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By Representatives Taylor, Young, McCaslin, Harris, Manweller, Volz, Shea, J. Walsh, Stambaugh, Smith, Haler, Hargrove, Holy, Rodne, Short, Pike, Hayes, Bergquist, Schmick, and Klippert

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1 AN ACT Relating to eliminating the use of the high school science
2 assessment as a graduation prerequisite; and amending RCW
3 28A.655.061, 28A.655.065, and 28A.655.068.

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

5 **Sec. 1.** RCW 28A.655.061 and 2015 3rd sp.s. c 42 s 2 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))~~) (9) of this section, one or more
12 objective alternative assessments for a student to demonstrate
13 achievement of state academic standards. The objective alternative
14 assessments for each content area shall be comparable in rigor to the
15 skills and knowledge that the student must demonstrate on the
16 statewide student 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 reading, writing, 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 state 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 state standards on the high school English language arts
40 assessment developed with the multistate consortium and the

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

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

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

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

27 ~~((+6))~~ (5) A student may retain and use the highest result from
28 each successfully completed content area of the high school
29 assessment.

30 ~~((+7))~~ (6) School districts must make available to students the
31 following options:

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

35 (b) To retake the statewide student assessment at least twice a
36 year in the content areas in which the student did not meet the state
37 standards if the student is enrolled in a high school completion
38 program at a community or technical college. The superintendent of
39 public instruction and the state board for community and technical

1 colleges shall jointly identify means by which students in these
2 programs can be assessed.

3 ~~((+8))~~ (7) Students who achieve the standard in a content area
4 of the high school assessment but who wish to improve their results
5 shall pay for retaking the assessment, using a uniform cost
6 determined by the superintendent of public instruction.

7 ~~((+9))~~ (8) Opportunities to retake the assessment at least twice
8 a year shall be available to each school district.

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

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

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

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

1 ~~(11))~~ (10) To help assure continued progress in academic
2 achievement as a foundation for high school graduation and to assure
3 that students are on track for high school graduation, each school
4 district shall prepare plans for and notify students and their
5 parents or legal guardians as provided in this subsection. Student
6 learning plans are required for eighth grade students who were not
7 successful on any or all of the content areas of the state assessment
8 during the previous school year or who may not be on track to
9 graduate due to credit deficiencies or absences. The parent or legal
10 guardian shall be notified about the information in the student
11 learning plan, preferably through a parent conference and at least
12 annually. To the extent feasible, schools serving English language
13 learner students and their parents shall translate the plan into the
14 primary language of the family. The plan shall include the following
15 information as applicable:

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

38 **Sec. 2.** RCW 28A.655.065 and 2009 c 556 s 19 are each amended to
39 read as follows:

1 (1) The legislature has made a commitment to rigorous academic
2 standards for receipt of a high school diploma. The primary way that
3 students will demonstrate that they meet the standards in reading,
4 writing, and mathematics(~~(, and science)~~) is through the
5 (~~Washington~~) statewide student assessment (~~of student learning~~).
6 Only objective assessments that are comparable in rigor to the state
7 assessment are authorized as an alternative assessment. Before
8 seeking an alternative assessment, the legislature expects students
9 to make a genuine effort to meet state standards, through regular and
10 consistent attendance at school and participation in extended
11 learning and other assistance programs.

12 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
13 the superintendent of public instruction shall implement objective
14 alternative assessment methods as provided in this section for
15 students to demonstrate achievement of the state standards in content
16 areas in which the student has not yet met the standard on the high
17 school (~~Washington~~) statewide student assessment (~~of student~~
18 ~~learning~~). A student may access an alternative if the student meets
19 applicable eligibility criteria in RCW 28A.655.061 and this section
20 and other eligibility criteria established by the superintendent of
21 public instruction, including but not limited to attendance criteria
22 and participation in the remediation or supplemental instruction
23 contained in the student learning plan developed under RCW
24 28A.655.061. A school district may waive attendance and/or
25 remediation criteria for special, unavoidable circumstances.

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

29 (4) One alternative assessment method shall be a combination of
30 the applicant's grades in applicable courses and the applicant's
31 highest score on the high school (~~Washington~~) statewide student
32 assessment (~~of student learning~~), as provided in this subsection. A
33 student is eligible to apply for the alternative assessment method
34 under this subsection (4) if the student has a cumulative grade point
35 average of at least 3.2 on a four point grading scale. The
36 superintendent of public instruction shall determine which high
37 school courses are applicable to the alternative assessment method
38 and shall issue guidelines to school districts.

39 (a) Using guidelines prepared by the superintendent of public
40 instruction, a school district shall identify the group of students

1 in the same school as the applicant who took the same high school
2 courses as the applicant in the applicable content area. From the
3 group of students identified in this manner, the district shall
4 select the comparison cohort that shall be those students who met or
5 slightly exceeded the state standard on the (~~Washington~~) statewide
6 student assessment (~~of student learning~~).

7 (b) The district shall compare the applicant's grades in high
8 school courses in the applicable content area to the grades of
9 students in the comparison cohort for the same high school courses.
10 If the applicant's grades are equal to or above the mean grades of
11 the comparison cohort, the applicant shall be deemed to have met the
12 state standard on the alternative assessment.

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

16 (5) The superintendent of public instruction shall develop an
17 alternative assessment method that shall be an evaluation of a
18 collection of work samples prepared and submitted by the applicant.
19 Effective September 1, 2009, collection of work samples may be
20 submitted only in content areas where meeting the state standard on
21 the high school assessment is required for purposes of graduation.

22 (a) The superintendent of public instruction shall develop
23 guidelines for the types and number of work samples in each content
24 area that may be submitted as a collection of evidence that the
25 applicant has met the state standard in that content area. Work
26 samples may be collected from academic, career and technical, or
27 remedial courses and may include performance tasks as well as written
28 products. The superintendent shall submit the guidelines for approval
29 by the state board of education.

