



1 instruction program and who need more time to develop language  
2 proficiency but who are more age-appropriately suited for a  
3 postsecondary learning environment than for a high school. In  
4 developing the plan, the superintendent of public instruction shall  
5 consider options to formally recognize the accomplishments of  
6 students in the state transitional bilingual instruction program who  
7 have completed the twelfth grade but have not earned a (~~certificate~~  
8 ~~of academic achievement. By December 1, 2004, the agencies shall~~  
9 ~~report to the legislative education and fiscal committees with any~~  
10 ~~recommendations for legislative action and any resources necessary to~~  
11 ~~implement the plan~~) high school diploma.

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

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

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

29 (b) Beginning with the graduating class of 2022, the certificate  
30 of academic achievement requirements under RCW 28A.655.061 or the  
31 certificate of individual achievement requirements under RCW  
32 28A.155.045 are required for graduation from a public high school but  
33 are not the only requirements for graduation.

34 (c) Any decision on whether a student has met the state board's  
35 high school graduation requirements for a high school and beyond plan  
36 shall remain at the local level. Effective with the graduating class  
37 of 2015, the state board of education may not establish a requirement  
38 for students to complete a culminating project for graduation.

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

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

26 (2)(a) In recognition of the statutory authority of the state  
27 board of education to establish and enforce minimum high school  
28 graduation requirements, the state board shall periodically  
29 reevaluate the graduation requirements and shall report such findings  
30 to the legislature in a timely manner as determined by the state  
31 board.

32 (b) The state board shall reevaluate the graduation requirements  
33 for students enrolled in vocationally intensive and rigorous career  
34 and technical education programs, particularly those programs that  
35 lead to a certificate or credential that is state or nationally  
36 recognized. The purpose of the evaluation is to ~~((ensure that))~~  
37 determine whether students enrolled in these programs have sufficient  
38 opportunity to earn a certificate of academic achievement if  
39 implemented in 2020, complete the career and technical program and

1 earn the program's certificate or credential, and complete other  
2 state and local graduation requirements.

3 (c) The state board shall forward any proposed changes to the  
4 high school graduation requirements to the education committees of  
5 the legislature for review and to the quality education council  
6 established under RCW 28A.290.010. The legislature shall have the  
7 opportunity to act during a regular legislative session before the  
8 changes are adopted through administrative rule by the state board.  
9 Changes that have a fiscal impact on school districts, as identified  
10 by a fiscal analysis prepared by the office of the superintendent of  
11 public instruction, shall take effect only if formally authorized and  
12 funded by the legislature through the omnibus appropriations act or  
13 other enacted legislation.

14 (3) Pursuant to any requirement for instruction in languages  
15 other than English established by the state board of education or a  
16 local school district, or both, for purposes of high school  
17 graduation, students who receive instruction in American sign  
18 language or one or more American Indian languages shall be considered  
19 to have satisfied the state or local school district graduation  
20 requirement for instruction in one or more languages other than  
21 English.

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

26 (a) The course was taken with high school students, if the  
27 academic level of the course exceeds the requirements for seventh and  
28 eighth grade classes, and the student has successfully passed by  
29 completing the same course requirements and examinations as the high  
30 school students enrolled in the class; or

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

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

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

3 **Sec. 103.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to  
4 read as follows:

5 (1) A student who fulfills the requirements specified in  
6 subsection (3) of this section toward completion of an international  
7 baccalaureate diploma programme is considered to have satisfied state  
8 minimum requirements for graduation from a public high school, except  
9 that:

10 (a) Beginning with the graduating class of 2022, the provisions  
11 of RCW 28A.655.061 regarding the certificate of academic achievement  
12 or RCW 28A.155.045 regarding the certificate of individual  
13 achievement apply to students under this section; and

14 (b) The provisions of RCW 28A.230.170 regarding study of the  
15 United States Constitution and the Washington state Constitution  
16 apply to students under this section.

17 (2) School districts may require students under this section to  
18 complete local graduation requirements that are in addition to state  
19 minimum requirements before issuing a high school diploma under RCW  
20 28A.230.120. However, school districts are encouraged to waive local  
21 requirements as necessary to encourage students to pursue an  
22 international baccalaureate diploma.

23 (3) To receive a high school diploma under this section, a  
24 student must complete and pass all required international  
25 baccalaureate diploma programme courses as scored at the local level;  
26 pass all internal assessments as scored at the local level;  
27 successfully complete all required projects and products as scored at  
28 the local level; and complete the final examinations administered by  
29 the international baccalaureate organization in each of the required  
30 subjects under the diploma programme.

31 **Sec. 104.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to  
32 read as follows:

33 (1) The superintendent of public instruction, in consultation  
34 with the four-year institutions as defined in RCW 28B.76.020, the  
35 state board for community and technical colleges, and the workforce  
36 training and education coordinating board, shall develop for use by  
37 all public school districts a standardized high school transcript.  
38 The superintendent shall establish clear definitions for the terms

1 "credits" and "hours" so that school programs operating on the  
2 quarter, semester, or trimester system can be compared.

3 (2) Beginning with the graduating class of 2022, the standardized  
4 high school transcript shall include a notation of whether the  
5 student has earned a certificate of individual achievement or a  
6 certificate of academic achievement.

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

10 **Sec. 105.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each  
11 amended to read as follows:

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

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

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

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

30 (4) For purposes of statewide accountability:

31 (a) Adopt and revise performance improvement goals in reading,  
32 writing, science, and mathematics, by subject and grade level, once  
33 assessments in these subjects are required statewide; academic and  
34 technical skills, as appropriate, in secondary career and technical  
35 education programs; and student attendance, as the board deems  
36 appropriate to improve student learning. The goals shall be  
37 consistent with student privacy protection provisions of RCW  
38 28A.655.090(7) and shall not conflict with requirements contained in  
39 Title I of the federal elementary and secondary education act of

1 1965, or the requirements of the Carl D. Perkins vocational education  
2 act of 1998, each as amended. The goals may be established for all  
3 students, economically disadvantaged students, limited English  
4 proficient students, students with disabilities, and students from  
5 disproportionately academically underachieving racial and ethnic  
6 backgrounds. The board may establish school and school district goals  
7 addressing high school graduation rates and dropout reduction goals  
8 for students in grades seven through twelve. The board shall adopt  
9 the goals by rule. However, before each goal is implemented, the  
10 board shall present the goal to the education committees of the house  
11 of representatives and the senate for the committees' review and  
12 comment in a time frame that will permit the legislature to take  
13 statutory action on the goal if such action is deemed warranted by  
14 the legislature;

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

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

33 ~~((iii))~~) By the end of the ~~((2014-15))~~ 2018-19 school year,  
34 establish the scores students must achieve to meet the standard and  
35 earn a certificate of academic achievement on the high school English  
36 language arts assessment and the comprehensive mathematics assessment  
37 developed with a multistate consortium in accordance with RCW  
38 28A.655.070. To determine the appropriate score, the state board  
39 shall review the transition experience of Washington students to the  
40 consortium-developed assessments, examine the student scores used in

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

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

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

33 (d) Include in the biennial report required under RCW  
34 28A.305.035, information on the progress that has been made in  
35 achieving goals adopted by the board;

36 (5) Accredite, subject to such accreditation standards and  
37 procedures as may be established by the state board of education, all  
38 private schools that apply for accreditation, and approve, subject to  
39 the provisions of RCW 28A.195.010, private schools carrying out a  
40 program for any or all of the grades kindergarten through twelve.

1 However, no private school may be approved that operates a  
2 kindergarten program only and no private school shall be placed upon  
3 the list of accredited schools so long as secret societies are  
4 knowingly allowed to exist among its students by school officials;

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

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

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

23 **Sec. 106.** RCW 28A.655.061 and 2015 3rd sp.s. c 42 s 2 are each  
24 amended to read as follows:

25 (1) The high school assessment system shall include but need not  
26 be limited to the statewide student assessment((~~7~~)). Beginning with  
27 the graduating class of 2022, the high school assessment system shall  
28 also include opportunities for a student to retake the content areas  
29 of the assessment in which the student was not successful, and, if  
30 approved by the legislature pursuant to subsection (10) of this  
31 section, one or more objective alternative assessments for a student  
32 to demonstrate achievement of state academic standards. The objective  
33 alternative assessments for each content area shall be comparable in  
34 rigor to the skills and knowledge that the student must demonstrate  
35 on the statewide student assessment for each content area.

