
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.655.061, 28A.230.090, 28A.655.066, 28A.655.068, 28A.655.070,
4 28A.230.125, 28A.320.195, and 28A.700.080; creating a new section;
5 repealing RCW 28A.655.063, 28A.655.065, and 28A.655.066; and
6 providing an effective date.

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

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

19 (2) The legislature recognizes that, in today's competitive
20 global economy, it is not enough for Washington's students to meet a
21 minimum level of competency. To be successful in postsecondary

1 education, gainful employment, and citizenship requires increased
2 rigor and achievement. To that end, the state has recently adopted
3 new, academically rigorous policies to better prepare students for
4 future success. Starting in spring 2015, Washington students will be
5 tested using a comprehensive assessment system developed with a
6 multistate consortium. This system, the smarter balanced assessment,
7 will evaluate students in grades three through eight and grade eleven
8 on their college and career readiness based on the Washington state
9 learning standards in English language arts and mathematics and will
10 be used for state and federal accountability purposes. In addition,
11 students beginning with the graduating class of 2019 will also have
12 the requirement to earn twenty-four credits for high school
13 graduation to obtain a more meaningful diploma. Schools also have put
14 a great deal of time and effort into ensuring quality instruction
15 through the teacher and principal evaluation program, a four-tiered
16 system that establishes eight new criteria for teachers' and
17 principals' evaluations. Finally, Washington adopted new,
18 academically rigorous next generation science standards (NGSS) in
19 2013. A comprehensive science assessment of the next generation
20 science standards is currently being developed and is expected to
21 become operational statewide in spring 2017 or 2018.

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

33 (4) The legislature finds that requiring schools to administer
34 six high school assessments—the smarter balanced English language
35 arts assessment, smarter balanced mathematics, the end-of-course
36 assessment for biology, two mathematics end-of-course assessments,
37 and the English language arts exit exam—creates a costly system in
38 which too much classroom time and too many state resources are
39 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, and more
7 sustained focus on providing college and career guidance through
8 students' high school and beyond plans, would better prepare students
9 for postsecondary college and career opportunities. State and local
10 resources that are now directed to develop and administer alternative
11 graduation assessments should be redirected to courses and programs
12 better suited for student needs during high school.

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

23 (7) The legislature therefore intends to eliminate the tenth
24 grade assessment and the myriad of alternative assessments that
25 students may use to obtain a certificate of academic achievement. In
26 their place, students will be required to meet standard on the
27 smarter balanced English language arts and mathematics assessments
28 administered in the eleventh grade. The legislature further intends
29 to require students who fail to meet the standard on the smarter
30 balanced assessments to take and pass locally determined courses in
31 their senior year that align with their college or career goals,
32 including, when available, high school transition courses.

33 (8) It is the intent of the legislature for Washington to
34 administer only three statewide assessments: The smarter balanced
35 assessment in English language arts, the smarter balanced assessment
36 in mathematics, and the statewide assessment in science, including,
37 when operational, the comprehensive next generation science standards
38 assessment.

1 **Sec. 2.** RCW 28A.655.061 and 2013 2nd sp.s. c 22 s 2 are each
2 amended to read as follows:

3 (1) The high school assessment system shall include (~~but need~~
4 ~~not be limited to~~) the statewide student assessment((~~7~~)) and
5 opportunities for a student to retake the content areas of the
6 assessment in which the student was not successful(~~, and, if~~
7 ~~approved by the legislature pursuant to subsection (10) of this~~
8 ~~section, one or more objective alternative assessments for a student~~
9 ~~to demonstrate achievement of state academic standards. The objective~~
10 ~~alternative assessments for each content area shall be comparable in~~
11 ~~rigor to the skills and knowledge that the student must demonstrate~~
12 ~~on the statewide student assessment for each content area)).~~

13 (2) Subject to the conditions in this section, a certificate of
14 academic achievement shall be obtained and is evidence that the
15 students have successfully met the state standard in the content
16 areas included in the certificate. With the exception of students
17 satisfying the provisions of RCW 28A.155.045 (~~or 28A.655.0611~~),
18 acquisition of the certificate is required for graduation from a
19 public high school but is not the only requirement for graduation.

