

**SHB 2224 - H AMD 619**

By Representative Santos

ADOPTED 06/27/2017

1 Strike everything after the enacting clause and insert the  
2 following:

3 "Sec. 1. RCW 28A.655.061 and 2017 3rd sp.s. c ... s 5 (section 5  
4 of this act) are each amended to read as follows:

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

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

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

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

7 (i) Students in the graduating class of 2016 may use the results  
8 from:

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

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

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

17 (A) The tenth grade English language arts assessment developed by  
18 the superintendent of public instruction using resources from the  
19 multistate consortium or the English language arts assessment  
20 developed with the multistate consortium; and

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

25 (c) Beginning with the graduating class of 2019, a student who  
26 meets the ((state)) high school graduation standard((s)) on the high  
27 school English language arts assessment developed with the multistate  
28 consortium and the comprehensive mathematics assessment developed  
29 with the multistate consortium shall earn a certificate of academic  
30 achievement.

31 (d) Beginning with the graduating class of 2020, a student who  
32 meets the high school graduation standard on the high school English  
33 language arts assessment developed with the multistate consortium and  
34 the comprehensive mathematics assessment developed with the  
35 multistate consortium to be administered in tenth grade shall earn a  
36 certificate of academic achievement.

37 (e) If a student does not successfully meet the state standards  
38 in one or more content areas required for the certificate of academic  
39 achievement, then the student may retake the assessment in the  
40 content area at least twice a year at no cost to the student. If the

1 student successfully meets the state standards on a retake of the  
2 assessment then the student shall earn a certificate of academic  
3 achievement. Once objective alternative assessments are authorized  
4 pursuant to subsection (10) of this section, a student may use the  
5 objective alternative assessments to demonstrate that the student  
6 successfully meets the state standards for that content area if the  
7 student has taken the statewide student assessment at least once. If  
8 the student successfully meets the state standards on the objective  
9 alternative assessments then the student shall earn a certificate of  
10 academic achievement.

11 (4) Beginning with the graduating class of 2021, a student must  
12 meet the state standards in science in addition to the other content  
13 areas required under subsection (3) of this section on the statewide  
14 student assessment, a retake, or the objective alternative  
15 assessments in order to earn a certificate of academic achievement.  
16 The assessment under this subsection must be a comprehensive  
17 assessment of the science essential academic learning requirements  
18 adopted by the superintendent of public instruction in 2013.

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

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

26 (7) School districts must make available to students the  
27 following options:

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

31 (b) To retake the statewide student assessment at least twice a  
32 year in the content areas in which the student did not meet the state  
33 standards if the student is enrolled in a high school completion  
34 program at a community or technical college. The superintendent of  
35 public instruction and the state board for community and technical  
36 colleges shall jointly identify means by which students in these  
37 programs can be assessed.

38 (8) Students who achieve the standard in a content area of the  
39 high school assessment but who wish to improve their results shall

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

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

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

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

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

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

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

35 (iv)(A) Beginning in the 2018-19 school year, high school  
36 students who have not earned a certificate of academic achievement  
37 due to not meeting the high school graduation standard on the  
38 mathematics or English language arts assessment may take and pass a  
39 locally determined course in the content area in which the student  
40 was not successful, and may use the passing score on a locally

1 administered assessment tied to that course and approved under the  
2 provisions of this subsection (10)(b)(iv), as an objective  
3 alternative assessment for demonstrating that the student has met or  
4 exceeded the high school graduation standard. High school transition  
5 courses and the assessments offered in association with high school  
6 transition courses shall be considered an approved locally determined  
7 course and assessment for demonstrating that the student met or  
8 exceeded the high school graduation standard. The course must be  
9 rigorous and consistent with the student's educational and career  
10 goals identified in his or her high school and beyond plan, and may  
11 include career and technical education equivalencies in English  
12 language arts or mathematics adopted pursuant to RCW 28A.230.097.  
13 School districts shall record students' participation in locally  
14 determined courses under this section in the statewide individual  
15 data system.