36 (2) Subject to the conditions in this section, a certificate of  
37 academic achievement shall be obtained and is evidence that the  
38 students have successfully met the state standard in the content  
39 areas included in the certificate. Beginning with the graduating

1 class of 2022, and with the exception of students satisfying the  
2 provisions of RCW 28A.155.045 or 28A.655.0611, acquisition of the  
3 certificate is required for graduation from a public high school but  
4 is not the only requirement for graduation.

5 (3)~~((a))~~ Beginning with the graduating class of ~~((2008 through~~  
6 ~~the graduating class of 2015))~~ 2022, with the exception of students  
7 satisfying the provisions of RCW 28A.155.045, a student who meets the  
8 state standards on the ~~((reading, writing))~~ English language arts,  
9 science, and mathematics high school statewide student assessments  
10 shall earn a certificate of academic achievement. ~~((The mathematics~~  
11 ~~assessment shall be the end-of-course assessment for the first year~~  
12 ~~of high school mathematics that assesses the standards common to~~  
13 ~~algebra I and integrated mathematics I or the end-of-course~~  
14 ~~assessment for the second year of high school mathematics that~~  
15 ~~assesses standards common to geometry and integrated mathematics II.~~

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

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

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

26 ~~(B) The end-of-course assessment for the first year of high~~  
27 ~~school mathematics, the end-of-course assessment for the second year~~  
28 ~~of high school mathematics, or the comprehensive mathematics~~  
29 ~~assessment developed with the multistate consortium.~~

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

32 ~~(A) The tenth grade English language arts assessment developed by~~  
33 ~~the superintendent of public instruction using resources from the~~  
34 ~~multistate consortium or the English language arts assessment~~  
35 ~~developed with the multistate consortium; and~~

36 ~~(B) The end-of-course assessment for the first year of high~~  
37 ~~school mathematics, the end-of-course assessment for the second year~~  
38 ~~of high school mathematics, or the comprehensive mathematics~~  
39 ~~assessment developed with the multistate consortium.~~

1 ~~(c) Beginning with the graduating class of 2019,~~) A student who  
2 meets the state standards on the high school English language arts  
3 assessment developed with the multistate consortium and the  
4 comprehensive mathematics assessment developed with the multistate  
5 consortium shall earn a certificate of academic achievement.

6 ~~((d))~~ (4) Beginning with the graduating class of 2022, if a  
7 student does not successfully meet the state standards in one or more  
8 content areas required for the certificate of academic achievement,  
9 then the student may retake the assessment in the content area at  
10 least twice a year at no cost to the student. If the student  
11 successfully meets the state standards on a retake of the assessment  
12 then the student shall earn a certificate of academic achievement.  
13 Once objective alternative assessments are authorized pursuant to  
14 subsection (10) of this section, a student may use the objective  
15 alternative assessments to demonstrate that the student successfully  
16 meets the state standards for that content area if the student has  
17 taken the statewide student assessment at least once. If the student  
18 successfully meets the state standards on the objective alternative  
19 assessments then the student shall earn a certificate of academic  
20 achievement.

21 ~~((4) Beginning with the graduating class of 2017, a student must  
22 meet the state standards in science in addition to the other content  
23 areas required under subsection (3) of this section on the statewide  
24 student assessment, a retake, or the objective alternative  
25 assessments in order to earn a certificate of academic achievement.))~~

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

31 (6) A student may retain and use the highest result from each  
32 successfully completed content area of the high school assessment.

33 (7) Beginning with the graduating class of 2022, school districts  
34 must make available to students the following options:

35 (a) To retake the statewide student assessment at least twice a  
36 year in the content areas in which the student did not meet the state  
37 standards if the student is enrolled in a public school; or

38 (b) To retake the statewide student assessment at least twice a  
39 year in the content areas in which the student did not meet the state  
40 standards if the student is enrolled in a high school completion

1 program at a community or technical college. The superintendent of  
2 public instruction and the state board for community and technical  
3 colleges shall jointly identify means by which students in these  
4 programs can be assessed.

5 (8) Students who achieve the standard in a content area of the  
6 high school assessment but who wish to improve their results shall  
7 pay for retaking the assessment, using a uniform cost determined by  
8 the superintendent of public instruction.

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

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

26 (b)(i) A student's score on the mathematics, reading or English,  
27 or writing portion of the SAT or the ACT may be used as an objective  
28 alternative assessment under this section for demonstrating that a  
29 student has met or exceeded the state standards for the certificate  
30 of academic achievement. The state board of education shall identify  
31 the scores students must achieve on the relevant portion of the SAT  
32 or ACT to meet or exceed the state standard in the relevant content  
33 area on the statewide student assessment. A student's score on the  
34 science portion of the ACT or the science subject area tests of the  
35 SAT may be used as an objective alternative assessment under this  
36 section as soon as the state board of education determines that  
37 sufficient data is available to identify reliable equivalent scores  
38 for the science content area of the statewide student assessment.  
39 After the first scores are established, the state board may increase

1 but not decrease the scores required for students to meet or exceed  
2 the state standards.

3 (ii) A student who scores at least a three on the grading scale  
4 of one to five for selected AP examinations may use the score as an  
5 objective alternative assessment under this section for demonstrating  
6 that a student has met or exceeded state standards for the  
7 certificate of academic achievement. A score of three on the AP  
8 examinations in calculus or statistics may be used as an alternative  
9 assessment for the mathematics portion of the statewide student  
10 assessment. A score of three on the AP examinations in English  
11 language and composition may be used as an alternative assessment for  
12 the writing portion of the statewide student assessment; and for the  
13 English language arts portion of the assessment developed with the  
14 multistate consortium, once established in the 2014-15 school year. A  
15 score of three on the AP examinations in English literature and  
16 composition, macroeconomics, microeconomics, psychology, United  
17 States history, world history, United States government and politics,  
18 or comparative government and politics may be used as an alternative  
19 assessment for the reading portion of the statewide student  
20 assessment; and for the English language arts portion of the  
21 assessment developed with the multistate consortium, once established  
22 in the 2014-15 school year. A score of three on the AP examination in  
23 biology, physics, chemistry, or environmental science may be used as  
24 an alternative assessment for the science portion of the statewide  
25 student assessment.

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

1 alternative assessment for the science portion of the statewide  
2 student assessment.

3 (11) To help assure continued progress in academic achievement as  
4 a foundation for high school graduation and to assure that students  
5 are on track for high school graduation, each school district shall  
6 prepare plans for and notify students and their parents or legal  
7 guardians as provided in this subsection. Student learning plans are  
8 required for eighth grade students who were not successful on any or  
9 all of the content areas of the state assessment during the previous  
10 school year or who may not be on track to graduate due to credit  
11 deficiencies or absences. The parent or legal guardian shall be  
12 notified about the information in the student learning plan,  
13 preferably through a parent conference and at least annually. To the  
14 extent feasible, schools serving English language learner students  
15 and their parents shall translate the plan into the primary language  
16 of the family. The plan shall include the following information as  
17 applicable:

- 18 (a) The student's results on the state assessment;
- 19 (b) If the student is in the transitional bilingual program, the  
20 score on his or her Washington language proficiency test II;
- 21 (c) Any credit deficiencies;
- 22 (d) The student's attendance rates over the previous two years;
- 23 (e) The student's progress toward meeting state and local  
24 graduation requirements;
- 25 (f) The courses, competencies, and other steps needed to be taken  
26 by the student to meet state academic standards and stay on track for  
27 graduation;
- 28 (g) Remediation strategies and alternative education options  
29 available to students, including informing students of the option to  
30 continue to receive instructional services after grade twelve or  
31 until the age of twenty-one;
- 32 (h) The alternative assessment options available to students  
33 under this section and RCW 28A.655.065;
- 34 (i) School district programs, high school courses, and career and  
35 technical education options available for students to meet graduation  
36 requirements; and
- 37 (j) Available programs offered through skill centers or community  
38 and technical colleges, including the college high school diploma  
39 options under RCW 28B.50.535.

1       **Sec. 107.** RCW 28A.655.068 and 2013 2nd sp.s. c 22 s 4 are each  
2 amended to read as follows:

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

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

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

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

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

1 have opportunities for review before the modifications are adopted,  
2 as provided under RCW 28A.655.070.

3 (4) Beginning with the graduating class of 2022, the statewide  
4 high school assessment under this section shall be used to  
5 demonstrate that a student meets the state standards in the science  
6 content area of the statewide student assessment for purposes of RCW  
7 28A.655.061.