20 (3)(a) Beginning with the graduating class of 2008 through the
21 graduating class of 2015, with the exception of students satisfying
22 the provisions of RCW 28A.155.045, a student who meets the state
23 standards on the reading, writing, and mathematics high school
24 statewide student assessment shall earn a certificate of academic
25 achievement. Students in the graduating class of 2016 who meet the
26 state standard on the mathematics high school statewide assessment
27 may earn a certificate of academic achievement. The mathematics
28 assessment shall be the end-of-course assessment for the first year
29 of high school mathematics that assesses the standards common to
30 algebra I and integrated mathematics I or the end-of-course
31 assessment for the second year of high school mathematics that
32 assesses standards common to geometry and integrated mathematics II.

33 (b) (~~As the state transitions from reading and writing~~
34 ~~assessments to an English language arts assessment and from end-of-~~
35 ~~course assessments to a comprehensive assessment for high school~~
36 ~~mathematics, a student in a graduating class of 2016 through 2018~~
37 ~~shall earn a certificate of academic achievement if the student meets~~
38 ~~the state standard as follows:~~

39 (i) ~~Students in the graduating class of 2016 may use the results~~
40 ~~from:~~

1 ~~(A) The reading and writing assessment or the English language~~
2 ~~arts assessment developed with the multistate consortium; and~~

3 ~~(B) The end-of-course assessment for the first year of high~~
4 ~~school mathematics, the end-of-course assessment for the second year~~
5 ~~of high school mathematics, or the comprehensive mathematics~~
6 ~~assessment developed with the multistate consortium.~~

7 ~~(ii) Students in the graduating classes of 2017 and 2018 may use~~
8 ~~the results from:~~

9 ~~(A) The tenth grade English language arts assessment developed by~~
10 ~~the superintendent of public instruction using resources from the~~
11 ~~multistate consortium or the English language arts assessment~~
12 ~~developed with the multistate consortium; and~~

13 ~~(B) The end-of-course assessment for the first year of high~~
14 ~~school mathematics, the end-of-course assessment for the second year~~
15 ~~of high school mathematics, or the comprehensive mathematics~~
16 ~~assessment developed with the multistate consortium.~~

17 ~~(e))~~ Beginning with the graduating class of ~~((2019))~~ 2016, a
18 student who ~~((meets the state standards))~~ earns a score of level 3 or
19 level 4 on the high school English language arts assessment developed
20 with the multistate consortium and the comprehensive mathematics
21 assessment developed with the multistate consortium shall earn a
22 certificate of academic achievement.

23 ~~((d))~~ (c) If a student does not ~~((successfully meet the state~~
24 ~~standards in))~~ earn a score of level 3 or level 4 on one or more
25 content areas required for the certificate of academic achievement,
26 ~~((then))~~ the student may retake the assessment in the content area
27 ~~((at least twice a year))~~ once in his or her senior year at no cost
28 to the student. If the student ~~((successfully meets the state~~
29 ~~standards))~~ earns a score of level 3 or level 4 on a retake of the
30 assessment ~~((then))~~, the student shall earn a certificate of academic
31 achievement. ~~((Once objective alternative assessments are authorized~~
32 ~~pursuant to subsection (10) of this section, a student may use the~~
33 ~~objective alternative assessments to demonstrate that the student~~
34 ~~successfully meets the state standards for that content area if the~~
35 ~~student has taken the statewide student assessment at least once. If~~
36 ~~the student successfully meets the state standards on the objective~~
37 ~~alternative assessments then the student shall earn a certificate of~~
38 ~~academic achievement.))~~

39 (4) Beginning with the graduating class of ~~((2015, a student must~~
40 ~~meet the state standards in science in addition to the other content~~

1 ~~areas required under subsection (3) of this section on the statewide~~
2 ~~student assessment, a retake, or the objective alternative~~
3 ~~assessments in order to))~~ 2016, a student who takes and passes a
4 locally determined course in English language arts or mathematics
5 under RCW 28A.230.090 (1)(e) shall earn a certificate of academic
6 achievement.

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

12 (6) A student may retain and use the highest result from each
13 successfully completed content area of the high school (~~(assessment)~~)
14 English language arts assessment developed with the multistate
15 consortium and the comprehensive mathematics assessment developed
16 with the multistate consortium.