16 (B) The office of the superintendent of public instruction shall  
17 develop a process by which local school districts can submit  
18 assessments for review and approval for use as objective alternative  
19 assessments for graduation as allowed by (b)(iv) of this subsection.  
20 This process shall establish means to determine whether a local  
21 school district-administered assessment is comparable in rigor to the  
22 skills and knowledge that the student must demonstrate on the  
23 statewide student assessment and is objective in its determination of  
24 student achievement of the state standards. The office of the  
25 superintendent of public instruction shall post on its agency web  
26 site a compiled list of local school district-administered  
27 assessments approved as objective alternative assessments, including  
28 the comparable scores on these assessments necessary to meet the  
29 standard.

30 (C) For the purpose of this section, "high school transition  
31 course" means an English language arts or mathematics course offered  
32 in high school where successful completion by a high school student  
33 ensures the student college-level placement at participating  
34 institutions of higher education as defined in RCW 28B.10.016. High  
35 school transition courses must, in accordance with this section,  
36 satisfy core or elective credit graduation requirements established  
37 by the state board of education. A student's successful completion of  
38 a high school transition course does not entitle the student to be  
39 admitted to any institution of higher education as defined in RCW  
40 28B.10.016.

1 (v) A student who completes a dual credit course in English  
2 language arts or mathematics in which the student earns college  
3 credit may use passage of the course as an objective alternative  
4 assessment under this section for demonstrating that the student has  
5 met or exceeded the high school graduation standard for the  
6 certificate of academic achievement.

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

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

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

31 ~~((a))~~ (i) The student's results on the state assessment;

32 ~~((b))~~ (ii) If the student is in the transitional bilingual  
33 program, the score on his or her Washington language proficiency test  
34 II;

35 ~~((c))~~ (iii) Any credit deficiencies;

36 ~~((d))~~ (iv) The student's attendance rates over the previous two  
37 years;

38 ~~((e))~~ (v) The student's progress toward meeting state and local  
39 graduation requirements;

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

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

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

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

13 ((+j)) (x) 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. 2.** RCW 28A.655.065 and 2009 c 556 s 19 are each amended to  
17 read as follows:

18 (1) The legislature has made a commitment to rigorous academic  
19 standards for receipt of a high school diploma. The primary way that  
20 students will demonstrate that they meet the standards in reading,  
21 writing, mathematics, and science is through the ~~((Washington))~~  
22 statewide student assessment ~~((of student learning))~~. Only objective  
23 assessments that are comparable in rigor to the state assessment are  
24 authorized as an alternative assessment. Before seeking an  
25 alternative assessment, the legislature expects students to make a  
26 genuine effort to meet state standards, through regular and  
27 consistent attendance at school and participation in extended  
28 learning and other assistance programs.

29 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,  
30 the superintendent of public instruction shall implement objective  
31 alternative assessment methods as provided in this section for  
32 students to demonstrate achievement of the state standards in content  
33 areas in which the student has not yet met the standard on the high  
34 school ~~((Washington))~~ statewide student assessment ~~((of student~~  
35 ~~learning))~~. A student may access an alternative if the student meets  
36 applicable eligibility criteria in RCW 28A.655.061 and this section  
37 and other eligibility criteria established by the superintendent of  
38 public instruction, including but not limited to attendance criteria  
39 and participation in the remediation or supplemental instruction



1 contained in the student learning plan developed under RCW  
2 28A.655.061. A school district may waive attendance and/or  
3 remediation criteria for special, unavoidable circumstances.

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

7 (4) One alternative assessment method shall be a combination of  
8 the applicant's grades in applicable courses and the applicant's  
9 highest score on the high school (~~Washington~~) statewide student  
10 assessment (~~of student learning~~), as provided in this subsection. A  
11 student is eligible to apply for the alternative assessment method  
12 under this subsection (4) if the student has a cumulative grade point  
13 average of at least 3.2 on a four point grading scale. The  
14 superintendent of public instruction shall determine which high  
15 school courses are applicable to the alternative assessment method  
16 and shall issue guidelines to school districts.

17 (a) Using guidelines prepared by the superintendent of public  
18 instruction, a school district shall identify the group of students  
19 in the same school as the applicant who took the same high school  
20 courses as the applicant in the applicable content area. From the  
21 group of students identified in this manner, the district shall  
22 select the comparison cohort that shall be those students who met or  
23 slightly exceeded the state standard on the (~~Washington~~) statewide  
24 student assessment (~~of student learning~~).

