
HOUSE BILL 1793

State of Washington

65th Legislature

2017 Regular Session

By Representatives Senn, Taylor, Pettigrew, Rodne, and Gregerson

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.320.195, and
4 28A.700.080; adding new sections to chapter 28A.655 RCW; adding a new
5 section to chapter 28A.300 RCW; creating a new section; repealing RCW
6 28A.655.061, 28A.655.063, 28A.655.065, and 28A.655.066; providing an
7 expiration date; and declaring an emergency.

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

9 NEW SECTION. **Sec. 1.** (1) The legislature intends to eliminate
10 the tenth grade assessments in reading, writing, and mathematics and
11 the numerous alternative assessment options that students may
12 currently use to obtain a certificate of academic achievement. In
13 place of these eliminated assessments, the legislature intends for
14 students, as a graduation requirement that begins with the class of
15 2018, to meet the standard on the smarter balanced English language
16 arts and mathematics assessments administered in high school, or to
17 demonstrate by the beginning of their senior year that they have met
18 state standards by earning an appropriate score on an SAT or ACT
19 test.

20 (2) In accordance with these reforms, the legislature intends for
21 students who do not meet the standard on assessments to take and pass

1 locally determined courses in their senior year that align with their
2 college or career goals and college and career standards, including,
3 when available, high school transition courses and dual credit
4 courses. The legislature, however, also intends to establish
5 appropriate provisions for the class of 2018 that enable their
6 efforts toward earning a certificate of academic achievement to be
7 properly acknowledged and credited.

8 (3) The legislature, therefore, intends for Washington to
9 administer only three statewide assessments for high school
10 graduation: The assessment developed with a multistate consortium in
11 English language arts; the assessment developed with a multistate
12 consortium in mathematics; and the statewide assessment in science,
13 including, when operational, the comprehensive next generation
14 science standards assessment. In so doing, the legislature intends to
15 make the twenty-four credit graduation requirement a more authentic
16 and robust college preparation experience for students, and to create
17 increasing opportunities for students to take elective courses,
18 including courses in music, art, and computer sciences.

19 **PART I**

20 **STUDENT ASSESSMENTS, GRADUATION, AND ASSOCIATED REQUIREMENTS—GENERAL**
21 **PROVISIONS**

22 NEW SECTION. **Sec. 101.** A new section is added to chapter
23 28A.655 RCW to read as follows:

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

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

35 (3)(a) Beginning with the graduating class of 2018, a student
36 must earn a certificate of academic achievement if the student:

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

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

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

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

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

20 (4)(a) The state board of education shall identify the scores on
21 the mathematics, reading or English, or writing portions of the SAT
22 or ACT that are equivalent to a level 3 on both the high school
23 English language arts and mathematics assessments identified in RCW
24 28A.655.070.

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

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

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

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

1 (i) If the student is enrolled in a public school, retaking the
2 high school English language arts and mathematics assessments
3 identified in RCW 28A.655.070 at least once a year in the content
4 areas in which the student did not earn a score of level 3 or level
5 4; or

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

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

19 (7) A student may retain and use the highest result from each
20 successfully completed content area of the high school English
21 language arts and mathematics assessments identified in RCW
22 28A.655.070.

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

29 **Sec. 102.** RCW 28A.230.090 and 2016 c 162 s 2 are each amended to
30 read as follows:

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

1 (a) Any course in Washington state history and government used to
2 fulfill high school graduation requirements shall ~~((consider~~
3 ~~including))~~, in accordance with RCW 28A.320.170, include information
4 on the culture, history, and government of the American Indian
5 peoples who were the first inhabitants of the state.

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

11 (c)(i) Each student must 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.

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

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

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

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

28 (B) Identification of educational goals;

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

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

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

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

6 (e)(i)(A) Beginning in the 2017-18 school year, students who have
7 not earned a certificate of academic achievement under section 101 or
8 201 of this act before the beginning of grade twelve must take and
9 pass a locally determined course in the content area in which the
10 student was not successful. The course shall be rigorous and
11 consistent with the student's educational and career goals identified
12 in his or her high school and beyond plan, and may include career and
13 technical education equivalencies in English language arts or
14 mathematics adopted pursuant to RCW 28A.230.097.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

33 (4) For purposes of statewide accountability:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10 (2) The superintendent of public instruction shall:

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

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

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

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

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

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

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

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

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

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

1 modifications to the essential academic learning requirements before
2 the modifications are adopted.

