

CERTIFICATION OF ENROLLMENT
ENGROSSED SUBSTITUTE HOUSE BILL 2224

65th Legislature
2017 3rd Special Session

Passed by the House June 27, 2017
Yeas 94 Nays 0

Speaker of the House of Representatives

Passed by the Senate July 1, 2017
Yeas 49 Nays 0

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE HOUSE BILL 2224** as passed by House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE HOUSE BILL 2224

Passed Legislature - 2017 3rd Special Session

State of Washington **65th Legislature** **2017 2nd Special Session**

By House Education (originally sponsored by Representatives MacEwen, Dolan, Appleton, Haler, Harris, Sells, Tarleton, J. Walsh, Santos, and Doglio; by request of Superintendent of Public Instruction)

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

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

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

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

20 (2) Subject to the conditions in this section, a certificate of
21 academic achievement shall be obtained and is evidence that the

1 students have successfully met the state standard in the content
2 areas included in the certificate. With the exception of students
3 satisfying the provisions of RCW 28A.155.045 or 28A.655.0611,
4 acquisition of the certificate is required for graduation from a
5 public high school but is not the only requirement for graduation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3 (7) School districts must make available to students the
4 following options:

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

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

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

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

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

36 (b)(i) A student's score on the mathematics, reading or English,
37 or writing portion of the SAT or the ACT may be used as an objective
38 alternative assessment under this section for demonstrating that a
39 student has met or exceeded the state standards for the certificate
40 of academic achievement. The state board of education shall identify

1 the scores students must achieve on the relevant portion of the SAT
2 or ACT to meet or exceed the state standard in the relevant content
3 area on the statewide student assessment. A student's score on the
4 science portion of the ACT or the science subject area tests of the
5 SAT may be used as an objective alternative assessment under this
6 section as soon as the state board of education determines that
7 sufficient data is available to identify reliable equivalent scores
8 for the science content area of the statewide student assessment.
9 After the first scores are established, the state board may increase
10 but not decrease the scores required for students to meet or exceed
11 the state standards.

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

35 (iii) A student who scores at least a four on selected externally
36 administered international baccalaureate (IB) examinations may use
37 the score as an objective alternative assessment under this section
38 for demonstrating that the student has met or exceeded state
39 standards for the certificate of academic achievement. A score of
40 four on the higher level IB examinations for any of the IB English

1 language and literature courses or for any of the IB individuals and
2 societies courses may be used as an alternative assessment for the
3 reading, writing, or English language arts portions of the statewide
4 student assessment. A score of four on the higher level IB
5 examinations for any of the IB mathematics courses may be used as an
6 alternative assessment for the mathematics portion of the statewide
7 student assessment. A score of four on the higher level IB
8 examinations for IB biology, chemistry, or physics may be used as an
9 alternative assessment for the science portion of the statewide
10 student assessment.

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

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

1 superintendent of public instruction shall post on its agency web
2 site a compiled list of local school district-administered
3 assessments approved as objective alternative assessments, including
4 the comparable scores on these assessments necessary to meet the
5 standard.

6 (C) For the purpose of this section, "high school transition
7 course" means an English language arts or mathematics course offered
8 in high school where successful completion by a high school student
9 ensures the student college-level placement at participating
10 institutions of higher education as defined in RCW 28B.10.016. High
11 school transition courses must, in accordance with this section,
12 satisfy core or elective credit graduation requirements established
13 by the state board of education. A student's successful completion of
14 a high school transition course does not entitle the student to be
15 admitted to any institution of higher education as defined in RCW
16 28B.10.016.

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

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

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

35 (b) Prepare student learning plans ((~~f~~)) and notify students
36 and their parents or legal guardians as provided in this subsection.
37 Student learning plans are required for eighth grade students who
38 were not successful on any or all of the content areas of the state
39 assessment during the previous school year or who may not be on track
40 to graduate due to credit deficiencies or absences. The parent or

1 legal guardian shall be notified about the information in the student
2 learning plan, preferably through a parent conference and at least
3 annually. To the extent feasible, schools serving English language
4 learner students and their parents shall translate the plan into the
5 primary language of the family. The plan shall include the following
6 information as applicable:

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

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

11 ((c)) (iii) Any credit deficiencies;

12 ((d)) (iv) The student's attendance rates over the previous two
13 years;

14 ((e)) (v) The student's progress toward meeting state and local
15 graduation requirements;

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

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

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

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

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

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

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

1 alternative assessment, the legislature expects students to make a
2 genuine effort to meet state standards, through regular and
3 consistent attendance at school and participation in extended
4 learning and other assistance programs.