8 **Sec. 108.** RCW 28A.655.070 and 2015 c 211 s 3 are each amended to  
9 read as follows:

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

17 (2) The superintendent of public instruction shall:

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

24 (b) Review and prioritize the essential academic learning  
25 requirements and identify, with clear and concise descriptions, the  
26 grade level content expectations to be assessed on the statewide  
27 student assessment and used for state or federal accountability  
28 purposes. The review, prioritization, and identification shall result  
29 in more focus and targeting with an emphasis on depth over breadth in  
30 the number of grade level content expectations assessed at each grade  
31 level. Grade level content expectations shall be articulated over the  
32 grades as a sequence of expectations and performances that are  
33 logical, build with increasing depth after foundational knowledge and  
34 skills are acquired, and reflect, where appropriate, the sequential  
35 nature of the discipline. The office of the superintendent of public  
36 instruction, within seven working days, shall post on its web site  
37 any grade level content expectations provided to an assessment vendor  
38 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, mathematics, and science for use  
5 in the elementary, middle, and high school years designed to  
6 determine if each student has mastered the essential academic  
7 learning requirements identified in subsection (1) of this section.  
8 School districts shall administer the assessments under guidelines  
9 adopted by the superintendent of public instruction. The academic  
10 assessment system may include a variety of assessment methods,  
11 including criterion-referenced and performance-based measures.

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

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

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

29           (ii) Beginning with the graduating class of 2022, the high school  
30 assessments in English language arts ((and)), mathematics ((in (e)(i)  
31 of this subsection)), and science shall be used for the purposes of  
32 earning a certificate of academic achievement for high school  
33 graduation ((under the timeline established in RCW 28A.655.061)) and  
34 for assessing student career and college readiness.

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

1 ~~end-of-course mathematics assessment to assess the standards common~~  
2 ~~to geometry and integrated mathematics II.)~~)

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

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

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

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

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

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

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

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

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

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

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

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

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

17 NEW SECTION. **Sec. 109.** A new section is added to chapter  
18 28A.300 RCW to read as follows:

19 (1) The office of the superintendent of public instruction shall  
20 develop 2020 target goals and indicators of success for all students  
21 and subgroups of students. The purpose of the target goals and  
22 indicators of success is to determine whether the statewide  
23 assessments must be used as a graduation requirement for the  
24 graduating class of 2022 and beyond or whether other educational  
25 reforms and increased resources implemented in Washington have proven  
26 to be effective in improving student achievement without the need for  
27 a high stakes high school graduation requirement.

28 (2)(a) When developing the 2020 target goals and indicators, the  
29 office of the superintendent of public instruction shall collaborate  
30 with the state board of education and consider the board's work in  
31 developing the achievement index that is used for federal  
32 accountability purposes and shall consult with the educational  
33 opportunity gap oversight and accountability committee.

34 (b) The purpose of the target goals and indicators is to  
35 establish the necessary level of statewide student academic  
36 improvement that must occur between the 2016-17 school year and the  
37 2019-20 school year to permanently eliminate the statewide  
38 assessments as a high school graduation requirement. At a minimum,

1 the 2020 target goals and indicators of success must include the  
2 following:

3 (i) The necessary percentage of improvement in statewide  
4 graduation rates, reductions in statewide dropout rates, and  
5 increases in high school academic achievement on statewide  
6 assessments for all students and for subgroups of students; and

7 (ii) A separate indicator of overall progress towards closing and  
8 eliminating the opportunity gap within Washington schools.

9 (c) The necessary percentage of improvement required for  
10 subgroups of students may reflect a target goal for greater academic  
11 improvement than for all students but may not reflect a target goal  
12 for less improvement than that for all students. In developing the  
13 targets, the office of the superintendent of public instruction shall  
14 use existing research on the effectiveness of reform efforts that  
15 have been implemented and the expected improvement in student  
16 achievement that is to be achieved from a given reform effort.

17 (3) The office of the superintendent of public instruction shall  
18 submit the proposed 2020 target goals and indicators of success to  
19 the legislature no later than November 1, 2017. The proposed 2020  
20 target goals and indicators of success shall be used for the purpose  
21 established under subsection (1) of this section, unless the 2018  
22 legislature takes formal legislative action to modify the proposed  
23 2020 target goals and indicators of success.

24 **PART II**  
25 **ELIMINATING THE USE OF STATE ASSESSMENTS AS A GRADUATION REQUIREMENT**

26 NEW SECTION. **Sec. 201.** The legislature finds that Washington is  
27 increasing expectations for schools and students by implementing new  
28 and significantly more challenging learning standards along with new  
29 tests aligned to those standards. At the same time, the state is  
30 requiring students to complete more coursework in order to graduate.  
31 Each of these changes creates a higher bar for graduation, improves  
32 student achievement, and will better prepare students to be college  
33 and career ready.

34 The legislature also recognizes that Washington still continues  
35 to use state tests as graduation requirements even though recent  
36 research shows that the use of tests as a high stakes graduation  
37 requirement does not consistently improve student achievement; reduce  
38 the opportunity gap; or increase graduation rates, postsecondary

1 attainment, or workforce outcomes. Instead, the negative impacts of a  
2 high stakes testing system often disproportionately affect the  
3 state's most vulnerable students.

4 **Sec. 202.** RCW 28A.155.170 and 2007 c 318 s 2 are each amended to  
5 read as follows:

6 (1) Beginning July 1, 2007, each school district that operates a  
7 high school shall establish a policy and procedures that permit any  
8 student who is receiving special education or related services under  
9 an individualized education program pursuant to state and federal law  
10 and who will continue to receive such services between the ages of  
11 eighteen and twenty-one to participate in the graduation ceremony and  
12 activities after four years of high school attendance with his or her  
13 age-appropriate peers and receive a certificate of attendance.

14 (2) Participation in a graduation ceremony and receipt of a  
15 certificate of attendance under this section does not preclude a  
16 student from continuing to receive special education and related  
17 services under an individualized education program beyond the  
18 graduation ceremony.

19 (3) A student's participation in a graduation ceremony and  
20 receipt of a certificate of attendance under this section shall not  
21 be construed as the student's receipt of (~~either~~

22 ~~(a))~~ a high school diploma pursuant to RCW 28A.230.120(~~or~~

23 ~~(b) A certificate of individual achievement pursuant to RCW~~  
24 ~~28A.155.045))~~).

25 **Sec. 203.** RCW 28A.195.010 and 2009 c 548 s 303 are each amended  
26 to read as follows:

27 The legislature hereby recognizes that private schools should be  
28 subject only to those minimum state controls necessary to insure the  
29 health and safety of all the students in the state and to insure a  
30 sufficient basic education to meet usual graduation requirements. The  
31 state, any agency or official thereof, shall not restrict or dictate  
32 any specific educational or other programs for private schools except  
33 as hereinafter in this section provided.

34 Principals of private schools or superintendents of private  
35 school districts shall file each year with the state superintendent  
36 of public instruction a statement certifying that the minimum  
37 requirements hereinafter set forth are being met, noting any  
38 deviations. After review of the statement, the state superintendent

1 will notify schools or school districts of those deviations which  
2 must be corrected. In case of major deviations, the school or school  
3 district may request and the state board of education may grant  
4 provisional status for one year in order that the school or school  
5 district may take action to meet the requirements. The state board of  
6 education shall not require private school students to meet the  
7 student learning goals, (~~obtain a certificate of academic~~  
8 ~~achievement, or a certificate of individual achievement to graduate~~  
9 ~~from high school,~~) to master the essential academic learning  
10 requirements, or to be assessed pursuant to RCW (~~28A.655.061~~)  
11 28A.655.070. However, private schools may choose, on a voluntary  
12 basis, to have their students master (~~these~~) the essential academic  
13 learning requirements(~~(,)~~) or take the assessments(~~(, and obtain a~~  
14 ~~certificate of academic achievement or a certificate of individual~~  
15 ~~achievement)~~). Minimum requirements shall be as follows:

16 (1) The minimum school year for instructional purposes shall  
17 consist of no less than one hundred eighty school days or the  
18 equivalent in annual minimum instructional hour offerings, with a  
19 school-wide annual average total instructional hour offering of one  
20 thousand hours for students enrolled in grades one through twelve,  
21 and at least four hundred fifty hours for students enrolled in  
22 kindergarten.

23 (2) The school day shall be the same as defined in RCW  
24 28A.150.203.

25 (3) All classroom teachers shall hold appropriate Washington  
26 state certification except as follows:

27 (a) Teachers for religious courses or courses for which no  
28 counterpart exists in public schools shall not be required to obtain  
29 a state certificate to teach those courses.

