
SENATE BILL 5951

State of Washington 65th Legislature 2017 2nd Special Session

By Senator Rolfes; by request of Superintendent of Public Instruction

1 AN ACT Relating to providing flexibility in high school
2 graduation requirements and supporting student success during the
3 transition to a federal every student succeeds act-compliant
4 accountability system; amending RCW 28A.230.090, 28A.305.130,
5 28A.655.068, 28A.655.070, 28A.320.195, and 28A.700.080; adding new
6 sections to chapter 28A.655 RCW; creating a new section; repealing
7 RCW 28A.655.061, 28A.655.063, 28A.655.065, and 28A.655.066; and
8 declaring an emergency.

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

10 NEW SECTION. **Sec. 1.** (1) The legislature finds that high school
11 students in Washington have been required to meet a standard on high
12 school assessments since 2008 to earn a certificate of academic
13 achievement and graduate.

14 (2) Washington state is required to assess students in grades
15 three through eight and once in high school based on federal law.

16 (3) The legislature finds that locally directed intervention
17 strategies, including transition courses, opportunities to take more
18 diverse assessments, dual credit courses, and more sustained focus on
19 providing college and career guidance through students' high school
20 and beyond plans, would better prepare students for postsecondary
21 college and career opportunities. State and local resources that are

1 now directed to develop and administer collections of evidence to
2 meet the alternative graduation assessments requirement should be
3 redirected to courses and programs better suited for student needs
4 during high school.

5 (4) The legislature therefore intends to move the statewide
6 required assessment to the tenth grade for reading, writing, and
7 mathematics. The legislature further intends to expand alternatives
8 to the assessment when a student does not meet standard on the tenth
9 grade assessment.

10 **PART I**

11 **STUDENT ASSESSMENTS, GRADUATION, AND ASSOCIATED REQUIREMENTS—GENERAL**
12 **PROVISIONS**

13 NEW SECTION. **Sec. 101.** A new section is added to chapter
14 28A.655 RCW to read as follows:

15 (1) Subject to the conditions in this section, students shall
16 obtain a certificate of academic achievement as evidence that they
17 have successfully met the state standard in the content areas
18 included in the certificate. With the exception of students
19 satisfying the provisions of RCW 28A.155.045, acquisition of the
20 certificate is required for graduation from a public high school but
21 is not the sole requirement for graduation.

22 (2)(a) Beginning with the graduating class of 2019, a student
23 must earn a certificate of academic achievement if the student:

24 (i) Earns a score of level 3 or level 4 on the high school
25 English language arts and mathematics assessments identified in RCW
26 28A.655.070;

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

32 (iii) Takes and passes a locally determined course in English
33 language arts or mathematics under RCW 28A.230.090(1)(e) and obtains
34 a passing score on a locally determined assessment;

35 (iv) Completes a dual credit course in English language arts or
36 mathematics in which the student earns college credit; or

37 (v) Passes a college placement test that would result in
38 placement at the college level.

1 (b) A student may use the options established in (a)(ii), (iii),
2 (iv), or (v) of this subsection for the relevant English language
3 arts content area, mathematics content area, or both.

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

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

11 (4) The state board of education may not require the acquisition
12 of the certificate of academic achievement for students in home-based
13 instruction under chapter 28A.200 RCW, for students enrolled in
14 private schools under chapter 28A.195 RCW, or for students satisfying
15 the provisions of RCW 28A.155.045.

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

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

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

30 (ii) If the student is enrolled in a high school completion
31 program at a community or technical college, retaking the high school
32 English language arts and mathematics assessments identified in RCW
33 28A.655.070 at least once a year in the content areas in which the
34 student did not earn a score of level 3 or level 4. The
35 superintendent of public instruction and the state board for
36 community and technical colleges shall jointly identify means by
37 which students in these programs can be assessed.