25 (b) The district shall compare the applicant's grades in high  
26 school courses in the applicable content area to the grades of  
27 students in the comparison cohort for the same high school courses.  
28 If the applicant's grades are equal to or above the mean grades of  
29 the comparison cohort, the applicant shall be deemed to have met the  
30 state standard on the alternative assessment.

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

34 (~~The superintendent of public instruction shall develop an~~  
35 ~~alternative assessment method that shall be an evaluation of a~~  
36 ~~collection of work samples prepared and submitted by the applicant.~~  
37 ~~Effective September 1, 2009, collection of work samples may be~~  
38 ~~submitted only in content areas where meeting the state standard on~~  
39 ~~the high school assessment is required for purposes of graduation.~~

1       ~~(a) The superintendent of public instruction shall develop~~  
2 ~~guidelines for the types and number of work samples in each content~~  
3 ~~area that may be submitted as a collection of evidence that the~~  
4 ~~applicant has met the state standard in that content area. Work~~  
5 ~~samples may be collected from academic, career and technical, or~~  
6 ~~remedial courses and may include performance tasks as well as written~~  
7 ~~products. The superintendent shall submit the guidelines for approval~~  
8 ~~by the state board of education.~~

9       ~~(b) The superintendent shall develop protocols for submission of~~  
10 ~~the collection of work samples that include affidavits from the~~  
11 ~~applicant's teachers and school district that the samples are the~~  
12 ~~work of the applicant and a requirement that a portion of the samples~~  
13 ~~be prepared under the direct supervision of a classroom teacher. The~~  
14 ~~superintendent shall submit the protocols for approval by the state~~  
15 ~~board of education.~~

16       ~~(c) The superintendent shall develop uniform scoring criteria for~~  
17 ~~evaluating the collection of work samples and submit the scoring~~  
18 ~~criteria for approval by the state board of education. Collections~~  
19 ~~shall be scored at the state level or regionally by a panel of~~  
20 ~~educators selected and trained by the superintendent to ensure~~  
21 ~~objectivity, reliability, and rigor in the evaluation. An educator~~  
22 ~~may not score work samples submitted by applicants from the~~  
23 ~~educator's school district. If the panel awards an applicant's~~  
24 ~~collection of work samples the minimum required score, the applicant~~  
25 ~~shall be deemed to have met the state standard on the alternative~~  
26 ~~assessment.~~

27       ~~(d) Using an open and public process that includes consultation~~  
28 ~~with district superintendents, school principals, and other~~  
29 ~~educators, the state board of education shall consider the~~  
30 ~~guidelines, protocols, scoring criteria, and other information~~  
31 ~~regarding the collection of work samples submitted by the~~  
32 ~~superintendent of public instruction. The collection of work samples~~  
33 ~~may be implemented as an alternative assessment after the state board~~  
34 ~~of education has approved the guidelines, protocols, and scoring~~  
35 ~~criteria and determined that the collection of work samples: (i) Will~~  
36 ~~meet professionally accepted standards for a valid and reliable~~  
37 ~~measure of the grade level expectations and the essential academic~~  
38 ~~learning requirements; and (ii) is comparable to or exceeds the rigor~~  
39 ~~of the skills and knowledge that a student must demonstrate on the~~  
40 ~~Washington assessment of student learning in the applicable content~~

1 area. The state board shall make an approval decision and  
2 determination no later than December 1, 2006, and thereafter may  
3 increase the required rigor of the collection of work samples.

4 (e) By September of 2006, the superintendent of public  
5 instruction shall develop informational materials for parents,  
6 teachers, and students regarding the collection of work samples and  
7 the status of its development as an alternative assessment method.  
8 The materials shall provide specific guidance regarding the type and  
9 number of work samples likely to be required, include examples of  
10 work that meets the state learning standards, and describe the  
11 scoring criteria and process for the collection. The materials shall  
12 also encourage students in the graduating class of 2008 to begin  
13 creating a collection if they believe they may seek to use the  
14 collection once it is implemented as an alternative assessment.

