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**HOUSE BILL 1467**

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**State of Washington**

**66th Legislature**

**2019 Regular Session**

**By** Representatives Sells, Pollet, and Santos

Read first time 01/23/19. Referred to Committee on Education.

1 AN ACT Relating to academic supports associated with high school  
2 graduation requirements; and amending RCW 28A.655.061 and  
3 28A.655.065.

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

5 **Sec. 1.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each  
6 amended to read as follows:

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

17 (2) Subject to the conditions in this section, a certificate of  
18 academic achievement shall be obtained and is evidence that the  
19 students have successfully met the state standard in the content  
20 areas included in the certificate. With the exception of students  
21 satisfying the provisions of RCW 28A.155.045 or 28A.655.0611,

1 acquisition of the certificate is required for graduation from a  
2 public high school but is not the only requirement for graduation.

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

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

20 (i) Students in the graduating class of 2016 may use the results  
21 from:

22 (A) The reading and writing assessment or the English language  
23 arts assessment developed with the multistate consortium; and

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

28 (ii) Students in the graduating classes of 2017 and 2018 may use  
29 the results from:

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

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

38 (c) Beginning with the graduating class of 2019, a student who  
39 meets the high school graduation standard on the high school English  
40 language arts assessment developed with the multistate consortium and

1 the comprehensive mathematics assessment developed with the  
2 multistate consortium shall earn a certificate of academic  
3 achievement.

4 (d) Beginning with the graduating class of 2020, a student who  
5 meets the high school graduation standard on the high school English  
6 language arts assessment developed with the multistate consortium and  
7 the comprehensive mathematics assessment developed with the  
8 multistate consortium to be administered in tenth grade shall earn a  
9 certificate of academic achievement.

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

24 (4) Beginning with the graduating class of 2021, a student must  
25 meet the state standards in science in addition to the other content  
26 areas required under subsection (3) of this section on the statewide  
27 student assessment, a retake, or the objective alternative  
28 assessments in order to earn a certificate of academic achievement.  
29 The assessment under this subsection must be a comprehensive  
30 assessment of the science essential academic learning requirements  
31 adopted by the superintendent of public instruction in 2013.

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

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

39 (7) School districts must make available to students the  
40 following options:

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

4 (b) To retake the statewide student assessment at least twice a  
5 year in the content areas in which the student did not meet the state  
6 standards if the student is enrolled in a high school completion  
7 program at a community or technical college. The superintendent of  
8 public instruction and the state board for community and technical  
9 colleges shall jointly identify means by which students in these  
10 programs can be assessed.

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

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

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

32 (b)(i) A student's score on the mathematics, reading or English,  
33 or writing portion of the SAT or the ACT may be used as an objective  
34 alternative assessment under this section for demonstrating that a  
35 student has met or exceeded the state standards for the certificate  
36 of academic achievement. The state board of education shall identify  
37 the scores students must achieve on the relevant portion of the SAT  
38 or ACT to meet or exceed the state standard in the relevant content  
39 area on the statewide student assessment. A student's score on the  
40 science portion of the ACT or the science subject area tests of the

1 SAT may be used as an objective alternative assessment under this  
2 section as soon as the state board of education determines that  
3 sufficient data is available to identify reliable equivalent scores  
4 for the science content area of the statewide student assessment.  
5 After the first scores are established, the state board may increase  
6 but not decrease the scores required for students to meet or exceed  
7 the state standards.

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

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

1 examinations for any of the IB mathematics courses may be used as an  
2 alternative assessment for the mathematics portion of the statewide  
3 student assessment. A score of four on the higher level IB  
4 examinations for IB biology, chemistry, or physics may be used as an  
5 alternative assessment for the science portion of the statewide  
6 student assessment.

7 (iv) (A) Beginning in the 2018-19 school year, high school  
8 students who have not earned a certificate of academic achievement  
9 due to not meeting the high school graduation standard on the  
10 mathematics or English language arts assessment may take and pass a  
11 locally determined course in the content area in which the student  
12 was not successful, and may use the passing score on a locally  
13 administered assessment tied to that course and approved under the  
14 provisions of this subsection (10)(b)(iv), as an objective  
15 alternative assessment for demonstrating that the student has met or  
16 exceeded the high school graduation standard. High school transition  
17 courses and the assessments offered in association with high school  
18 transition courses shall be considered an approved locally determined  
19 course and assessment for demonstrating that the student met or  
20 exceeded the high school graduation standard. The course must be  
21 rigorous and consistent with the student's educational and career  
22 goals identified in his or her high school and beyond plan, and may  
23 include career and technical education equivalencies in English  
24 language arts or mathematics adopted pursuant to RCW 28A.230.097.  
25 School districts shall record students' participation in locally  
26 determined courses under this section in the statewide individual  
27 data system.