38 (c) Students who achieve the standard in a content area of the
39 high school English language arts or mathematics assessments
40 identified in RCW 28A.655.070, but who wish to improve their results,

1 must be assessed a charge for retaking the assessment according to a
2 uniform cost determined by the superintendent of public instruction.

3 (6) A student may retain and use the highest result from each
4 successfully completed content area of the high school English
5 language arts and mathematics assessments identified in RCW
6 28A.655.070.

7 (7) A student who does not participate in the high school English
8 language arts or mathematics assessments identified in RCW
9 28A.655.070 may qualify for a certificate of academic achievement
10 using one or more of the options established in subsection
11 (2)(a)(ii), (iii), (iv) or (v) of this section for the relevant
12 English language arts content area, mathematics content area, or
13 both.

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

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

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

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

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

37 (ii) A high school and beyond plan must be initiated for each
38 student during the seventh or eighth grade. In preparation for

1 initiating that plan, each student must first be administered a
2 career interest and skills inventory.

3 (iii) The plan must be updated to reflect the high school
4 assessment in RCW 28A.655.070(3)(b) and to review transcripts, assess
5 progress toward identified goals, and revise as necessary for
6 changing interests, goals, and needs. School districts are encouraged
7 to involve parents and guardians in the process of developing and
8 updating the high school and beyond plan.

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

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

13 (B) Identification of educational goals;

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

17 (D) By the end of the twelfth grade, a current resume or activity
18 log that provides a written compilation of the student's education,
19 any work experience, and any community service and how the school
20 district has recognized the community service pursuant to RCW
21 28A.320.193.

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

27 (e)(i)(A) Beginning in the 2018-19 school year, students who have
28 not earned a certificate of academic achievement under section 101 or
29 201 of this act before the beginning of grade eleven must take and
30 pass a locally determined course in the content area in which the
31 student was not successful. The course shall be rigorous and
32 consistent with the student's educational and career goals identified
33 in his or her high school and beyond plan, and may include career and
34 technical education equivalencies in English language arts or
35 mathematics adopted pursuant to RCW 28A.230.097.

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

39 (ii) School districts shall record students' participation in
40 locally determined courses under this section in the statewide

1 individual data system. Separate data codes must be provided for high
2 school transition courses and other locally determined courses.

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

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

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

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

35 (ii) School districts may apply to the state board of education
36 for a waiver to implement the career and college ready graduation
37 requirement proposal beginning with the graduating class of 2020 or
38 2021 instead of the graduating class of 2019. In the application, a
39 school district must describe why the waiver is being requested, the
40 specific impediments preventing timely implementation, and efforts

1 that will be taken to achieve implementation with the graduating
2 class proposed under the waiver. The state board of education shall
3 grant a waiver under this subsection (1)(~~(d)~~) (g) to an applying
4 school district at the next subsequent meeting of the board after
5 receiving an application.

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

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

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

30 (c) The state board shall forward any proposed changes to the
31 high school graduation requirements to the education committees of
32 the legislature for review. The legislature shall have the
33 opportunity to act during a regular legislative session before the
34 changes are adopted through administrative rule by the state board.
35 Changes that have a fiscal impact on school districts, as identified
36 by a fiscal analysis prepared by the office of the superintendent of
37 public instruction, shall take effect only if formally authorized and
38 funded by the legislature through the omnibus appropriations act or
39 other enacted legislation.

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

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

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

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

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

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

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

32 The purpose of the state board of education is to provide
33 advocacy and strategic oversight of public education; implement a
34 standards-based accountability framework that creates a unified
35 system of increasing levels of support for schools in order to
36 improve student academic achievement; provide leadership in the
37 creation of a system that personalizes education for each student and
38 respects diverse cultures, abilities, and learning styles; and
39 promote achievement of the goals of RCW 28A.150.210. In addition to

1 any other powers and duties as provided by law, the state board of
2 education shall:

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

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

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

11 (4) For purposes of statewide accountability:

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

35 (b)(i) Identify the scores students must achieve in order to meet
36 the standard on the statewide student assessment (~~(and, for high~~
37 ~~school students, to obtain a certificate of academic achievement)).~~
38 The board shall also determine student scores that identify levels of
39 student performance below and beyond the standard. (~~The board shall~~
40 ~~consider the incorporation of the standard error of measurement into~~

1 ~~the decision regarding the award of the certificates.))~~ The board
2 shall set such performance standards and levels in consultation with
3 the superintendent of public instruction and after consideration of
4 any recommendations that may be developed by any advisory committees
5 that may be established for this purpose.

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

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

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

36 The legislature shall be advised of the initial performance standards
37 and any changes made to the elementary ~~((level performance standards~~
38 ~~and the)), middle, and high school level performance standards. The
39 board must provide an explanation of and rationale for all initial
40 performance standards and any changes, for all grade levels of the~~

1 statewide student assessment. If the board changes the performance
2 standards for any grade level or subject, the superintendent of
3 public instruction must recalculate the results from the previous ten
4 years of administering that assessment regarding students below,
5 meeting, and beyond the state standard, to the extent that this data
6 is available, and post a comparison of the original and recalculated
7 results on the superintendent's web site;

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

13 (d) Include in the biennial report required under RCW
14 28A.305.035, information on the progress that has been made in
15 achieving goals adopted by the board;

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

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

29 (7) Hire an executive director and an administrative assistant to
30 reside in the office of the superintendent of public instruction for
31 administrative purposes. Any other personnel of the board shall be
32 appointed as provided by RCW 28A.300.020. The board may delegate to
33 the executive director by resolution such duties as deemed necessary
34 to efficiently carry on the business of the board including, but not
35 limited to, the authority to employ necessary personnel and the
36 authority to enter into, amend, and terminate contracts on behalf of
37 the board. The executive director, administrative assistant, and all
38 but one of the other personnel of the board are exempt from civil
39 service, together with other staff as now or hereafter designated as
40 exempt in accordance with chapter 41.06 RCW; and

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

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

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

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

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

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

34 (3) The superintendent of public instruction may participate with
35 consortia of multiple states as common student learning standards and
36 assessments in science are developed. The superintendent of public
37 instruction, in consultation with the state board of education, may
38 modify the essential academic learning requirements and statewide
39 student assessments in science, including the high school assessment,

1 according to the multistate common student learning standards and
2 assessments as long as the education committees of the legislature
3 have opportunities for review before the modifications are adopted,
4 as provided under RCW 28A.655.070.

5 ~~((4) The statewide high school assessment under this section
6 shall be used to demonstrate that a student meets the state standards
7 in the science content area of the statewide student assessment for
8 purposes of RCW 28A.655.061.))~~

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

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

18 (2) The superintendent of public instruction shall:

19 (a) Periodically revise the essential academic learning
20 requirements, as needed, based on the student learning goals in RCW
21 28A.150.210. Goals one and two shall be considered primary. To the
22 maximum extent possible, the superintendent shall integrate goal four
23 and the knowledge and skill areas in the other goals in the essential
24 academic learning requirements; and

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

1 (3)(a) In consultation with the state board of education, the
2 superintendent of public instruction shall maintain and continue to
3 develop and revise a statewide academic assessment system in the
4 content areas of ~~((reading, writing))~~ English language arts,
5 mathematics, and science for use in the elementary, middle, and high
6 school years designed to determine if each student has mastered the
7 essential academic learning requirements identified in subsection (1)
8 of this section. School districts shall administer the assessments
9 under guidelines adopted by the superintendent of public instruction.
10 The academic assessment system may include a variety of assessment
11 methods, including criterion-referenced and performance-based
12 measures.