15 (6)(a) For students enrolled in a career and technical education  
16 program approved under RCW 28A.700.030, the superintendent of public  
17 instruction shall develop additional guidelines for collections of  
18 work samples that are tailored to different career and technical  
19 programs. The additional guidelines shall:

20 (i) Provide multiple examples of work samples that are related to  
21 the particular career and technical program;

22 (ii) Permit work samples based on completed activities or  
23 projects where demonstration of academic knowledge is inferred; and

24 (iii) Provide multiple examples of work samples drawn from career  
25 and technical courses.

26 (b) The purpose of the additional guidelines is to provide a  
27 clear pathway toward a certificate of academic achievement for career  
28 and technical students by showing them applied and relevant  
29 opportunities to demonstrate their knowledge and skills, and to  
30 provide guidance to teachers in integrating academic and career and  
31 technical instruction and assessment and assisting career and  
32 technical students in compiling a collection. The superintendent of  
33 public instruction shall develop and disseminate additional  
34 guidelines for no fewer than ten career and technical education  
35 programs representing a variety of program offerings by no later than  
36 September 1, 2008. Guidelines for ten additional programs shall be  
37 developed and disseminated no later than June 1, 2009.

38 (c) The superintendent shall consult with community and technical  
39 colleges, employers, the workforce training and education  
40 coordinating board, apprenticeship programs, and other regional and

1 national experts in career and technical education to create  
2 appropriate guidelines and examples of work samples and other  
3 evidence of a career and technical student's knowledge and skills on  
4 the state academic standards.

5 ~~(7) The superintendent of public instruction shall study the~~  
6 ~~feasibility of using existing mathematics assessments in languages~~  
7 ~~other than English as an additional alternative assessment option.~~  
8 ~~The study shall include an estimation of the cost of translating the~~  
9 ~~tenth grade mathematics assessment into other languages and scoring~~  
10 ~~the assessments should they be implemented.~~

11 ~~(8))~~ The superintendent of public instruction shall implement:

12 (a) By June 1, 2006, a process for students to appeal the score  
13 they received on the high school assessments; ~~((and))~~

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

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

38 (A) Successful completion of a college level class in the  
39 relevant subject area;

1 (B) Admission to a higher education institution or career  
2 preparation program;

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

4 (D) Enlistment in a branch of the military.

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

9 (iii) A student in the class of 2018 is eligible for the  
10 expedited appeal process in (c)(i) of this subsection if he or she  
11 has met all other graduation requirements established by the state  
12 and district and has attempted at least one alternative assessment  
13 option as established in RCW 28A.655.065.

14 ~~((9))~~ (6) The state board of education shall examine  
15 opportunities for additional alternative assessments, including the  
16 possible use of one or more standardized norm-referenced student  
17 achievement tests and the possible use of the reading, writing, or  
18 mathematics portions of the ACT ASSET and ACT COMPASS test  
19 instruments as objective alternative assessments for demonstrating  
20 that a student has met the state standards for the certificate of  
21 academic achievement. The state board shall submit its findings and  
22 recommendations to the education committees of the legislature by  
23 January 10, 2008.

24 ~~((10))~~ (7) The superintendent of public instruction shall adopt  
25 rules to implement this section.

26 **Sec. 3.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each  
27 amended to read as follows:

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

38 (1) Hold regularly scheduled meetings at such time and place  
39 within the state as the board shall determine and may hold such

1 special meetings as may be deemed necessary for the transaction of  
2 public business;

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

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

7 (4) For purposes of statewide accountability:

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

31 (b)(i) Identify the scores students must achieve in order to meet  
32 the standard on the statewide student assessment (~~((and, for high  
33 school students, to obtain a certificate of academic achievement))~~).  
34 The board shall also determine student scores that identify levels of  
35 student performance below and beyond the standard. (~~((The board shall  
36 consider the incorporation of the standard error of measurement into  
37 the decision regarding the award of the certificates.))~~) The board  
38 shall set such performance standards and levels in consultation with  
39 the superintendent of public instruction and after consideration of

1 any recommendations that may be developed by any advisory committees  
2 that may be established for this purpose(());

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

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

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

33 (A) The legislature intends to continue the implementation of chapter  
34 22, Laws of 2013, 2nd sp. sess. when the legislature expressed the  
35 intent for the state board of education to identify the student  
36 performance standard that demonstrates a student's career and college  
37 readiness for the eleventh grade consortium-developed assessments.  
38 Therefore, by December 1, 2018, the state board of education, in  
39 consultation with the superintendent of public instruction, must  
40 identify and report to the governor and the education policy and

