking and passing other locally determined courses in English
2 language arts or mathematics in grade twelve.

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

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

8 (2) Under an academic acceleration policy:

9 (a) The district automatically enrolls any student who meets the
10 state standard on the high school statewide student assessment in the
11 next most rigorous level of advanced courses offered by the high
12 school. Students who successfully complete such an advanced course
13 are then enrolled in the next most rigorous level of advanced course,
14 with the objective that students will eventually be automatically
15 enrolled in courses that offer the opportunity to earn dual credit
16 for high school and college.

17 (b) The subject matter of the advanced courses in which the
18 student is automatically enrolled depends on the content area or
19 areas of the statewide student assessment where the student has met
20 the state standard. Students who meet the state standard on (i) both
21 end-of-course mathematics assessments or (ii) the high school
22 mathematics assessment identified in RCW 28A.655.070 are considered
23 to have met the state standard for high school mathematics. Students
24 who meet the state standard (~~(in both reading and writing)~~) on the
25 high school English language arts assessment identified in RCW
26 28A.655.070 are eligible for enrollment in advanced courses in
27 English, social studies, humanities, and other related subjects.

28 (c) The district must notify students and parents or guardians
29 regarding the academic acceleration policy and the advanced courses
30 available to students.

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

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

36 (1) Subject to funds appropriated for this purpose, the office of
37 the superintendent of public instruction shall develop and conduct an
38 ongoing campaign for career and technical education to increase

1 awareness among teachers, counselors, students, parents, principals,
2 school administrators, and the general public about the opportunities
3 offered by rigorous career and technical education programs. Messages
4 in the campaign shall emphasize career and technical education as a
5 high quality educational pathway for students, including for students
6 who seek advanced education that includes a bachelor's degree or
7 beyond. In particular, the office shall provide information about the
8 following:

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

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

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

15 ~~(d))~~ The availability of scholarships for postsecondary
16 workforce education, including the Washington award for vocational
17 excellence, and apprenticeships through the opportunity grant program
18 under RCW 28B.50.271, grants under RCW 28A.700.090, and other
19 programs; and

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

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

27 (3) The office shall seek advice, participation, and financial
28 assistance from the workforce training and education coordinating
29 board, higher education institutions, foundations, employers,
30 apprenticeship and training councils, workforce development councils,
31 and business and labor organizations for the campaign.

32 PART II

33 PROVISIONS PERTAINING TO THE GRADUATING CLASS OF 2016

34 NEW SECTION. **Sec. 201.** A new section is added to chapter
35 28A.655 RCW to read as follows:

36 (1) In addition to the means identified in section 101(3) of this
37 act for earning a certificate of academic achievement, a student in
38 the graduating class of 2016 may earn a certificate of academic

1 achievement if, before the beginning of the 2015-16 school year, the
2 student:

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

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

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

9 **PART III**

10 **MISCELLANEOUS PROVISIONS**

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

13 (1) RCW 28A.655.061 (High school assessment system—Certificate of
14 academic achievement—Exemptions—Options to retake high school
15 assessment—Objective alternative assessment—Student learning plans)
16 and 2013 2nd sp.s. c 22 s 2, 2011 1st sp.s. c 22 s 2, 2010 c 244 s 1,
17 2009 c 524 s 5, & 2008 c 321 s 2;

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

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

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

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

--- END ---