30 (b) In exceptional cases, people of unusual competence but  
31 without certification may teach students so long as a certified  
32 person exercises general supervision. Annual written statements shall  
33 be submitted to the office of the superintendent of public  
34 instruction reporting and explaining such circumstances.

35 (4) An approved private school may operate an extension program  
36 for parents, guardians, or persons having legal custody of a child to  
37 teach children in their custody. The extension program shall require  
38 at a minimum that:

1 (a) The parent, guardian, or custodian be under the supervision  
2 of an employee of the approved private school who is certified under  
3 chapter 28A.410 RCW;

4 (b) The planning by the certified person and the parent,  
5 guardian, or person having legal custody include objectives  
6 consistent with this subsection and subsections (1), (2), (5), (6),  
7 and (7) of this section;

8 (c) The certified person spend a minimum average each month of  
9 one contact hour per week with each student under his or her  
10 supervision who is enrolled in the approved private school extension  
11 program;

12 (d) Each student's progress be evaluated by the certified person;  
13 and

14 (e) The certified employee shall not supervise more than thirty  
15 students enrolled in the approved private school's extension program.

16 (5) Appropriate measures shall be taken to safeguard all  
17 permanent records against loss or damage.

18 (6) The physical facilities of the school or district shall be  
19 adequate to meet the program offered by the school or district:  
20 PROVIDED, That each school building shall meet reasonable health and  
21 fire safety requirements. A residential dwelling of the parent,  
22 guardian, or custodian shall be deemed to be an adequate physical  
23 facility when a parent, guardian, or person having legal custody is  
24 instructing his or her child under subsection (4) of this section.

25 (7) Private school curriculum shall include instruction of the  
26 basic skills of occupational education, science, mathematics,  
27 language, social studies, history, health, reading, writing,  
28 spelling, and the development of appreciation of art and music, all  
29 in sufficient units for meeting state board of education graduation  
30 requirements.

31 (8) Each school or school district shall be required to maintain  
32 up-to-date policy statements related to the administration and  
33 operation of the school or school district.

34 All decisions of policy, philosophy, selection of books, teaching  
35 material, curriculum, except as in subsection (7) of this section  
36 provided, school rules and administration, or other matters not  
37 specifically referred to in this section, shall be the responsibility  
38 of the administration and administrators of the particular private  
39 school involved.

1       **Sec. 204.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended  
2 to read as follows:

3       (1) Each parent whose child is receiving home-based instruction  
4 under RCW 28A.225.010(4) shall have the duty to:

5       (a) File annually a signed declaration of intent that he or she  
6 is planning to cause his or her child to receive home-based  
7 instruction. The statement shall include the name and age of the  
8 child, shall specify whether a certificated person will be  
9 supervising the instruction, and shall be written in a format  
10 prescribed by the superintendent of public instruction. Each parent  
11 shall file the statement by September 15th of the school year or  
12 within two weeks of the beginning of any public school quarter,  
13 trimester, or semester with the superintendent of the public school  
14 district within which the parent resides or the district that accepts  
15 the transfer, and the student shall be deemed a transfer student of  
16 the nonresident district. Parents may apply for transfer under RCW  
17 28A.225.220;

18       (b) Ensure that test scores or annual academic progress  
19 assessments and immunization records, together with any other records  
20 that are kept relating to the instructional and educational  
21 activities provided, are forwarded to any other public or private  
22 school to which the child transfers. At the time of a transfer to a  
23 public school, the superintendent of the local school district in  
24 which the child enrolls may require a standardized achievement test  
25 to be administered and shall have the authority to determine the  
26 appropriate grade and course level placement of the child after  
27 consultation with parents and review of the child's records; and

28       (c) Ensure that a standardized achievement test approved by the  
29 state board of education is administered annually to the child by a  
30 qualified individual or that an annual assessment of the student's  
31 academic progress is written by a certificated person who is  
32 currently working in the field of education. The state board of  
33 education shall not require these children to meet the student  
34 learning goals, master the essential academic learning requirements,  
35 ~~((to))~~ or take the statewide assessments(~~(, or to obtain a~~  
36 ~~certificate of academic achievement or a certificate of individual~~  
37 ~~achievement))~~ pursuant to RCW ~~((28A.655.061 and 28A.155.045))~~  
38 28A.655.070. The standardized test administered or the annual  
39 academic progress assessment written shall be made a part of the  
40 child's permanent records. If, as a result of the annual test or

1 assessment, it is determined that the child is not making reasonable  
2 progress consistent with his or her age or stage of development, the  
3 parent shall make a good faith effort to remedy any deficiency.

4 (2) Failure of a parent to comply with the duties in this section  
5 shall be deemed a failure of such parent's child to attend school  
6 without valid justification under RCW 28A.225.020. Parents who do  
7 comply with the duties set forth in this section shall be presumed to  
8 be providing home-based instruction as set forth in RCW  
9 28A.225.010(4).

10 **Sec. 205.** RCW 28A.230.090 and 2016 c ... s 102 (section 102 of  
11 this act) are each amended to read as follows:

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

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

24 ~~((Beginning with the graduating class of 2022, the  
25 certificate of academic achievement requirements under RCW  
26 28A.655.061 or the certificate of individual achievement requirements  
27 under RCW 28A.155.045 are required for graduation from a public high  
28 school but are not the only requirements for graduation.~~

29 ~~(e))~~ Any decision on whether a student has met the state board's  
30 high school graduation requirements for a high school and beyond plan  
31 shall remain at the local level. Effective with the graduating class  
32 of 2015, the state board of education may not establish a requirement  
33 for students to complete a culminating project for graduation.

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

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

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

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

26 (b) The state board shall reevaluate the graduation requirements  
27 for students enrolled in vocationally intensive and rigorous career  
28 and technical education programs, particularly those programs that  
29 lead to a certificate or credential that is state or nationally  
30 recognized. The purpose of the evaluation is to determine whether  
31 students enrolled in these programs have sufficient opportunity to  
32 ~~((earn a certificate of academic achievement if implemented in 2020))~~  
33 meet the state's essential academic requirements, complete the career  
34 and technical program and earn the program's certificate or  
35 credential, and complete other state and local graduation  
36 requirements.

37 (c) The state board shall forward any proposed changes to the  
38 high school graduation requirements to the education committees of  
39 the legislature for review and to the quality education council  
40 established under RCW 28A.290.010. The legislature shall have the

1 opportunity to act during a regular legislative session before the  
2 changes are adopted through administrative rule by the state board.  
3 Changes that have a fiscal impact on school districts, as identified  
4 by a fiscal analysis prepared by the office of the superintendent of  
5 public instruction, shall take effect only if formally authorized and  
6 funded by the legislature through the omnibus appropriations act or  
7 other enacted legislation.

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

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

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

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

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

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

37 **Sec. 206.** RCW 28A.230.122 and 2016 c ... s 103 (section 103 of  
38 this act) are each amended to read as follows:

1 (1) A student who fulfills the requirements specified in  
2 subsection (3) of this section toward completion of an international  
3 baccalaureate diploma programme is considered to have satisfied state  
4 minimum requirements for graduation from a public high school, except  
5 that(÷

6 ~~(a) Beginning with the graduating class of 2022, the provisions~~  
7 ~~of RCW 28A.655.061 regarding the certificate of academic achievement~~  
8 ~~or RCW 28A.155.045 regarding the certificate of individual~~  
9 ~~achievement apply to students under this section; and~~

10 ~~(b))~~ the provisions of RCW 28A.230.170 regarding study of the  
11 United States Constitution and the Washington state Constitution  
12 apply to students under this section.

13 (2) School districts may require students under this section to  
14 complete local graduation requirements that are in addition to state  
15 minimum requirements before issuing a high school diploma under RCW  
16 28A.230.120. However, school districts are encouraged to waive local  
17 requirements as necessary to encourage students to pursue an  
18 international baccalaureate diploma.

19 (3) To receive a high school diploma under this section, a  
20 student must complete and pass all required international  
21 baccalaureate diploma programme courses as scored at the local level;  
22 pass all internal assessments as scored at the local level;  
23 successfully complete all required projects and products as scored at  
24 the local level; and complete the final examinations administered by  
25 the international baccalaureate organization in each of the required  
26 subjects under the diploma programme.