1 fiscal committees of the legislature on the equivalent student  
2 performance standard that a tenth grade student would need to achieve  
3 on the state assessments to be on track to be career and college  
4 ready at the end of the student's high school experience;

5 (B) Nothing in this section prohibits the state board of  
6 education from identifying a college and career readiness score that  
7 is different from the score required for high school graduation  
8 purposes;

9 (iii) The legislature shall be advised of the initial performance  
10 standards and any changes made to the elementary (~~level performance~~  
11 ~~standards and the~~), middle, and high school level performance  
12 standards. The board must provide an explanation of and rationale for  
13 all initial performance standards and any changes, for all grade  
14 levels of the statewide student assessment. If the board changes the  
15 performance standards for any grade level or subject, the  
16 superintendent of public instruction must recalculate the results  
17 from the previous ten years of administering that assessment  
18 regarding students below, meeting, and beyond the state standard, to  
19 the extent that this data is available, and post a comparison of the  
20 original and recalculated results on the superintendent's web site;

21 (c) Annually review the assessment reporting system to ensure  
22 fairness, accuracy, timeliness, and equity of opportunity, especially  
23 with regard to schools with special circumstances and unique  
24 populations of students, and a recommendation to the superintendent  
25 of public instruction of any improvements needed to the system; and

26 (d) Include in the biennial report required under RCW  
27 28A.305.035, information on the progress that has been made in  
28 achieving goals adopted by the board;

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

38 (6) Articulate with the institutions of higher education,  
39 workforce representatives, and early learning policymakers and



1 providers to coordinate and unify the work of the public school  
2 system;

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

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

17 **Sec. 4.** RCW 28A.230.090 and 2016 c 162 s 2 are each amended to  
18 read as follows:

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

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

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

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

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

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

3 (iii) The high school and beyond plan must be updated to reflect  
4 high school assessment results in RCW 28A.655.070(3)(b) and to review  
5 transcripts, assess progress toward identified goals, and revised as  
6 necessary for changing interests, goals, and needs. The plan must  
7 identify available interventions and academic support, courses, or  
8 both, that are designed for students who have not met the high school  
9 graduation standard, to enable them to meet the standard. School  
10 districts are encouraged to involve parents and guardians in the  
11 process of developing and updating the high school and beyond plan.

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

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

16 (B) Identification of educational goals;

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

20 (D) By the end of the twelfth grade, a current resume or activity  
21 log that provides a written compilation of the student's education,  
22 any work experience, and any community service and how the school  
23 district has recognized the community service pursuant to RCW  
24 28A.320.193.

25 (d) Any decision on whether a student has met the state board's  
26 high school graduation requirements for a high school and beyond plan  
27 shall remain at the local level. Effective with the graduating class  
28 of 2015, the state board of education may not establish a requirement  
29 for students to complete a culminating project for graduation. A  
30 district may establish additional, local requirements for a high  
31 school and beyond plan to serve the needs and interests of its  
32 students and the purposes of this section.

33 ((+d)) (e)(i) The state board of education shall adopt rules to  
34 implement the career and college ready graduation requirement  
35 proposal adopted under board resolution on November 10, 2010, and  
36 revised on January 9, 2014, to take effect beginning with the  
37 graduating class of 2019 or as otherwise provided in this subsection  
38 (1)((+d)) (e). The rules must include authorization for a school  
39 district to waive up to two credits for individual students based on  
40 unusual circumstances and in accordance with written policies that

1 must be adopted by each board of directors of a school district that  
2 grants diplomas. The rules must also provide that the content of the  
3 third credit of mathematics and the content of the third credit of  
4 science may be chosen by the student based on the student's interests  
5 and high school and beyond plan with agreement of the student's  
6 parent or guardian or agreement of the school counselor or principal.

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

18 (iii) A school district must update the high school and beyond  
19 plans for each student who has not earned a score of level 3 or level  
20 4 on the middle school mathematics assessment identified in RCW  
21 28A.655.070 by ninth grade, to ensure that the student takes a  
22 mathematics course in both ninth and tenth grades. This course may  
23 include career and technical education equivalencies in mathematics  
24 adopted pursuant to RCW 28A.230.097.