30 (b) The superintendent shall develop protocols for submission of
31 the collection of work samples that include affidavits from the
32 applicant's teachers and school district that the samples are the
33 work of the applicant and a requirement that a portion of the samples
34 be prepared under the direct supervision of a classroom teacher. The
35 superintendent shall submit the protocols for approval by the state
36 board of education.

37 (c) The superintendent shall develop uniform scoring criteria for
38 evaluating the collection of work samples and submit the scoring
39 criteria for approval by the state board of education. Collections
40 shall be scored at the state level or regionally by a panel of

1 educators selected and trained by the superintendent to ensure
2 objectivity, reliability, and rigor in the evaluation. An educator
3 may not score work samples submitted by applicants from the
4 educator's school district. If the panel awards an applicant's
5 collection of work samples the minimum required score, the applicant
6 shall be deemed to have met the state standard on the alternative
7 assessment.

8 (d) Using an open and public process that includes consultation
9 with district superintendents, school principals, and other
10 educators, the state board of education shall consider the
11 guidelines, protocols, scoring criteria, and other information
12 regarding the collection of work samples submitted by the
13 superintendent of public instruction. The collection of work samples
14 may be implemented as an alternative assessment after the state board
15 of education has approved the guidelines, protocols, and scoring
16 criteria and determined that the collection of work samples: (i) Will
17 meet professionally accepted standards for a valid and reliable
18 measure of the grade level expectations and the essential academic
19 learning requirements; and (ii) is comparable to or exceeds the rigor
20 of the skills and knowledge that a student must demonstrate on the
21 ((Washington)) statewide student assessment ((of student learning))
22 in the applicable content area. The state board shall make an
23 approval decision and determination no later than December 1, 2006,
24 and thereafter may increase the required rigor of the collection of
25 work samples.

26 (e) By September of 2006, the superintendent of public
27 instruction shall develop informational materials for parents,
28 teachers, and students regarding the collection of work samples and
29 the status of its development as an alternative assessment method.
30 The materials shall provide specific guidance regarding the type and
31 number of work samples likely to be required, include examples of
32 work that meets the state learning standards, and describe the
33 scoring criteria and process for the collection. The materials shall
34 also encourage students in the graduating class of 2008 to begin
35 creating a collection if they believe they may seek to use the
36 collection once it is implemented as an alternative assessment.

37 (6)(a) For students enrolled in a career and technical education
38 program approved under RCW 28A.700.030, the superintendent of public
39 instruction shall develop additional guidelines for collections of

1 work samples that are tailored to different career and technical
2 programs. The additional guidelines shall:

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

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

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

9 (b) The purpose of the additional guidelines is to provide a
10 clear pathway toward a certificate of academic achievement for career
11 and technical students by showing them applied and relevant
12 opportunities to demonstrate their knowledge and skills, and to
13 provide guidance to teachers in integrating academic and career and
14 technical instruction and assessment and assisting career and
15 technical students in compiling a collection. The superintendent of
16 public instruction shall develop and disseminate additional
17 guidelines for no fewer than ten career and technical education
18 programs representing a variety of program offerings by no later than
19 September 1, 2008. Guidelines for ten additional programs shall be
20 developed and disseminated no later than June 1, 2009.

21 (c) The superintendent shall consult with community and technical
22 colleges, employers, the workforce training and education
23 coordinating board, apprenticeship programs, and other regional and
24 national experts in career and technical education to create
25 appropriate guidelines and examples of work samples and other
26 evidence of a career and technical student's knowledge and skills on
27 the state academic standards.

28 (7) The superintendent of public instruction shall study the
29 feasibility of using existing mathematics assessments in languages
30 other than English as an additional alternative assessment option.
31 The study shall include an estimation of the cost of translating the
32 tenth grade mathematics assessment into other languages and scoring
33 the assessments should they be implemented.

34 (8) The superintendent of public instruction shall implement:

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

37 (b) By January 1, 2007, guidelines and appeal processes for
38 waiving specific requirements in RCW 28A.655.061 pertaining to the
39 certificate of academic achievement and to the certificate of
40 individual achievement for students who: (i) Transfer to a Washington

1 public school in their junior or senior year with the intent of
2 obtaining a public high school diploma, or (ii) have special,
3 unavoidable circumstances.

4 (9) The state board of education shall examine opportunities for
5 additional alternative assessments, including the possible use of one
6 or more standardized norm-referenced student achievement tests and
7 the possible use of the reading, writing, or mathematics portions of
8 the ACT ASSET and ACT COMPASS test instruments as objective
9 alternative assessments for demonstrating that a student has met the
10 state standards for the certificate of academic achievement. The
11 state board shall submit its findings and recommendations to the
12 education committees of the legislature by January 10, 2008.

13 (10) The superintendent of public instruction shall adopt rules
14 to implement this section.

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

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

22 (2)(a) The superintendent of public instruction may develop or
23 adopt science end-of-course assessments or a comprehensive science
24 assessment that includes subjects in addition to biology for purposes
25 of RCW 28A.655.061, when so directed by the legislature. The
26 legislature intends to transition from a biology end-of-course
27 assessment to a more comprehensive science assessment in a manner
28 consistent with the way in which the state transitioned to an English
29 language arts assessment and a comprehensive mathematics assessment.
30 The legislature further intends that the transition will include at
31 least two years of using the student assessment results from either
32 the biology end-of-course assessment or the more comprehensive
33 assessment in order to provide students with reasonable opportunities
34 to demonstrate high school competencies while being mindful of the
35 increasing rigor of the new assessment.

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

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

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

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

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