28 (B) The office of the superintendent of public instruction shall  
29 develop a process by which local school districts can submit  
30 assessments for review and approval for use as objective alternative  
31 assessments for graduation as allowed by (b)(iv) of this subsection.  
32 This process shall establish means to determine whether a local  
33 school district-administered assessment is comparable in rigor to the  
34 skills and knowledge that the student must demonstrate on the  
35 statewide student assessment and is objective in its determination of  
36 student achievement of the state standards. The office of the  
37 superintendent of public instruction shall post on its agency web  
38 site a compiled list of local school district-administered  
39 assessments approved as objective alternative assessments, including

1 the comparable scores on these assessments necessary to meet the  
2 standard.

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

14 (v) A student who completes a dual credit course in English  
15 language arts or mathematics in which the student earns college  
16 credit may use passage of the course as an objective alternative  
17 assessment under this section for demonstrating that the student has  
18 met or exceeded the high school graduation standard for the  
19 certificate of academic achievement.

20 (11) To help assure continued progress in academic achievement as  
21 a foundation for high school graduation and to assure that students  
22 are on track for high school graduation, each school district shall:

23 (a) Provide students who have not earned a certificate of  
24 academic achievement before the beginning of grade eleven with the  
25 opportunity to access interventions and academic supports, courses,  
26 or both, designed to enable students to meet the high school  
27 graduation standard. These interventions, supports, or courses must  
28 be rigorous and consistent with the student's educational and career  
29 goals identified in his or her high school and beyond plan, and may  
30 include career and technical education equivalencies in English  
31 language arts or mathematics adopted pursuant to RCW 28A.230.097; and

32 (b) Prepare student learning plans and notify students and their  
33 parents or legal guardians as provided in this subsection. Student  
34 learning plans are required for eighth grade students who were not  
35 successful on any or all of the content areas of the state assessment  
36 during the previous school year or who may not be on track to  
37 graduate due to credit deficiencies or absences. The parent or legal  
38 guardian shall be notified about the information in the student  
39 learning plan, preferably through a parent conference that includes,  
40 if applicable, the student's individualized education program team,

1 and at least (~~annually~~) twice per school year. To the extent  
2 feasible, schools serving English language learner students and their  
3 parents shall translate the plan into the primary language of the  
4 family. The plan shall include the following information as  
5 applicable:

6 (i) The student's results on the state assessment;

7 (ii) If the student is in the transitional bilingual program, the  
8 score on his or her Washington language proficiency test II;

9 (iii) Any credit deficiencies;

10 (iv) The student's attendance rates over the previous two years;

11 (v) The student's progress toward meeting state and local  
12 graduation requirements;

13 (vi) The courses, competencies, and other steps needed to be  
14 taken by the student to meet state academic standards (~~and~~), stay  
15 on track for graduation, and achieve educational and career goals  
16 established in the student's high school and beyond plan;

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

21 (viii) The alternative assessment options available to students  
22 under this section and RCW 28A.655.065;

23 (ix) School district programs, high school courses, and career  
24 and technical education options available for students to meet  
25 graduation requirements; and

26 (x) Available programs offered through skill centers or community  
27 and technical colleges, including the college high school diploma  
28 options under RCW 28B.50.535.

29 **Sec. 2.** RCW 28A.655.065 and 2017 3rd sp.s. c 31 s 2 are each  
30 amended to read as follows:

31 (1) The legislature has made a commitment to rigorous academic  
32 standards for receipt of a high school diploma. The primary way that  
33 students will demonstrate that they meet the standards in reading,  
34 writing, mathematics, and science is through the statewide student  
35 assessment. Only objective assessments that are comparable in rigor  
36 to the state assessment are authorized as an alternative assessment.  
37 Before seeking an alternative assessment, the legislature expects  
38 students to make a genuine effort to meet state standards, through



1 regular and consistent attendance at school and participation in  
2 extended learning and other assistance programs.

3 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,  
4 the superintendent of public instruction shall implement objective  
5 alternative assessment methods as provided in this section for  
6 students to demonstrate achievement of the state standards in content  
7 areas in which the student has not yet met the standard on the high  
8 school statewide student assessment. A student may access an  
9 alternative if the student meets applicable eligibility criteria in  
10 RCW 28A.655.061 and this section and other eligibility criteria  
11 established by the superintendent of public instruction, including  
12 but not limited to attendance criteria and participation in the  
13 remediation or supplemental instruction contained in the student  
14 learning plan developed under RCW 28A.655.061. A school district may  
15 waive attendance and/or remediation criteria for special, unavoidable  
16 circumstances.

17 (3) For the purposes of this section, "applicant" means a student  
18 seeking to use one of the alternative assessment methods in this  
19 section.