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

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

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

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

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

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

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

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

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

1       **Sec. 5.** RCW 28A.655.061 and 2015 3rd sp.s. c 42 s 2 are each  
2 amended to read as follows:

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

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

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

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

37       (i) Students in the graduating class of 2016 may use the results  
38 from:

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

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

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

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

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

15 (c) Beginning with the graduating class of 2019, a student who  
16 meets the state standards on the high school English language arts  
17 assessment developed with the multistate consortium and the  
18 comprehensive mathematics assessment developed with the multistate  
19 consortium shall earn a certificate of academic achievement.

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

34 (4) Beginning with the graduating class of (~~2017~~) 2021, a  
35 student must meet the state standards in science in addition to the  
36 other content areas required under subsection (3) of this section on  
37 the statewide student assessment, a retake, or the objective  
38 alternative assessments in order to earn a certificate of academic  
39 achievement. The assessment under this subsection must be a  
40 comprehensive assessment of the science essential academic learning

1 requirements adopted by the superintendent of public instruction in  
2 2013.

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

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

10 (7) School districts must make available to students the  
11 following options:

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

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

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

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

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

1 assessments through the omnibus appropriations act or by statute or  
2 concurrent resolution.

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

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



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

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

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

- 34 (a) The student's results on the state assessment;
- 35 (b) If the student is in the transitional bilingual program, the  
36 score on his or her Washington language proficiency test II;
- 37 (c) Any credit deficiencies;
- 38 (d) The student's attendance rates over the previous two years;
- 39 (e) The student's progress toward meeting state and local  
40 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 (h) 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 and  
11 technical education options available for students to meet graduation  
12 requirements; and

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

16 **Sec. 6.** RCW 28A.655.068 and 2013 2nd sp.s. c 22 s 4 are each  
17 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, when so directed by the legislature. The  
27 legislature intends to transition from a biology end-of-course  
28 assessment to a more comprehensive science assessment in a manner  
29 consistent with the way in which the state transitioned to an English  
30 language arts assessment and a comprehensive mathematics assessment.  
31 The legislature further intends that the transition will include at  
32 least two years of using the student assessment results from either  
33 the biology end-of-course assessment or the more comprehensive  
34 assessment in order to provide students with reasonable opportunities  
35 to demonstrate high school competencies while being mindful of the  
36 increasing rigor of the new assessment.

37 (b) The superintendent of public instruction shall develop or  
38 adopt a science assessment in accordance with RCW 28A.655.070(10)

1 that is not biased toward persons with different learning styles,  
2 racial or ethnic backgrounds, or on the basis of gender.

3 (c) Before the next subsequent school year after the legislature  
4 directs the superintendent to develop or adopt a new science  
5 assessment, the superintendent of public instruction shall review the  
6 objective alternative assessments for the science assessment and make  
7 recommendations to the legislature regarding additional objective  
8 alternatives, if any.

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

19 (4) The statewide high school assessment under this section shall  
20 be used to demonstrate that a student meets the state standards in  
21 the science content area of the statewide student assessment (~~for~~  
22 ~~purposes of~~) until a comprehensive science assessment is required  
23 under RCW 28A.655.061.

24 NEW SECTION. **Sec. 7.** Section 5 of this act applies  
25 retroactively to students in the graduating class of 2017.

26 NEW SECTION. **Sec. 8.** This act is necessary for the immediate  
27 preservation of the public peace, health, or safety, or support of  
28 the state government and its existing public institutions, and takes  
29 effect immediately."

30 Correct the title.

EFFECT:

General Modifications to Assessment Requirements.

1. Retains provisions in the substitute bill requiring, beginning with the graduating class of 2020, the SBAC assessments in ELA and mathematics to be administered in the 10th grade;

2. Retains provisions in the substitute bill specifying that a student who completes a dual credit course in ELA or mathematics in

which the student earns college credit may use passage of the course as an objective alternative assessment for earning a CAA; and

3. Retains provisions in the substitute bill discontinuing the collection of evidence alternative assessment.

Delay of High School Science Assessment as a Graduation Prerequisite.