17 (7) School districts must make available to students the
18 following options:

19 (a) To retake the (~~(statewide student assessment at least twice a~~
20 ~~year))~~ high school English language arts assessment developed with
21 the multistate consortium and the comprehensive mathematics
22 assessment developed with the multistate consortium once in the
23 student's senior year in the content areas in which the student did
24 not (~~(meet the state standards)~~) earn a score of level 3 or level 4
25 if the student is enrolled in a public school; or

26 (b) To retake the (~~(statewide student assessment at least twice a~~
27 ~~year))~~ high school English language arts assessment developed with
28 the multistate consortium and the comprehensive mathematics
29 assessment developed with the multistate consortium once in the
30 student's senior year in the content areas in which the student did
31 not (~~(meet the state standards)~~) earn a score of level 3 or level 4
32 if the student is enrolled in a high school completion program at a
33 community or technical college. The superintendent of public
34 instruction and the state board for community and technical colleges
35 shall jointly identify means by which students in these programs can
36 be assessed.

37 (8) Students who achieve the standard in a content area of the
38 (~~(high school assessment)~~) English language arts assessment developed
39 with the multistate consortium and the comprehensive mathematics
40 assessment developed with the multistate consortium but who wish to

1 improve their results shall pay for retaking the assessment, using a
2 uniform cost determined by the superintendent of public instruction.

3 ~~((9) Opportunities to retake the assessment at least twice a
4 year shall be available to each school district.~~

5 ~~(10)(a) The office of the superintendent of public instruction
6 shall develop options for implementing objective alternative
7 assessments, which may include an appeals process for students'
8 scores, for students to demonstrate achievement of the state academic
9 standards. The objective alternative assessments shall be comparable
10 in rigor to the skills and knowledge that the student must
11 demonstrate on the statewide student assessment and be objective in
12 its determination of student achievement of the state standards.
13 Before any objective alternative assessments in addition to those
14 authorized in RCW 28A.655.065 or (b) of this subsection are used by a
15 student to demonstrate that the student has met the state standards
16 in a content area required to obtain a certificate, the legislature
17 shall formally approve the use of any objective alternative
18 assessments through the omnibus appropriations act or by statute or
19 concurrent resolution.~~

20 ~~(b)(i) A student's score on the mathematics, reading or English,
21 or writing portion of the SAT or the ACT may be used as an objective
22 alternative assessment under this section for demonstrating that a
23 student has met or exceeded the state standards for the certificate
24 of academic achievement. The state board of education shall identify
25 the scores students must achieve on the relevant portion of the SAT
26 or ACT to meet or exceed the state standard in the relevant content
27 area on the statewide student assessment. A student's score on the
28 science portion of the ACT or the science subject area tests of the
29 SAT may be used as an objective alternative assessment under this
30 section as soon as the state board of education determines that
31 sufficient data is available to identify reliable equivalent scores
32 for the science content area of the statewide student assessment.
33 After the first scores are established, the state board may increase
34 but not decrease the scores required for students to meet or exceed
35 the state standards.~~

36 ~~(ii) A student who scores at least a three on the grading scale
37 of one to five for selected AP examinations may use the score as an
38 objective alternative assessment under this section for demonstrating
39 that a student has met or exceeded state standards for the
40 certificate of academic achievement. A score of three on the AP~~

1 examinations in calculus or statistics may be used as an alternative
2 assessment for the mathematics portion of the statewide student
3 assessment. A score of three on the AP examinations in English
4 language and composition may be used as an alternative assessment for
5 the writing portion of the statewide student assessment; and for the
6 English language arts portion of the assessment developed with the
7 multistate consortium, once established in the 2014-15 school year. A
8 score of three on the AP examinations in English literature and
9 composition, macroeconomics, microeconomics, psychology, United
10 States history, world history, United States government and politics,
11 or comparative government and politics may be used as an alternative
12 assessment for the reading portion of the statewide student
13 assessment; and for the English language arts portion of the
14 assessment developed with the multistate consortium, once established
15 in the 2014-15 school year. A score of three on the AP examination in
16 biology, physics, chemistry, or environmental science may be used as
17 an alternative assessment for the science portion of the statewide
18 student assessment.

19 (iii) A student who scores at least a four on selected externally
20 administered international baccalaureate (IB) examinations may use
21 the score as an objective alternative assessment under this section
22 for demonstrating that the student has met or exceeded state
23 standards for the certificate of academic achievement. A score of
24 four on the higher level IB examinations for any of the IB English
25 language and literature courses or for any of the IB individuals and
26 societies courses may be used as an alternative assessment for the
27 reading, writing, or English language arts portions of the statewide
28 student assessment. A score of four on the higher level IB
29 examinations for any of the IB mathematics courses may be used as an
30 alternative assessment for the mathematics portion of the statewide
31 student assessment. A score of four on the higher level IB
32 examinations for IB biology, chemistry, or physics may be used as an
33 alternative assessment for the science portion of the statewide
34 student assessment.