13 ~~(b) ((Effective with the 2009 administration of the Washington
14 assessment of student learning and continuing with the statewide
15 student assessment, the superintendent shall redesign the assessment
16 in the content areas of reading, mathematics, and science in all
17 grades except high school by shortening test administration and
18 reducing the number of short answer and extended response questions.~~

19 ~~(c) By the 2014-15 school year, the superintendent of public
20 instruction, in consultation with the state board of education, shall
21 modify the statewide student assessment system to transition to
22 assessments developed with a multistate consortium, as provided in
23 this subsection:))~~

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

30 (ii) The high school ~~((assessments in))~~ English language arts and
31 mathematics ~~((in (c)(i) of this subsection))~~ assessments developed
32 with the multistate consortium shall be used for the purposes of
33 earning a certificate of academic achievement for high school
34 graduation under the timeline established in ~~((RCW 28A.655.061))~~
35 section 101 of this act and for assessing student career and college
36 readiness.

37 ~~((iii) During the transition period specified in RCW
38 28A.655.061, the superintendent of public instruction shall use test
39 items and other resources from the consortium assessment to develop
40 and administer a tenth grade high school English language arts~~

1 ~~assessment, an end-of-course mathematics assessment to assess the~~
2 ~~standards common to algebra I and integrated mathematics I, and an~~
3 ~~end-of-course mathematics assessment to assess the standards common~~
4 ~~to geometry and integrated mathematics II.)~~)

5 (4) If the superintendent proposes any modification to the
6 essential academic learning requirements or the statewide
7 assessments, then the superintendent shall, upon request, provide
8 opportunities for the education committees of the house of
9 representatives and the senate to review the assessments and proposed
10 modifications to the essential academic learning requirements before
11 the modifications are adopted.

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

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

22 (7) To assist parents and teachers in their efforts to provide
23 educational support to individual students, the superintendent of
24 public instruction shall provide as much individual student
25 performance information as possible within the constraints of the
26 assessment system's item bank. The superintendent shall also provide
27 to school districts:

28 (a) Information on classroom-based and other assessments that may
29 provide additional achievement information for individual students;
30 and

31 (b) A collection of diagnostic tools that educators may use to
32 evaluate the academic status of individual students. The tools shall
33 be designed to be inexpensive, easily administered, and quickly and
34 easily scored, with results provided in a format that may be easily
35 shared with parents and students.

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

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

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

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

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

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

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

20 **Sec. 106.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to
21 read as follows:

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

25 (2) Under an academic acceleration policy:

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

34 (b) The subject matter of the advanced courses in which the
35 student is automatically enrolled depends on the content area or
36 areas of the statewide student assessment where the student has met
37 the state standard. Students who meet the state standard on (i) both
38 end-of-course mathematics assessments or (ii) the high school
39 mathematics assessment identified in RCW 28A.655.070 are considered

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

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

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

12 **Sec. 107.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
13 to read as follows:

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

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

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

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

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

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

38 (2) The office shall use multiple strategies in the campaign
39 depending on available funds, including developing an interactive web

1 site to encourage and facilitate career exploration; conducting
2 training and orientation for guidance counselors and teachers; and
3 developing and disseminating printed materials.

4 (3) The office shall seek advice, participation, and financial
5 assistance from the workforce training and education coordinating
6 board, higher education institutions, foundations, employers,
7 apprenticeship and training councils, workforce development councils,
8 and business and labor organizations for the campaign.

9 **PART II**
10 **PROVISIONS PERTAINING TO THE GRADUATING CLASSES**
11 **OF 2017 AND 2018**

12 NEW SECTION. **Sec. 201.** A new section is added to chapter
13 28A.655 RCW to read as follows:

14 The assessment requirements established in chapter . . . , Laws of
15 2017 2nd sp. sess. (this act) are not effective until the graduation
16 class of 2019. For the graduating classes of 2017 and 2018, no
17 student may be denied a high school diploma as a result of any
18 assessment or any assessment cut score as long as the student has met
19 all other graduation requirements.

20 **PART III**
21 **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 201 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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