1. Retains provisions in the substitute bill delaying a requirement obligating students in the graduating class of 2017 onward to meet the state standard on a high school science assessment as a graduation prerequisite until the graduating class of 2021, and specifies that the 2021 science assessment must be a comprehensive science assessment based on essential academic learning requirements adopted by the SPI in 2013; and

2. Retains provisions in the substitute bill making provisions related to the delay of the science assessment as a graduation prerequisite retroactive to the class of 2017.

Provisions for Students Who Have Not Met the High School Graduation Standard on Assessments—Locally Determined Courses.

1. Retains provisions in the substitute bill authorizing, beginning in the 2018-19 school year, students who have not met the high school graduation standard on the mathematics or ELA assessment to take and pass a locally determined course in the content area in which the student was not successful;

2. Retains provisions in the substitute bill permitting students to take and pass a locally determined course, and permitting students who also obtain a passing score on an associated locally administered assessment, to use the passage of the course and assessment as an objective alternative assessment for demonstrating that the student has met or exceeded the standard;

3. Retains provisions in the substitute bill specifying that high school transition courses, a defined term, and associated assessments must be considered an approved locally determined course and assessment for demonstrating that the student has met or exceeded the standard;

4. Retains provisions in the substitute bill establishing requirements for high school transition courses, including requirements obligating the course to be rigorous and consistent with the student's educational and career goals identified in their HSBP;

5. Specifies that a student's successful completion of a high school transition course does not entitle the student to be admitted at any institution of higher education;

6. Establishes a definition of "institutions of higher education" in provisions governing high school transition courses by referencing an existing statute;

7. Retains provisions in the substitute bill requiring the OSPI, in accordance with specified provisions, to develop a process for reviewing and approving objective alternative assessments for graduation purposes; and

8. Retains provisions in the substitute bill requiring the OSPI to post on its web site a compiled list of school district-administered assessments approved by the agency as objective alternative assessments, including the comparable scores necessary to meet the standard.

Interventions and Academic Supports for Qualifying Students.

1. Retains provisions in the substitute bill requiring all districts to provide students who have not earned a CAA before the beginning of the eleventh grade the opportunity to access interventions and academic supports, courses, or both to enable the students to meet the high school graduation standard; and

2. Retains provisions in the substitute bill requiring the interventions and supports to be rigorous and consistent with the student's educational and career goals identified in their HSBP.

Establishment of CAA/CIA Appeals Process.

1. Retains provisions in the substitute bill that directs the SPI to implement an expedited appeal process for waiving requirements for CAAs and CIAs for students who have not met the state standard on the ELA assessment, the mathematics assessment, or both, but who have met all other state and local graduation requirements, but limits the eligible graduating classes to the classes of 2014 through 2018, rather than 2014 through 2019; and

2. Retains provisions in the substitute bill establishing provisions governing the CAA and CIA appeal process, including authorizing students, principals, and others to initiate the appeal, and requiring the appeal to be reviewed by the applicable school district and determined by the SPI.

High School and Beyond Plans.

1. Retains provisions in the substitute bill establishing new HSBP requirements, including provisions specifying that the HSBP must identify available interventions and academic support, courses, or both for students who have not met the high school graduation standard to enable the students to meet the standard; and

2. Retains provisions in the substitute bill requiring school districts to update the HSBP by grade nine for each student who has not earned a level 3 or 4 on the middle school mathematics assessment to ensure that the student takes a mathematics course in grade nine, and adds a new requirement obligating the same students to also take a mathematics course in grade ten.

Other Provisions.

1. Directs the SBE, in consultation with the SPI, to identify and report to the Governor and the education policy and fiscal committees of the Legislature the equivalent student performance standard that a tenth grade student would need to achieve on state assessments to be career and college ready at the end of the student's high school experience, and specifies that the report is due by December 1, 2018;

2. Specifies that nothing in certain provisions governing the SBE prohibit the SBE from identifying a college and career readiness score that is different from the score required for high school graduation purposes;

3. Changes certain statutory and amendatory references from "state standard" to "high school graduation standard";

4. Retains provisions in the substitute bill that modify accountability duties of the SBE; and

5. Retains provisions in the substitute bill declaring an emergency and making all provisions of the bill effective immediately.

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