35 (11) To help assure continued progress in academic achievement as
36 a foundation for high school graduation and to assure that students
37 are on track for high school graduation, each school district shall
38 prepare plans for and notify students and their parents or legal
39 guardians as provided in this subsection. Student learning plans are
40 required for eighth grade students who were not successful on any or

1 all of the content areas of the state assessment during the previous
2 school year or who may not be on track to graduate due to credit
3 deficiencies or absences. The parent or legal guardian shall be
4 notified about the information in the student learning plan,
5 preferably through a parent conference and at least annually. To the
6 extent feasible, schools serving English language learner students
7 and their parents shall translate the plan into the primary language
8 of the family. The plan shall include the following information as
9 applicable:

10 (a) The student's results on the state assessment;

11 (b) If the student is in the transitional bilingual program, the
12 score on his or her Washington language proficiency test II;

13 (c) Any credit deficiencies;

14 (d) The student's attendance rates over the previous two years;

15 (e) The student's progress toward meeting state and local
16 graduation requirements;

17 (f) The courses, competencies, and other steps needed to be taken
18 by the student to meet state academic standards and stay on track for
19 graduation;

20 (g) Remediation strategies and alternative education options
21 available to students, including informing students of the option to
22 continue to receive instructional services after grade twelve or
23 until the age of twenty-one;

24 (h) The alternative assessment options available to students
25 under this section and RCW 28A.655.065;

26 (i) School district programs, high school courses, and career and
27 technical education options available for students to meet graduation
28 requirements; and

29 (j) Available programs offered through skill centers or community
30 and technical colleges, including the college high school diploma
31 options under RCW 28B.50.535.))

32 **Sec. 3.** RCW 28A.230.090 and 2014 c 217 s 202 are each amended to
33 read as follows:

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

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

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

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

11 (c) Each student shall have a high school and beyond plan to
12 guide the student's high school experience and prepare the student
13 for postsecondary education or training and career. A high school and
14 beyond plan must be initiated for each student during the eighth
15 grade. In preparation for initiating that plan, each student shall
16 first be administered a career interest and skills inventory. The
17 plan must be updated annually during the high school grades to review
18 transcripts, assess progress toward identified goals, and revise as
19 necessary for changing interests, goals, and needs. School districts
20 are encouraged to involve parents and guardians in the process of
21 developing and updating the high school and beyond plan. The high
22 school and beyond plan must include the following minimum elements:

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

25 (ii) Identification of educational goals;

26 (iii) 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 (iv) Identification of assessments if needed to graduate from
30 high school and achieve the postsecondary goals chosen in the high
31 school and beyond plan;

32 (v) 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 provide for
40 additional, local requirements for a high school and beyond plan as

1 it may identify to serve the needs and interests of its students and
2 the purposes of this section.

3 (e)(i)(A) Beginning in the 2015-16 school year, students in grade
4 twelve who have not earned a score of level 3 or level 4 on the high
5 school English language arts assessment and mathematics assessment
6 identified in RCW 28A.655.070 or have not earned a certificate of
7 individual achievement under RCW 28A.155.045 must take and pass a
8 locally determined course in the content area in which the student
9 was not successful. The course shall be rigorous and consistent with
10 the student's educational and career goals identified in his or her
11 high school and beyond plan, and may include career and technical
12 education equivalencies in English language arts or mathematics
13 adopted pursuant to RCW 28A.230.097.

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

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

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

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

35 ((d)) (g)(i) The state board of education shall adopt rules to
36 implement the career and college ready graduation requirement
37 proposal adopted under board resolution on November 10, 2010, and
38 revised on January 9, 2014, to take effect beginning with the
39 graduating class of 2019 or as otherwise provided in this subsection
40 (1)((d)) (g). The rules must include authorization for a school

1 district to waive up to two credits for individual students based on
2 unusual circumstances and in accordance with written policies that
3 must be adopted by each board of directors of a school district that
4 grants diplomas. The rules must also provide that the content of the
5 third credit of mathematics and the content of the third credit of
6 science may be chosen by the student based on the student's interests
7 and high school and beyond plan with agreement of the student's
8 parent or guardian or agreement of the school counselor or principal.