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

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

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

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

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

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

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

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

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

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

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

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

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

12 (1) Beginning with the graduating class of 2017, and until the
13 first graduating class following the transition period identified in
14 RCW 28A.655.068(4), a student is not required to meet the state
15 standard in science in order to earn a certificate of academic
16 achievement.

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

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

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

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

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

1 NEW SECTION. **Sec. 107.** A new section is added to chapter
2 28A.300 RCW to read as follows:

3 (1) The superintendent of public instruction shall conduct a
4 study of the locally determined courses in English language arts or
5 mathematics under RCW 28A.230.090(1)(e) offered by school districts
6 in the 2017-18 and 2018-19 school years to students in grade twelve
7 who are participating in locally determined courses. The study shall
8 analyze how the transition courses and other locally determined
9 courses are aligned with the Washington state learning standards in
10 English language arts and mathematics. The study shall also determine
11 whether the state has an adequate number of certificated teachers
12 qualified to teach transition courses and other locally determined
13 courses aligned with the Washington state learning standards in
14 English language arts and mathematics. The superintendent of public
15 instruction shall submit a report on the results of this study to the
16 legislature, in accordance with RCW 43.01.036, before January 1,
17 2019.

18 (2) Beginning in 2020, the superintendent of public instruction,
19 in consultation with the education data center in RCW 43.41.400,
20 shall annually produce a summary report of the outcomes of Washington
21 state high school graduates who earned a certificate of academic
22 achievement under section 101 of this act. The report must include
23 data identifying students' employment, participation in higher
24 education, and workforce training after a period of one year
25 following graduation from high school. The report must also include
26 data identifying remedial precollege coursework that students take in
27 postsecondary institutions following graduation from high school. The
28 data must be disaggregated into the following categories: (a)
29 Students who earned a certificate of academic achievement by earning
30 a level 3 or level 4 on the high school English language arts and
31 mathematics assessments identified in RCW 28A.655.070; (b) students
32 who earned a certificate of academic achievement by earning
33 equivalent scores on the SAT or ACT; (c) students who earned a
34 certificate of academic achievement by taking and passing transition
35 courses in English language arts or mathematics in grade twelve; (d)
36 students who earned a certificate of academic achievement by taking
37 and passing other locally determined courses in English language arts
38 or mathematics in grade twelve; and (e) students who earned a
39 certificate of academic achievement by completing and earning college

1 credit in a dual credit course in English language arts or
2 mathematics.

3 **Sec. 108.** 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. 109.** 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 2018 34 AND PRIOR GRADUATING CLASSES

35 NEW SECTION. **Sec. 201.** A new section is added to chapter
36 28A.655 RCW to read as follows:

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

1 the graduating class of 2018 may earn a certificate of academic
2 achievement if, before the beginning of the 2017-18 school year, the
3 student:

4 (a) Met the standard pursuant to RCW 28A.655.061(3)(b)(i) as it
5 existed on September 1, 2016; or

6 (b) Satisfied the alternative assessment options available to
7 students of the graduating class of 2018 under RCW 28A.655.061(10)
8 and 28A.655.065, each as they existed on September 1, 2016.

9 (2) A student in the class of 2017 or a prior graduating class
10 may use the means identified in section 101(3) of this act for
11 earning a certificate of academic achievement if the student has not,
12 before the beginning of the 2017-18 school year:

13 (a) Met the standard pursuant to RCW 28A.655.061(3)(a) as it
14 existed on September 1, 2016; or

15 (b) Satisfied the alternative assessment options available to the
16 graduating class of which the student is a part under RCW
17 28A.655.061(10) and 28A.655.065, each as they existed on September 1,
18 2016.

19 (3) This section expires June 30, 2019.

20
21

PART III
MISCELLANEOUS PROVISIONS

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

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

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

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

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

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

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