27 **Sec. 207.** RCW 28A.230.125 and 2016 c ... s 104 (section 104 of  
28 this act) are each amended to read as follows:

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

37 (2) ~~((Beginning with the graduating class of 2022, the~~  
38 ~~standardized high school transcript shall include a notation of~~

1 ~~whether the student has earned a certificate of individual~~  
2 ~~achievement or a certificate of academic achievement.~~

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

6 **Sec. 208.** RCW 28A.305.130 and 2016 c ... s 105 (section 105 of  
7 this act) are each amended to read as follows:

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

18 (1) Hold regularly scheduled meetings at such time and place  
19 within the state as the board shall determine and may hold such  
20 special meetings as may be deemed necessary for the transaction of  
21 public business;

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

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

26 (4) For purposes of statewide accountability:

27 (a) Adopt and revise performance improvement goals in reading,  
28 writing, science, and mathematics, by subject and grade level, once  
29 assessments in these subjects are required statewide; academic and  
30 technical skills, as appropriate, in secondary career and technical  
31 education programs; and student attendance, as the board deems  
32 appropriate to improve student learning. The goals shall be  
33 consistent with student privacy protection provisions of RCW  
34 28A.655.090(7) and shall not conflict with requirements contained in  
35 Title I of the federal elementary and secondary education act of  
36 1965, or the requirements of the Carl D. Perkins vocational education  
37 act of 1998, each as amended. The goals may be established for all  
38 students, economically disadvantaged students, limited English  
39 proficient students, students with disabilities, and students from

1 disproportionately academically underachieving racial and ethnic  
2 backgrounds. The board may establish school and school district goals  
3 addressing high school graduation rates and dropout reduction goals  
4 for students in grades seven through twelve. The board shall adopt  
5 the goals by rule. However, before each goal is implemented, the  
6 board shall present the goal to the education committees of the house  
7 of representatives and the senate for the committees' review and  
8 comment in a time frame that will permit the legislature to take  
9 statutory action on the goal if such action is deemed warranted by  
10 the legislature;

11 (b)(i) Identify the scores students must achieve in order to meet  
12 the standard on the statewide student assessments. The board shall  
13 also determine student scores that identify levels of student  
14 performance below and beyond the standard. (~~The board shall consider  
15 the incorporation of the standard error of measurement into the  
16 decision regarding the award of the certificates.~~) The board shall  
17 set such performance standards and levels in consultation with the  
18 superintendent of public instruction and after consideration of any  
19 recommendations that may be developed by any advisory committees that  
20 may be established for this purpose.

21 (ii) By the end of the 2018-19 school year, establish the scores  
22 students must achieve to meet the standard and earn a certificate of  
23 academic achievement on the high school English language arts  
24 assessment and the comprehensive mathematics assessment developed  
25 with a multistate consortium in accordance with RCW 28A.655.070. To  
26 determine the appropriate score, the state board shall review the  
27 transition experience of Washington students to the consortium-  
28 developed assessments(~~(7)~~) and examine the student scores used in  
29 other states that are administering the consortium-developed  
30 assessments(~~(7, and review the scores in other states that require  
31 passage of an eleventh grade assessment as a high school graduation  
32 requirement. The scores established by the state board of education  
33 for the purposes of earning a certificate of academic achievement and  
34 graduation from high school may be different from the scores used for  
35 the purpose of determining a student's career and college readiness.~~

36 ~~(iii) The legislature shall be advised of the initial performance  
37 standards for the high school statewide student assessment. Any  
38 changes recommended by the board in the performance standards for the  
39 high school assessment shall be presented to the education committees  
40 of the house of representatives and the senate by November 30th of~~

1 ~~the school year in which the changes will take place to permit the~~  
2 ~~legislature to take statutory action before the changes are~~  
3 ~~implemented if such action is deemed warranted by the legislature)).~~  
4 The legislature shall be advised of the initial performance standards  
5 and any changes made to the (~~elementary level performance standards~~  
6 ~~and the middle school level~~) performance standards. The board must  
7 provide an explanation of and rationale for all initial performance  
8 standards and any changes, for all grade levels of the statewide  
9 student assessment. If the board changes the performance standards  
10 for any grade level or subject, the superintendent of public  
11 instruction must recalculate the results from the previous ten years  
12 of administering that assessment regarding students below, meeting,  
13 and beyond the state standard, to the extent that this data is  
14 available, and post a comparison of the original and recalculated  
15 results on the superintendent's web site;

16 (c) Annually review the assessment reporting system to ensure  
17 fairness, accuracy, timeliness, and equity of opportunity, especially  
18 with regard to schools with special circumstances and unique  
19 populations of students, and a recommendation to the superintendent  
20 of public instruction of any improvements needed to the system; and

21 (d) Include in the biennial report required under RCW  
22 28A.305.035, information on the progress that has been made in  
23 achieving goals adopted by the board;

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

33 (6) Articulate with the institutions of higher education,  
34 workforce representatives, and early learning policymakers and  
35 providers to coordinate and unify the work of the public school  
36 system;

37 (7) Hire an executive director and an administrative assistant to  
38 reside in the office of the superintendent of public instruction for  
39 administrative purposes. Any other personnel of the board shall be  
40 appointed as provided by RCW 28A.300.020. The board may delegate to

1 the executive director by resolution such duties as deemed necessary  
2 to efficiently carry on the business of the board including, but not  
3 limited to, the authority to employ necessary personnel and the  
4 authority to enter into, amend, and terminate contracts on behalf of  
5 the board. The executive director, administrative assistant, and all  
6 but one of the other personnel of the board are exempt from civil  
7 service, together with other staff as now or hereafter designated as  
8 exempt in accordance with chapter 41.06 RCW; and

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

11 **Sec. 209.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended  
12 to read as follows:

13 (1) Subject to funds appropriated for this purpose, targeted  
14 professional development programs, to be known as learning  
15 improvement days, are authorized to further the development of  
16 outstanding mathematics, science, and reading teaching and learning  
17 opportunities in the state of Washington. The intent of this section  
18 is to provide guidance for the learning improvement days in the  
19 omnibus appropriations act. The learning improvement days authorized  
20 in this section shall not be considered part of the definition of  
21 basic education.

22 (2) A school district is eligible to receive funding for learning  
23 improvement days that are limited to specific activities related to  
24 student learning that contribute to the following outcomes:

25 (a) Provision of meaningful, targeted professional development  
26 for all teachers in mathematics, science, or reading;

27 (b) Increased knowledge and instructional skill for mathematics,  
28 science, or reading teachers;

29 (c) Increased use of curriculum materials with supporting  
30 diagnostic and supplemental materials that align with state  
31 standards;

32 ~~((Skillful guidance for students participating in alternative  
33 assessment activities;~~

34 ~~(+))~~ Increased rigor of course offerings especially in  
35 mathematics, science, and reading;

36 ~~((+f))~~ (e) Increased student opportunities for focused, applied  
37 mathematics and science classes;

38 ~~((+g))~~ (f) Increased student success on state achievement  
39 measures; and

1 ((h)) (g) Increased student appreciation of the value and uses  
2 of mathematics, science, and reading knowledge and exploration of  
3 related careers.

4 (3) School districts receiving resources under this section shall  
5 submit reports to the superintendent of public instruction  
6 documenting how the use of the funds contributes to measurable  
7 improvement in the outcomes described under subsection (2) of this  
8 section; and how other professional development resources and  
9 programs authorized in statute or in the omnibus appropriations act  
10 contribute to the expected outcomes. The superintendent of public  
11 instruction and the office of financial management shall collaborate  
12 on required report content and format.

13 **Sec. 210.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to  
14 read as follows:

15 (1)(a) Eleventh and twelfth grade students or students who have  
16 not yet received the credits required for the award of a high school  
17 diploma and are eligible to be in the eleventh or twelfth grades may  
18 apply to a participating institution of higher education to enroll in  
19 courses or programs offered by the institution of higher education.

20 (b) The course sections and programs offered as running start  
21 courses must also be open for registration to matriculated students  
22 at the participating institution of higher education and may not be a  
23 course consisting solely of high school students offered at a high  
24 school campus.

25 (c) A student receiving home-based instruction enrolling in a  
26 public high school for the sole purpose of participating in courses  
27 or programs offered by institutions of higher education shall not be  
28 counted by the school district in any required state or federal  
29 accountability reporting if the student's parents or guardians filed  
30 a declaration of intent to provide home-based instruction and the  
31 student received home-based instruction during the school year before  
32 the school year in which the student intends to participate in  
33 courses or programs offered by the institution of higher education.  
34 Students receiving home-based instruction under chapter 28A.200 RCW  
35 and students attending private schools approved under chapter 28A.195  
36 RCW shall not be required to meet the student learning goals(~~(~~  
37 ~~obtain a certificate of academic achievement or a certificate of~~  
38 ~~individual achievement to graduate from high school,~~) or to master  
39 the essential academic learning requirements. However, students are

1 eligible to enroll in courses or programs in participating  
2 universities only if the board of directors of the student's school  
3 district has decided to participate in the program. Participating  
4 institutions of higher education, in consultation with school  
5 districts, may establish admission standards for these students. If  
6 the institution of higher education accepts a secondary school pupil  
7 for enrollment under this section, the institution of higher  
8 education shall send written notice to the pupil and the pupil's  
9 school district within ten days of acceptance. The notice shall  
10 indicate the course and hours of enrollment for that pupil.