9 (ii) School districts may apply to the state board of education
10 for a waiver to implement the career and college ready graduation
11 requirement proposal beginning with the graduating class of 2020 or
12 2021 instead of the graduating class of 2019. In the application, a
13 school district must describe why the waiver is being requested, the
14 specific impediments preventing timely implementation, and efforts
15 that will be taken to achieve implementation with the graduating
16 class proposed under the waiver. The state board of education shall
17 grant a waiver under this subsection (1)((~~d~~)) (g) to an applying
18 school district at the next subsequent meeting of the board after
19 receiving an application.

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

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

35 (c) The state board shall forward any proposed changes to the
36 high school graduation requirements to the education committees of
37 the legislature for review and to the quality education council
38 established under RCW 28A.290.010. The legislature shall have the
39 opportunity to act during a regular legislative session before the
40 changes are adopted through administrative rule by the state board.

1 Changes that have a fiscal impact on school districts, as identified
2 by a fiscal analysis prepared by the office of the superintendent of
3 public instruction, shall take effect only if formally authorized and
4 funded by the legislature through the omnibus appropriations act or
5 other enacted legislation.

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

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

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

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

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

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

35 **Sec. 4.** RCW 28A.655.066 and 2013 2nd sp.s. c 22 s 3 are each
36 amended to read as follows:

37 (1)((~~a~~)) In consultation with the state board of education, the
38 superintendent of public instruction shall develop statewide end-of-
39 course assessments for high school mathematics that measure student

1 achievement of the state mathematics standards. The superintendent
2 shall take steps to ensure that the language of the assessments is
3 responsive to a diverse student population. The assessments shall be
4 implemented statewide in the 2010-11 school year through the 2014-15
5 school year.

6 ~~((b))~~ (2) The superintendent shall develop end-of-course
7 assessments through the 2014-15 school year for the first year of
8 high school mathematics that include the standards common to algebra
9 I and integrated mathematics I and for the second year of high school
10 mathematics that include the standards common to geometry and
11 integrated mathematics II. The assessments under this subsection
12 ~~((1)(b) shall))~~ may be used to demonstrate that a student meets the
13 state standard on the mathematics content area of the high school
14 statewide student assessment for purposes of RCW 28A.655.061.

15 ~~((e))~~ (3) The superintendent of public instruction shall also
16 develop subtests for the end-of-course assessments developed through
17 the 2014-15 school year that measure standards for the first two
18 years of high school mathematics that are unique to algebra I,
19 integrated mathematics I, geometry, and integrated mathematics II.
20 The results of the subtests shall be reported at the student,
21 teacher, school, and district level.

22 ~~((2) All of the objective alternative assessments available to~~
23 ~~students under RCW 28A.655.061 and 28A.655.065 shall be available to~~
24 ~~any student who has taken an end-of-course assessment once but does~~
25 ~~not meet the state mathematics standard on an end-of-course~~
26 ~~assessment.~~

27 ~~(3) The superintendent of public instruction shall report at~~
28 ~~least annually or more often if necessary to keep the education~~
29 ~~committees of the legislature informed on each step of the~~
30 ~~development and implementation process under this section.))~~

31 **Sec. 5.** RCW 28A.655.068 and 2013 2nd sp.s. c 22 s 4 are each
32 amended to read as follows:

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

38 (2)(a) The superintendent of public instruction may develop or
39 adopt science end-of-course assessments or a comprehensive science

1 assessment (~~that includes subjects in addition to biology for~~
2 ~~purposes of RCW 28A.655.061,~~) when so directed by the legislature.
3 The legislature intends to transition from a biology end-of-course
4 assessment to a more comprehensive science assessment in a manner
5 consistent with the way in which the state transitioned to an English
6 language arts assessment and a comprehensive mathematics assessment.
7 (~~The legislature further intends that the transition will include at~~
8 ~~least two years of using the student assessment results from either~~
9 ~~the biology end-of-course assessment or the more comprehensive~~
10 ~~assessment in order to provide students with reasonable opportunities~~
11 ~~to demonstrate high school competencies while being mindful of the~~
12 ~~increasing rigor of the new assessment.~~)

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

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

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

33 (4) (~~The statewide high school assessment under this section~~
34 ~~shall be used to demonstrate that a student meets the state standards~~
35 ~~in the science content area of the statewide student assessment for~~
36 ~~purposes of RCW 28A.655.061.~~) After the superintendent of public
37 instruction adopts a comprehensive science assessment under this
38 section and RCW 28A.655.070, there shall be a two-year transition
39 period, including one year to pilot the comprehensive science
40 assessment and a second year to administer the assessment statewide,

1 before students may be required to meet standard on the comprehensive
2 assessment to earn a certificate of academic achievement.