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

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

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

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

1 (b) The district shall compare the applicant's grades in high
2 school courses in the applicable content area to the grades of
3 students in the comparison cohort for the same high school courses.
4 If the applicant's grades are equal to or above the mean grades of
5 the comparison cohort, the applicant shall be deemed to have met the
6 state standard on the alternative assessment.

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

10 ~~(5) ((The superintendent of public instruction shall develop an~~
11 ~~alternative assessment method that shall be an evaluation of a~~
12 ~~collection of work samples prepared and submitted by the applicant.~~
13 ~~Effective September 1, 2009, collection of work samples may be~~
14 ~~submitted only in content areas where meeting the state standard on~~
15 ~~the high school assessment is required for purposes of graduation.~~

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

24 ~~(b) The superintendent shall develop protocols for submission of~~
25 ~~the collection of work samples that include affidavits from the~~
26 ~~applicant's teachers and school district that the samples are the~~
27 ~~work of the applicant and a requirement that a portion of the samples~~
28 ~~be prepared under the direct supervision of a classroom teacher. The~~
29 ~~superintendent shall submit the protocols for approval by the state~~
30 ~~board of education.~~

31 ~~(c) The superintendent shall develop uniform scoring criteria for~~
32 ~~evaluating the collection of work samples and submit the scoring~~
33 ~~criteria for approval by the state board of education. Collections~~
34 ~~shall be scored at the state level or regionally by a panel of~~
35 ~~educators selected and trained by the superintendent to ensure~~
36 ~~objectivity, reliability, and rigor in the evaluation. An educator~~
37 ~~may not score work samples submitted by applicants from the~~
38 ~~educator's school district. If the panel awards an applicant's~~
39 ~~collection of work samples the minimum required score, the applicant~~

1 shall be deemed to have met the state standard on the alternative
2 assessment.

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

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

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

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

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

1 ~~(iii) Provide multiple examples of work samples drawn from career~~
2 ~~and technical courses.~~

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

15 ~~(c) The superintendent shall consult with community and technical~~
16 ~~colleges, employers, the workforce training and education~~
17 ~~coordinating board, apprenticeship programs, and other regional and~~
18 ~~national experts in career and technical education to create~~
19 ~~appropriate guidelines and examples of work samples and other~~
20 ~~evidence of a career and technical student's knowledge and skills on~~
21 ~~the state academic standards.~~

22 ~~(7) The superintendent of public instruction shall study the~~
23 ~~feasibility of using existing mathematics assessments in languages~~
24 ~~other than English as an additional alternative assessment option.~~
25 ~~The study shall include an estimation of the cost of translating the~~
26 ~~tenth grade mathematics assessment into other languages and scoring~~
27 ~~the assessments should they be implemented.~~

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

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

31 ~~(b) By January 1, 2007, guidelines and appeal processes for~~
32 ~~waiving specific requirements in RCW 28A.655.061 pertaining to the~~
33 ~~certificate of academic achievement and to the certificate of~~
34 ~~individual achievement for students who: (i) Transfer to a Washington~~
35 ~~public school in their junior or senior year with the intent of~~
36 ~~obtaining a public high school diploma, or (ii) have special,~~
37 ~~unavoidable circumstances;~~

38 ~~(c)(i) For the graduating classes of 2014, 2015, 2016, 2017, and~~
39 ~~2018, an expedited appeal process for waiving specific requirements~~
40 ~~in RCW 28A.655.061 pertaining to the certificate of academic~~

1 achievement and the certificate of individual achievement for
2 eligible students who have not met the state standard on the English
3 language arts statewide student assessment, the mathematics high
4 school statewide student assessment, or both. The student or the
5 student's parent, guardian, or principal may initiate an appeal with
6 the district and the district has the authority to determine which
7 appeals are submitted to the superintendent of public instruction for
8 review and approval. The superintendent of public instruction may
9 only approve an appeal if it has been demonstrated that the student
10 has the necessary skills and knowledge to meet the high school
11 graduation standard and that the student has the skills necessary to
12 successfully achieve the college or career goals established in his
13 or her high school and beyond plan. Pathways for demonstrating the
14 necessary skills and knowledge may include, but are not limited to:

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

17 (B) Admission to a higher education institution or career
18 preparation program;

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

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

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

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

30 ~~((+9))~~ (6) The state board of education shall examine
31 opportunities for additional alternative assessments, including the
32 possible use of one or more standardized norm-referenced student
33 achievement tests and the possible use of the reading, writing, or
34 mathematics portions of the ACT ASSET and ACT COMPASS test
35 instruments as objective alternative assessments for demonstrating
36 that a student has met the state standards for the certificate of
37 academic achievement. The state board shall submit its findings and
38 recommendations to the education committees of the legislature by
39 January 10, 2008.

1 (~~(10)~~) (7) The superintendent of public instruction shall adopt
2 rules to implement this section.

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

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

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

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

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

23 (4) For purposes of statewide accountability:

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

1 for students in grades seven through twelve. The board shall adopt
2 the goals by rule. However, before each goal is implemented, the
3 board shall present the goal to the education committees of the house
4 of representatives and the senate for the committees' review and
5 comment in a time frame that will permit the legislature to take
6 statutory action on the goal if such action is deemed warranted by
7 the legislature;

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

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

26 (iii) ~~By the end of the 2014-15 school year, establish the scores~~
27 ~~students must achieve to meet the standard and earn a certificate of~~
28 ~~academic achievement on the high school English language arts~~
29 ~~assessment and the comprehensive mathematics assessment developed~~
30 ~~with a multistate consortium in accordance with RCW 28A.655.070. To~~
31 ~~determine the appropriate score, the state board shall review the~~
32 ~~transition experience of Washington students to the consortium-~~
33 ~~developed assessments, examine the student scores used in other~~
34 ~~states that are administering the consortium-developed assessments,~~
35 ~~and review the scores in other states that require passage of an~~
36 ~~eleventh grade assessment as a high school graduation requirement.~~
37 ~~The scores established by the state board of education for the~~
38 ~~purposes of earning a certificate of academic achievement and~~
39 ~~graduation from high school may be different from the scores used for~~
40 ~~the purpose of determining a student's career and college readiness.~~

1 ~~(iv) The legislature shall be advised of the initial performance~~
2 ~~standards for the high school statewide student assessment. Any~~
3 ~~changes recommended by the board in the performance standards for the~~
4 ~~high school assessment shall be presented to the education committees~~
5 ~~of the house of representatives and the senate by November 30th of~~
6 ~~the school year in which the changes will take place to permit the~~
7 ~~legislature to take statutory action before the changes are~~
8 ~~implemented if such action is deemed warranted by the legislature.)~~)

9 (A) The legislature intends to continue the implementation of chapter
10 22, Laws of 2013, 2nd sp. sess. when the legislature expressed the
11 intent for the state board of education to identify the student
12 performance standard that demonstrates a student's career and college
13 readiness for the eleventh grade consortium-developed assessments.
14 Therefore, by December 1, 2018, the state board of education, in
15 consultation with the superintendent of public instruction, must
16 identify and report to the governor and the education policy and
17 fiscal committees of the legislature on the equivalent student
18 performance standard that a tenth grade student would need to achieve
19 on the state assessments to be on track to be career and college
20 ready at the end of the student's high school experience;

21 (B) Nothing in this section prohibits the state board of
22 education from identifying a college and career readiness score that
23 is different from the score required for high school graduation
24 purposes;

25 (iii) The legislature shall be advised of the initial performance
26 standards and any changes made to the elementary (~~level performance~~
27 standards and the)), middle, and high school level performance
28 standards. The board must provide an explanation of and rationale for
29 all initial performance standards and any changes, for all grade
30 levels of the statewide student assessment. If the board changes the
31 performance standards for any grade level or subject, the
32 superintendent of public instruction must recalculate the results
33 from the previous ten years of administering that assessment
34 regarding students below, meeting, and beyond the state standard, to
35 the extent that this data is available, and post a comparison of the
36 original and recalculated results on the superintendent's web site;

37 (c) Annually review the assessment reporting system to ensure
38 fairness, accuracy, timeliness, and equity of opportunity, especially
39 with regard to schools with special circumstances and unique

1 populations of students, and a recommendation to the superintendent
2 of public instruction of any improvements needed to the system; and