11 (2)(a) In lieu of tuition and fees, as defined in RCW 28B.15.020  
12 and 28B.15.041:

13 (i) Running start students shall pay to the community or  
14 technical college all other mandatory fees as established by each  
15 community or technical college and, in addition, the state board for  
16 community and technical colleges may authorize a fee of up to ten  
17 percent of tuition and fees as defined in RCW 28B.15.020 and  
18 28B.15.041; and

19 (ii) All other institutions of higher education operating a  
20 running start program may charge running start students a fee of up  
21 to ten percent of tuition and fees as defined in RCW 28B.15.020 and  
22 28B.15.041 in addition to technology fees.

23 (b) The fees charged under this subsection (2) shall be prorated  
24 based on credit load.

25 (c) Students may pay fees under this subsection with advanced  
26 college tuition payment program tuition units at a rate set by the  
27 advanced college tuition payment program governing body under chapter  
28 28B.95 RCW.

29 (3)(a) The institutions of higher education must make available  
30 fee waivers for low-income running start students. Each institution  
31 must establish a written policy for the determination of low-income  
32 students before offering the fee waiver. A student shall be  
33 considered low income and eligible for a fee waiver upon proof that  
34 the student is currently qualified to receive free or reduced-price  
35 lunch. Acceptable documentation of low-income status may also  
36 include, but is not limited to, documentation that a student has been  
37 deemed eligible for free or reduced-price lunches in the last five  
38 years, or other criteria established in the institution's policy.

39 (b) Institutions of higher education, in collaboration with  
40 relevant student associations, shall aim to have students who can

1 benefit from fee waivers take advantage of these waivers.  
2 Institutions shall make every effort to communicate to students and  
3 their families the benefits of the waivers and provide assistance to  
4 students and their families on how to apply. Information about  
5 waivers shall, to the greatest extent possible, be incorporated into  
6 financial aid counseling, admission information, and individual  
7 billing statements. Institutions also shall, to the greatest extent  
8 possible, use all means of communication, including but not limited  
9 to web sites, online catalogues, admission and registration forms,  
10 mass email messaging, social media, and outside marketing to ensure  
11 that information about waivers is visible, compelling, and reaches  
12 the maximum number of students and families that can benefit.

13 (4) The pupil's school district shall transmit to the institution  
14 of higher education an amount per each full-time equivalent college  
15 student at statewide uniform rates for vocational and nonvocational  
16 students. The superintendent of public instruction shall separately  
17 calculate and allocate moneys appropriated for basic education under  
18 RCW 28A.150.260 to school districts for purposes of making such  
19 payments and for granting school districts seven percent thereof to  
20 offset program related costs. The calculations and allocations shall  
21 be based upon the estimated statewide annual average per full-time  
22 equivalent high school student allocations under RCW 28A.150.260,  
23 excluding small high school enhancements, and applicable rules  
24 adopted under chapter 34.05 RCW. The superintendent of public  
25 instruction, participating institutions of higher education, and the  
26 state board for community and technical colleges shall consult on the  
27 calculation and distribution of the funds. The funds received by the  
28 institution of higher education from the school district shall not be  
29 deemed tuition or operating fees and may be retained by the  
30 institution of higher education. A student enrolled under this  
31 subsection shall be counted for the purpose of meeting enrollment  
32 targets in accordance with terms and conditions specified in the  
33 omnibus appropriations act.

34 **Sec. 211.** RCW 28A.655.061 and 2016 c ... s 106 (section 106 of  
35 this act) are each amended to read as follows:

36 (1) ~~((The high school assessment system shall include but need  
37 not be limited to the statewide student assessment. Beginning with  
38 the graduating class of 2022, the high school assessment system shall  
39 also include opportunities for a student to retake the content areas~~

1 of the assessment in which the student was not successful, and, if  
2 approved by the legislature pursuant to subsection (10) of this  
3 section, one or more objective alternative assessments for a student  
4 to demonstrate achievement of state academic standards. The objective  
5 alternative assessments for each content area shall be comparable in  
6 rigor to the skills and knowledge that the student must demonstrate  
7 on the statewide student assessment for each content area.

8 (2) Subject to the conditions in this section, a certificate of  
9 academic achievement shall be obtained and is evidence that the  
10 students have successfully met the state standard in the content  
11 areas included in the certificate. Beginning with the graduating  
12 class of 2022, and with the exception of students satisfying the  
13 provisions of RCW 28A.155.045 or 28A.655.0611, acquisition of the  
14 certificate is required for graduation from a public high school but  
15 is not the only requirement for graduation.

16 (3) Beginning with the graduating class of 2022, with the  
17 exception of students satisfying the provisions of RCW 28A.155.045, a  
18 student who meets the state standards on the English language arts,  
19 science, and mathematics high school statewide student assessments  
20 shall earn a certificate of academic achievement. A student who meets  
21 the state standards on the high school English language arts  
22 assessment developed with the multistate consortium and the  
23 comprehensive mathematics assessment developed with the multistate  
24 consortium shall earn a certificate of academic achievement.

25 (4) Beginning with the graduating class of 2022, if a student  
26 does not successfully meet the state standards in one or more content  
27 areas required for the certificate of academic achievement, then the  
28 student may retake the assessment in the content area at least twice  
29 a year at no cost to the student. If the student successfully meets  
30 the state standards on a retake of the assessment then the student  
31 shall earn a certificate of academic achievement. Once objective  
32 alternative assessments are authorized pursuant to subsection (10) of  
33 this section, a student may use the objective alternative assessments  
34 to demonstrate that the student successfully meets the state  
35 standards for that content area if the student has taken the  
36 statewide student assessment at least once. If the student  
37 successfully meets the state standards on the objective alternative  
38 assessments then the student shall earn a certificate of academic  
39 achievement.

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

6       ~~(6) A student may retain and use the highest result from each~~  
7 ~~successfully completed content area of the high school assessment.~~

8       ~~(7) Beginning with the graduating class of 2022, school districts~~  
9 ~~must make available to students the following options:~~

10       ~~(a) To retake the statewide student assessment at least twice a~~  
11 ~~year in the content areas in which the student did not meet the state~~  
12 ~~standards if the student is enrolled in a public school; or~~

13       ~~(b) To retake the statewide student assessment at least twice a~~  
14 ~~year in the content areas in which the student did not meet the state~~  
15 ~~standards if the student is enrolled in a high school completion~~  
16 ~~program at a community or technical college. The superintendent of~~  
17 ~~public instruction and the state board for community and technical~~  
18 ~~colleges shall jointly identify means by which students in these~~  
19 ~~programs can be assessed.~~

20       ~~(8)) Students who achieve the standard in a content area of the~~  
21 ~~high school assessment but who wish to improve their results shall~~  
22 ~~pay for retaking the assessment, using a uniform cost determined by~~  
23 ~~the superintendent of public instruction.~~

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

26       ~~(10)(a) The office of the superintendent of public instruction~~  
27 ~~shall develop options for implementing objective alternative~~  
28 ~~assessments, which may include an appeals process for students'~~  
29 ~~scores, for students to demonstrate achievement of the state academic~~  
30 ~~standards. The objective alternative assessments shall be comparable~~  
31 ~~in rigor to the skills and knowledge that the student must~~  
32 ~~demonstrate on the statewide student assessment and be objective in~~  
33 ~~its determination of student achievement of the state standards.~~  
34 ~~Before any objective alternative assessments in addition to those~~  
35 ~~authorized in RCW 28A.655.065 or (b) of this subsection are used by a~~  
36 ~~student to demonstrate that the student has met the state standards~~  
37 ~~in a content area required to obtain a certificate, the legislature~~  
38 ~~shall formally approve the use of any objective alternative~~  
39 ~~assessments through the omnibus appropriations act or by statute or~~  
40 ~~concurrent resolution.~~