3 **Sec. 6.** RCW 28A.655.070 and 2013 2nd sp.s. c 22 s 5 are each
4 amended to read as follows:

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

12 (2) The superintendent of public instruction shall:

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

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

34 (3)(a) In consultation with the state board of education, the
35 superintendent of public instruction shall maintain and continue to
36 develop and revise a statewide academic assessment system in the
37 content areas of reading, writing, mathematics, and science for use
38 in the elementary, middle, and high school years designed to
39 determine if each student has mastered the essential academic

1 learning requirements identified in subsection (1) of this section.
2 School districts shall administer the assessments under guidelines
3 adopted by the superintendent of public instruction. The academic
4 assessment system may include a variety of assessment methods,
5 including criterion-referenced and performance-based measures.

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

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

17 ~~(i))~~.)

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

24 ~~((i))~~ (iii) The high school ~~((assessments in))~~ English
25 language arts and mathematics ~~((in (c)(i) of this subsection))~~
26 assessments developed with the multistate consortium shall be used
27 for the purposes of earning a certificate of academic achievement for
28 high school graduation under the timeline established in RCW
29 28A.655.061 and for assessing student career and college readiness.

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

38 (4) If the superintendent proposes any modification to the
39 essential academic learning requirements or the statewide
40 assessments, then the superintendent shall, upon request, provide

1 opportunities for the education committees of the house of
2 representatives and the senate to review the assessments and proposed
3 modifications to the essential academic learning requirements before
4 the modifications are adopted.

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

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

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

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

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

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

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

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

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

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

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

10 **Sec. 7.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to
11 read as follows:

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

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

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

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

30 **Sec. 8.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to
31 read as follows:

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

35 (2) Under an academic acceleration policy:

36 (a) The district automatically enrolls any student who meets the
37 state standard on the high school statewide student assessment in the
38 next most rigorous level of advanced courses offered by the high

1 school. Students who successfully complete such an advanced course
2 are then enrolled in the next most rigorous level of advanced course,
3 with the objective that students will eventually be automatically
4 enrolled in courses that offer the opportunity to earn dual credit
5 for high school and college.

6 (b) The subject matter of the advanced courses in which the
7 student is automatically enrolled depends on the content area or
8 areas of the statewide student assessment where the student has met
9 the state standard. Students who meet the state standard on (i) both
10 end-of-course mathematics assessments or (ii) the eleventh grade
11 smarter balanced assessment are considered to have met the state
12 standard for high school mathematics. Students who meet the state
13 standard in (~~both reading and writing~~) English language arts are
14 eligible for enrollment in advanced courses in English, social
15 studies, humanities, and other related subjects.

16 (c) The district must notify students and parents or guardians
17 regarding the academic acceleration policy and the advanced courses
18 available to students.

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

22 **Sec. 9.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended to
23 read as follows:

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

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

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

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

3 ~~(d)~~) The availability of scholarships for postsecondary
4 workforce education, including the Washington award for vocational
5 excellence, and apprenticeships through the opportunity grant program
6 under RCW 28B.50.271, grants under RCW 28A.700.090, and other
7 programs; and

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

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

15 (3) The office shall seek advice, participation, and financial
16 assistance from the workforce training and education coordinating
17 board, higher education institutions, foundations, employers,
18 apprenticeship and training councils, workforce development councils,
19 and business and labor organizations for the campaign.

20 NEW SECTION. **Sec. 10.** The following acts or parts of acts are
21 each repealed:

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

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

29 NEW SECTION. **Sec. 11.** RCW 28A.655.066 (Statewide end-of-course
30 assessments for high school mathematics) and section 4 of this act,
31 2013 2nd sp.s. c 22 s 3, 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163
32 s 3, as now existing or hereafter amended, are each repealed,
33 effective June 30, 2016.

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