20 (4) One alternative assessment method shall be a combination of  
21 the applicant's grades in applicable courses and the applicant's  
22 highest score on the high school statewide student assessment, as  
23 provided in this subsection. A student is eligible to apply for the  
24 alternative assessment method under this subsection (4) if the  
25 student has a cumulative grade point average of at least 3.2 on a  
26 four point grading scale. The superintendent of public instruction  
27 shall determine which high school courses are applicable to the  
28 alternative assessment method and shall issue guidelines to school  
29 districts.

30 (a) Using guidelines prepared by the superintendent of public  
31 instruction, a school district shall identify the group of students  
32 in the same school as the applicant who took the same high school  
33 courses as the applicant in the applicable content area. From the  
34 group of students identified in this manner, the district shall  
35 select the comparison cohort that shall be those students who met or  
36 slightly exceeded the state standard on the statewide student  
37 assessment.

38 (b) The district shall compare the applicant's grades in high  
39 school courses in the applicable content area to the grades of  
40 students in the comparison cohort for the same high school courses.

1 If the applicant's grades are equal to or above the mean grades of  
2 the comparison cohort, the applicant shall be deemed to have met the  
3 state standard on the alternative assessment.

4 (c) An applicant may not use the alternative assessment under  
5 this subsection (4) if there are fewer than six students in the  
6 comparison cohort.

7 (5) The superintendent of public instruction shall implement:

8 (a) By June 1, 2006, a process for students to appeal the score  
9 they received on the high school assessments;

10 (b) By January 1, 2007, guidelines and appeal processes for  
11 waiving specific requirements in RCW 28A.655.061 pertaining to the  
12 certificate of academic achievement and to the certificate of  
13 individual achievement for students who: (i) Transfer to a Washington  
14 public school in their junior or senior year with the intent of  
15 obtaining a public high school diploma, or (ii) have special,  
16 unavoidable circumstances;

17 (c) (i) For the graduating classes of 2014(~~(, 2015, 2016, 2017,~~  
18 ~~and 2018)) onward, an expedited (~~(appeal)~~) process for (~~(waiving~~  
19 ~~specific requirements in RCW 28A.655.061 pertaining to the~~  
20 ~~certificate of academic achievement and the certificate of individual~~  
21 ~~achievement for eligible students who have not met the state standard~~  
22 ~~on the English language arts statewide student assessment, the~~  
23 ~~mathematics high school statewide student assessment, or both))  
24 authorizing eligible students who have not met the state standard on  
25 one or more assessments required for graduation to satisfy the unmet  
26 assessment requirements by demonstrating that they possess the skills  
27 and knowledge necessary for postsecondary success. The student or the  
28 student's parent, guardian, individualized education program team, or  
29 principal may initiate (~~(an appeal)~~) the process established in this  
30 subsection (5)(c)(i) with the district and the district has the  
31 authority to determine which (~~(appeals)~~) requests are submitted to  
32 the superintendent of public instruction for review and approval. The  
33 superintendent of public instruction may only approve (~~(an appeal)~~) a  
34 request if it has been demonstrated that the student has the  
35 necessary skills and knowledge to meet the high school graduation  
36 standard and that the student has the skills necessary to  
37 successfully achieve the college or career goals established in his  
38 or her high school and beyond plan. Pathways for demonstrating the  
39 necessary skills and knowledge may include, but are not limited to:~~~~

1 (A) Successful completion of a college-level class in the  
2 relevant subject area;

3 (B) Admission to a higher education institution or career  
4 preparation program;

5 (C) Award of a scholarship for higher education; ~~((or))~~

6 (D) Enlistment in a branch of the military; or

7 (E) Employment for two or more consecutive months that is  
8 consistent with career goals established in the student's high school  
9 and beyond plan.

10 (ii) A student in the class of 2014, 2015, 2016, or 2017 is  
11 eligible for the expedited ~~((appeal))~~ process in (c)(i) of this  
12 subsection if he or she has met all other graduation requirements  
13 established by the state and district.

14 (iii) A student in the class of 2018 and subsequent classes is  
15 eligible for the expedited ~~((appeal))~~ process in (c)(i) of this  
16 subsection if he or she has met all other graduation requirements  
17 established by the state and district and has attempted at least one  
18 alternative assessment option as established ~~((in RCW 28A.655.065))~~  
19 by this section.

20 ~~((The state board of education shall examine opportunities~~  
21 ~~for additional alternative assessments, including the possible use of~~  
22 ~~one or more standardized norm-referenced student achievement tests~~  
23 ~~and the possible use of the reading, writing, or mathematics portions~~  
24 ~~of the ACT ASSET and ACT COMPASS test instruments as objective~~  
25 ~~alternative assessments for demonstrating that a student has met the~~  
26 ~~state standards for the certificate of academic achievement. The~~  
27 ~~state board shall submit its findings and recommendations to the~~  
28 ~~education committees of the legislature by January 10, 2008.~~

29 ~~(7))~~ The superintendent of public instruction shall adopt rules  
30 to implement this section.

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