1       ~~(b)(i) A student's score on the mathematics, reading or English,~~  
2 ~~or writing portion of the SAT or the ACT may be used as an objective~~  
3 ~~alternative assessment under this section for demonstrating that a~~  
4 ~~student has met or exceeded the state standards for the certificate~~  
5 ~~of academic achievement. The state board of education shall identify~~  
6 ~~the scores students must achieve on the relevant portion of the SAT~~  
7 ~~or ACT to meet or exceed the state standard in the relevant content~~  
8 ~~area on the statewide student assessment. A student's score on the~~  
9 ~~science portion of the ACT or the science subject area tests of the~~  
10 ~~SAT may be used as an objective alternative assessment under this~~  
11 ~~section as soon as the state board of education determines that~~  
12 ~~sufficient data is available to identify reliable equivalent scores~~  
13 ~~for the science content area of the statewide student assessment.~~  
14 ~~After the first scores are established, the state board may increase~~  
15 ~~but not decrease the scores required for students to meet or exceed~~  
16 ~~the state standards.~~

17       ~~(ii) A student who scores at least a three on the grading scale~~  
18 ~~of one to five for selected AP examinations may use the score as an~~  
19 ~~objective alternative assessment under this section for demonstrating~~  
20 ~~that a student has met or exceeded state standards for the~~  
21 ~~certificate of academic achievement. A score of three on the AP~~  
22 ~~examinations in calculus or statistics may be used as an alternative~~  
23 ~~assessment for the mathematics portion of the statewide student~~  
24 ~~assessment. A score of three on the AP examinations in English~~  
25 ~~language and composition may be used as an alternative assessment for~~  
26 ~~the writing portion of the statewide student assessment; and for the~~  
27 ~~English language arts portion of the assessment developed with the~~  
28 ~~multistate consortium, once established in the 2014-15 school year. A~~  
29 ~~score of three on the AP examinations in English literature and~~  
30 ~~composition, macroeconomics, microeconomics, psychology, United~~  
31 ~~States history, world history, United States government and politics,~~  
32 ~~or comparative government and politics may be used as an alternative~~  
33 ~~assessment for the reading portion of the statewide student~~  
34 ~~assessment; and for the English language arts portion of the~~  
35 ~~assessment developed with the multistate consortium, once established~~  
36 ~~in the 2014-15 school year. A score of three on the AP examination in~~  
37 ~~biology, physics, chemistry, or environmental science may be used as~~  
38 ~~an alternative assessment for the science portion of the statewide~~  
39 ~~student assessment.~~

1       ~~(iii) A student who scores at least a four on selected externally~~  
2 ~~administered international baccalaureate (IB) examinations may use~~  
3 ~~the score as an objective alternative assessment under this section~~  
4 ~~for demonstrating that the student has met or exceeded state~~  
5 ~~standards for the certificate of academic achievement. A score of~~  
6 ~~four on the higher level IB examinations for any of the IB English~~  
7 ~~language and literature courses or for any of the IB individuals and~~  
8 ~~societies courses may be used as an alternative assessment for the~~  
9 ~~reading, writing, or English language arts portions of the statewide~~  
10 ~~student assessment. A score of four on the higher level IB~~  
11 ~~examinations for any of the IB mathematics courses may be used as an~~  
12 ~~alternative assessment for the mathematics portion of the statewide~~  
13 ~~student assessment. A score of four on the higher level IB~~  
14 ~~examinations for IB biology, chemistry, or physics may be used as an~~  
15 ~~alternative assessment for the science portion of the statewide~~  
16 ~~student assessment.~~

17       ~~(11))~~ (2) To help assure continued progress in academic  
18 achievement as a foundation for high school graduation and to assure  
19 that students are on track for high school graduation, each school  
20 district shall prepare plans for and notify students and their  
21 parents or legal guardians as provided in this subsection. Student  
22 learning plans are required for eighth grade students who were not  
23 successful on any or all of the content areas of the state assessment  
24 during the previous school year or who may not be on track to  
25 graduate due to credit deficiencies or absences. The parent or legal  
26 guardian shall be notified about the information in the student  
27 learning plan, preferably through a parent conference and at least  
28 annually. To the extent feasible, schools serving English language  
29 learner students and their parents shall translate the plan into the  
30 primary language of the family. The plan shall include the following  
31 information as applicable:

- 32       (a) The student's results on the state assessment;
- 33       (b) If the student is in the transitional bilingual program, the  
34 score on his or her Washington language proficiency test II;
- 35       (c) Any credit deficiencies;
- 36       (d) The student's attendance rates over the previous two years;
- 37       (e) The student's progress toward meeting state and local  
38 graduation requirements;

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

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

8 ~~((The alternative assessment options available to students  
9 under this section and RCW 28A.655.065;~~

10 ~~(+i))~~) School district programs, high school courses, and career  
11 and technical education options available for students to meet  
12 graduation requirements; and

13 ~~((+j))~~) (i) Available programs offered through skill centers or  
14 community and technical colleges, including the college high school  
15 diploma options under RCW 28B.50.535.

16 **Sec. 212.** RCW 28A.655.068 and 2016 c ... s 107 (section 107 of  
17 this act) are each amended to read as follows:

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

23 (2)(a) The superintendent of public instruction may develop or  
24 adopt science end-of-course assessments or a comprehensive science  
25 assessment that includes subjects in addition to biology for purposes  
26 of RCW ~~((28A.655.061))~~ 28A.655.070, when so directed by the  
27 legislature. The legislature intends to transition from a biology  
28 end-of-course assessment to a more comprehensive science assessment  
29 in a manner consistent with the way in which the state transitioned  
30 to an English language arts assessment and a comprehensive  
31 mathematics assessment.

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

36 ~~((c) Before the next subsequent school year after the  
37 legislature directs the superintendent to develop or adopt a new  
38 science assessment, the superintendent of public instruction shall  
39 review the objective alternative assessments for the science~~

1 ~~assessment and make recommendations to the legislature regarding~~  
2 ~~additional objective alternatives, if any.)~~)

3 (3) The superintendent of public instruction may participate with  
4 consortia of multiple states as common student learning standards and  
5 assessments in science are developed. The superintendent of public  
6 instruction, in consultation with the state board of education, may  
7 modify the essential academic learning requirements and statewide  
8 student assessments in science, including the high school assessment,  
9 according to the multistate common student learning standards and  
10 assessments as long as the education committees of the legislature  
11 have opportunities for review before the modifications are adopted,  
12 as provided under RCW 28A.655.070.

13 ~~((4) Beginning with the graduating class of 2022, the statewide~~  
14 ~~high school assessment under this section shall be used to~~  
15 ~~demonstrate that a student meets the state standards in the science~~  
16 ~~content area of the statewide student assessment for purposes of RCW~~  
17 ~~28A.655.061.))~~

18 **Sec. 213.** RCW 28A.655.070 and 2016 c ... s 108 (section 108 of  
19 this act) are each amended to read as follows:

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

27 (2) The superintendent of public instruction shall:

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

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

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

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

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

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

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

1           (ii) (~~Beginning with the graduating class of 2022,~~) The high  
2 school assessments in English language arts, mathematics, and science  
3 shall be used for (~~the purposes of earning a certificate of academic~~  
4 ~~achievement for high school graduation and for~~) assessing student  
5 career and college readiness.

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

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

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

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

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

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

37           (8) To the maximum extent possible, the superintendent shall  
38 integrate knowledge and skill areas in development of the  
39 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. 214.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended  
21 to read as follows:

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

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

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

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

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

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

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

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

18       **Sec. 215.** RCW 28B.15.067 and 2015 3rd sp.s. c 36 s 3 are each  
19 amended to read as follows:

20       (1) Tuition fees shall be established under the provisions of  
21 this chapter.

22       (2) Beginning in the 2011-12 academic year and through the  
23 2014-15 academic year, reductions or increases in full-time tuition  
24 fees shall be as provided in the omnibus appropriations act for  
25 resident undergraduate students at community and technical colleges.

26       (3)(a) In the 2015-16 and 2016-17 academic years, tuition  
27 operating fees for resident undergraduates at community and technical  
28 colleges excluding applied baccalaureate degrees as defined in RCW  
29 28B.50.030, shall be five percent less than the 2014-15 academic year  
30 tuition operating fee.

31       (b) Beginning in the 2017-18 academic year, tuition operating  
32 fees for resident undergraduates at community and technical colleges  
33 excluding applied baccalaureate degrees as defined in RCW 28B.50.030,  
34 may increase by no more than the average annual percentage growth  
35 rate in the median hourly wage for Washington for the previous  
36 fourteen years as the wage is determined by the federal bureau of  
37 labor statistics.