3 (d) Include in the biennial report required under RCW
4 28A.305.035, information on the progress that has been made in
5 achieving goals adopted by the board;

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

15 (6) Articulate with the institutions of higher education,
16 workforce representatives, and early learning policymakers and
17 providers to coordinate and unify the work of the public school
18 system;

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

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

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

35 (1) The state board of education shall establish high school
36 graduation requirements or equivalencies for students, except as
37 provided in RCW 28A.230.122 and except those equivalencies
38 established by local high schools or school districts under RCW
39 28A.230.097. The purpose of a high school diploma is to declare that

1 a student is ready for success in postsecondary education, gainful
2 employment, and citizenship, and is equipped with the skills to be a
3 lifelong learner.

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

8 (b) The certificate of academic achievement requirements under
9 RCW 28A.655.061 or the certificate of individual achievement
10 requirements under RCW 28A.155.045 are required for graduation from a
11 public high school but are not the only requirements for graduation.

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

15 (ii) A high school and beyond plan must be initiated for each
16 student during the seventh or eighth grade. In preparation for
17 initiating that plan, each student must first be administered a
18 career interest and skills inventory.

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

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

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

32 (B) Identification of educational goals;

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

36 (D) By the end of the twelfth grade, a current resume or activity
37 log that provides a written compilation of the student's education,
38 any work experience, and any community service and how the school
39 district has recognized the community service pursuant to RCW
40 28A.320.193.

1 (d) Any decision on whether a student has met the state board's
2 high school graduation requirements for a high school and beyond plan
3 shall remain at the local level. Effective with the graduating class
4 of 2015, the state board of education may not establish a requirement
5 for students to complete a culminating project for graduation. A
6 district may establish additional, local requirements for a high
7 school and beyond plan to serve the needs and interests of its
8 students and the purposes of this section.

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

23 (ii) School districts may apply to the state board of education
24 for a waiver to implement the career and college ready graduation
25 requirement proposal beginning with the graduating class of 2020 or
26 2021 instead of the graduating class of 2019. In the application, a
27 school district must describe why the waiver is being requested, the
28 specific impediments preventing timely implementation, and efforts
29 that will be taken to achieve implementation with the graduating
30 class proposed under the waiver. The state board of education shall
31 grant a waiver under this subsection ~~(1)~~~~((d))~~ (e) to an applying
32 school district at the next subsequent meeting of the board after
33 receiving an application.

34 (iii) A school district must update the high school and beyond
35 plans for each student who has not earned a score of level 3 or level
36 4 on the middle school mathematics assessment identified in RCW
37 28A.655.070 by ninth grade, to ensure that the student takes a
38 mathematics course in both ninth and tenth grades. This course may
39 include career and technical education equivalencies in mathematics
40 adopted pursuant to RCW 28A.230.097.

1 (2)(a) In recognition of the statutory authority of the state
2 board of education to establish and enforce minimum high school
3 graduation requirements, the state board shall periodically
4 reevaluate the graduation requirements and shall report such findings
5 to the legislature in a timely manner as determined by the state
6 board.

7 (b) The state board shall reevaluate the graduation requirements
8 for students enrolled in vocationally intensive and rigorous career
9 and technical education programs, particularly those programs that
10 lead to a certificate or credential that is state or nationally
11 recognized. The purpose of the evaluation is to ensure that students
12 enrolled in these programs have sufficient opportunity to earn a
13 certificate of academic achievement, complete the program and earn
14 the program's certificate or credential, and complete other state and
15 local graduation requirements.

16 (c) The state board shall forward any proposed changes to the
17 high school graduation requirements to the education committees of
18 the legislature for review. The legislature shall have the
19 opportunity to act during a regular legislative session before the
20 changes are adopted through administrative rule by the state board.
21 Changes that have a fiscal impact on school districts, as identified
22 by a fiscal analysis prepared by the office of the superintendent of
23 public instruction, shall take effect only if formally authorized and
24 funded by the legislature through the omnibus appropriations act or
25 other enacted legislation.

26 (3) Pursuant to any requirement for instruction in languages
27 other than English established by the state board of education or a
28 local school district, or both, for purposes of high school
29 graduation, students who receive instruction in American sign
30 language or one or more American Indian languages shall be considered
31 to have satisfied the state or local school district graduation
32 requirement for instruction in one or more languages other than
33 English.