38       (4) The governing boards of the state universities, regional  
39 universities, and The Evergreen State College; and the state board

1 for community and technical colleges may reduce or increase full-time  
2 tuition fees for all students other than resident undergraduates,  
3 including nonresident students, summer school students, and students  
4 in other self-supporting degree programs. Percentage increases in  
5 full-time tuition may exceed the fiscal growth factor. Except during  
6 the 2013-2015 fiscal biennium, the state board for community and  
7 technical colleges may pilot or institute differential tuition  
8 models. The board may define scale, scope, and rationale for the  
9 models.

10 (5)(a) Beginning with the 2011-12 academic year and through the  
11 end of the 2014-15 academic year, the governing boards of the state  
12 universities, the regional universities, and The Evergreen State  
13 College may reduce or increase full-time tuition fees for all  
14 students, including summer school students and students in other  
15 self-supporting degree programs. Percentage increases in full-time  
16 tuition fees may exceed the fiscal growth factor. Reductions or  
17 increases may be made for all or portions of an institution's  
18 programs, campuses, courses, or students; however, during the  
19 2013-2015 fiscal biennium, reductions or increases in tuition must be  
20 uniform among resident undergraduate students.

21 (b) Prior to reducing or increasing tuition for each academic  
22 year, the governing boards of the state universities, the regional  
23 universities, and The Evergreen State College shall consult with  
24 existing student associations or organizations with student  
25 undergraduate and graduate representatives regarding the impacts of  
26 potential tuition increases. Each governing board shall make public  
27 its proposal for tuition and fee increases twenty-one days before the  
28 governing board of the institution considers adoption and allow  
29 opportunity for public comment. However, the requirement to make  
30 public a proposal for tuition and fee increases twenty-one days  
31 before the governing board considers adoption shall not apply if the  
32 omnibus appropriations act has not passed the legislature by May  
33 15th. Governing boards shall be required to provide data regarding  
34 the percentage of students receiving financial aid, the sources of  
35 aid, and the percentage of total costs of attendance paid for by aid.

36 (c) Prior to reducing or increasing tuition for each academic  
37 year, the state board for community and technical college system  
38 shall consult with existing student associations or organizations  
39 with undergraduate student representation regarding the impacts of  
40 potential tuition increases. The state board for community and

1 technical colleges shall provide data regarding the percentage of  
2 students receiving financial aid, the sources of aid, and the  
3 percentage of total costs of attendance paid for by aid.

4 (6)(a) In the 2015-16 academic year, full-time tuition operating  
5 fees for resident undergraduates for state universities, regional  
6 universities, The Evergreen State College, and applied baccalaureate  
7 degrees as defined in RCW 28B.50.030 shall be five percent less than  
8 the 2014-15 academic year tuition operating fee.

9 (b) Beginning with the 2016-17 academic year, full-time tuition  
10 operating fees for resident undergraduates for:

11 (i) State universities shall be fifteen percent less than the  
12 2014-15 academic year tuition operating fee; and

13 (ii) Regional universities, The Evergreen State College, and  
14 applied baccalaureate degrees as defined in RCW 28B.50.030 shall be  
15 twenty percent less than the 2014-15 academic year tuition operating  
16 fee.

17 (c) Beginning with the 2017-18 academic year, full-time tuition  
18 operating fees for resident undergraduates in (b) of this subsection  
19 may increase by no more than the average annual percentage growth  
20 rate in the median hourly wage for Washington for the previous  
21 fourteen years as the wage is determined by the federal bureau of  
22 labor statistics.

23 ~~(7) ((The tuition fees established under this chapter shall not  
24 apply to high school students enrolling in participating institutions  
25 of higher education under RCW 28A.600.300 through 28A.600.400.~~

26 ~~(8))~~ The tuition fees established under this chapter shall not  
27 apply to eligible students enrolling in a dropout reengagement  
28 program through an interlocal agreement between a school district and  
29 a community or technical college under RCW 28A.175.100 through  
30 28A.175.110.

31 ~~((9))~~ (8) The legislative advisory committee to the committee  
32 on advanced tuition payment established in RCW 28B.95.170 shall:

33 (a) Review the impact of differential tuition rates on the funded  
34 status and future unit price of the Washington advanced college  
35 tuition payment program; and

36 (b) No later than January 14, 2013, make a recommendation to the  
37 appropriate policy and fiscal committees of the legislature regarding  
38 how differential tuition should be addressed in order to maintain the  
39 ongoing solvency of the Washington advanced college tuition payment  
40 program.

1        ~~((10))~~ (9) As a result of any changes in tuition under section  
2 3, chapter 36, Laws of 2015 3rd sp. sess., the governing boards of  
3 the state universities, the regional universities, and The Evergreen  
4 State College shall not reduce resident undergraduate enrollment  
5 below the 2014-15 academic year levels.

6        **Sec. 216.** RCW 28B.15.520 and 2015 c 55 s 217 are each amended to  
7 read as follows:

8        Subject to the limitations of RCW 28B.15.910, the governing  
9 boards of the community and technical colleges:

10        (1) May waive all or a portion of tuition fees and services and  
11 activities fees for students nineteen years of age or older who are  
12 eligible for resident tuition and fee rates as defined in RCW  
13 28B.15.012 through 28B.15.015, who enroll in a course of study or  
14 program which will enable them to finish their high school education  
15 and obtain a high school diploma or certificate(~~(, but who are not~~  
16 ~~eligible students as defined by RCW 28A.600.405))~~);

17        (2)(a) Shall waive all of tuition fees and services and  
18 activities fees for:

19        (i) Children of any law enforcement officer as defined in chapter  
20 41.26 RCW, firefighter as defined in chapter 41.26 or 41.24 RCW, or  
21 Washington state patrol officer who lost his or her life or became  
22 totally disabled in the line of duty while employed by any public law  
23 enforcement agency or full time or volunteer fire department in this  
24 state: PROVIDED, That such persons may receive the waiver only if  
25 they begin their course of study at a community or technical college  
26 within ten years of their graduation from high school; and

27        (ii) Surviving spouses of any law enforcement officer as defined  
28 in chapter 41.26 RCW, firefighter as defined in chapter 41.26 or  
29 41.24 RCW, or Washington state patrol officer who lost his or her  
30 life or became totally disabled in the line of duty while employed by  
31 any public law enforcement agency or full time or volunteer fire  
32 department in this state.

33        (b) For the purposes of this section, "totally disabled" means a  
34 person who has become totally and permanently disabled for life by  
35 bodily injury or disease, and is thereby prevented from performing  
36 any occupation or gainful pursuit.

37        (c) The governing boards of the community and technical colleges  
38 shall report to the state board for community and technical colleges  
39 on the annual cost of tuition fees and services and activities fees

1 waived for surviving spouses and children under (a) of this  
2 subsection. The state board for community and technical colleges  
3 shall consolidate the reports of the waived fees and annually report  
4 to the appropriate fiscal and policy committees of the legislature;  
5 and

6 (3) May waive all or a portion of the nonresident tuition fees  
7 differential for:

8 (a) Nonresident students enrolled in a community or technical  
9 college course of study or program which will enable them to finish  
10 their high school education and obtain a high school diploma or  
11 certificate (~~(but who are not eligible students as defined by RCW~~  
12 ~~28A.600.405)~~). The waiver shall be in effect only for those courses  
13 which lead to a high school diploma or certificate; and

14 (b) Up to forty percent of the students enrolled in the regional  
15 education program for deaf students, subject to federal funding of  
16 such program.

17 NEW SECTION. **Sec. 217.** The following acts or parts of acts are  
18 each repealed:

19 (1) RCW 28A.155.045 (Certificate of individual achievement) and  
20 2007 c 354 s 3 & 2004 c 19 s 104;

21 (2) RCW 28A.600.405 (Participation in high school completion  
22 pilot program—Eligible students—Funding allocations—Rules—  
23 Information for students and parents) and 2012 1st sp.s. c 10 s 4 &  
24 2007 c 355 s 4;

25 (3) RCW 28A.655.063 (Objective alternative assessments—  
26 Reimbursement of costs—Testing fee waivers) and 2007 c 354 s 7 & 2006  
27 c 115 s 5;

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

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

35 **PART III**  
36 **CONTINGENT EFFECTIVE DATE**

1        NEW SECTION.    **Sec. 301.**    By January 1, 2021, the office of the  
2    superintendent of public instruction shall notify the governor, the  
3    legislature, and the office of the code reviser whether the 2020  
4    target goals and indicators of success established under the  
5    authority of section 109 of this act have been met. Sections 201  
6    through 217 of this act take effect January 2, 2021, if the  
7    superintendent of public instruction provides notice that these  
8    target goals and indicators of success have been met.

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