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

38 (a) The course was taken with high school students, if the
39 academic level of the course exceeds the requirements for seventh and
40 eighth grade classes, and the student has successfully passed by

1 completing the same course requirements and examinations as the high
2 school students enrolled in the class; or

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

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

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

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

17 (1) The high school assessment system shall include but need not
18 be limited to the statewide student assessment, opportunities for a
19 student to retake the content areas of the assessment in which the
20 student was not successful, and, if approved by the legislature
21 pursuant to subsection (10) of this section, one or more objective
22 alternative assessments for a student to demonstrate achievement of
23 state academic standards. The objective alternative assessments for
24 each content area shall be comparable in rigor to the skills and
25 knowledge that the student must demonstrate on the statewide student
26 assessment for each content area.

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

34 (3)(a) Beginning with the graduating class of 2008 through the
35 graduating class of 2015, with the exception of students satisfying
36 the provisions of RCW 28A.155.045, a student who meets the state
37 standards on the reading, writing, and mathematics high school
38 statewide student assessment shall earn a certificate of academic
39 achievement. The mathematics assessment shall be the end-of-course

1 assessment for the first year of high school mathematics that
2 assesses the standards common to algebra I and integrated mathematics
3 I or the end-of-course assessment for the second year of high school
4 mathematics that assesses standards common to geometry and integrated
5 mathematics II.

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

12 (i) Students in the graduating class of 2016 may use the results
13 from:

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

16 (B) The end-of-course assessment for the first year of high
17 school mathematics, the end-of-course assessment for the second year
18 of high school mathematics, or the comprehensive mathematics
19 assessment developed with the multistate consortium.

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

22 (A) The tenth grade English language arts assessment developed by
23 the superintendent of public instruction using resources from the
24 multistate consortium or the English language arts assessment
25 developed with the multistate consortium; and

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

30 (c) Beginning with the graduating class of 2019, a student who
31 meets the state standards on the high school English language arts
32 assessment developed with the multistate consortium and the
33 comprehensive mathematics assessment developed with the multistate
34 consortium shall earn a certificate of academic achievement.

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

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

9 (4) Beginning with the graduating class of ((2017)) 2021, a
10 student must meet the state standards in science in addition to the
11 other content areas required under subsection (3) of this section on
12 the statewide student assessment, a retake, or the objective
13 alternative assessments in order to earn a certificate of academic
14 achievement. The assessment under this subsection must be a
15 comprehensive assessment of the science essential academic learning
16 requirements adopted by the superintendent of public instruction in
17 2013.

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

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

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

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

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

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

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

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

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

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

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

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

33 (11) To help assure continued progress in academic achievement as
34 a foundation for high school graduation and to assure that students
35 are on track for high school graduation, each school district shall
36 prepare plans for and notify students and their parents or legal
37 guardians as provided in this subsection. Student learning plans are
38 required for eighth grade students who were not successful on any or
39 all of the content areas of the state assessment during the previous
40 school year or who may not be on track to graduate due to credit

1 deficiencies or absences. The parent or legal guardian shall be
2 notified about the information in the student learning plan,
3 preferably through a parent conference and at least annually. To the
4 extent feasible, schools serving English language learner students
5 and their parents shall translate the plan into the primary language
6 of the family. The plan shall include the following information as
7 applicable:

8 (a) The student's results on the state assessment;

9 (b) If the student is in the transitional bilingual program, the
10 score on his or her Washington language proficiency test II;

11 (c) Any credit deficiencies;

12 (d) The student's attendance rates over the previous two years;

13 (e) The student's progress toward meeting state and local
14 graduation requirements;

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

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

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

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

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

30 **Sec. 6.** RCW 28A.655.068 and 2013 2nd sp.s. c 22 s 4 are each
31 amended to read as follows:

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

37 (2)(a) The superintendent of public instruction may develop or
38 adopt science end-of-course assessments or a comprehensive science
39 assessment that includes subjects in addition to biology for purposes

1 of RCW 28A.655.061, when so directed by the legislature. The
2 legislature intends to transition from a biology end-of-course
3 assessment to a more comprehensive science assessment in a manner
4 consistent with the way in which the state transitioned to an English
5 language arts assessment and a comprehensive mathematics assessment.
6 The legislature further intends that the transition will include at
7 least two years of using the student assessment results from either
8 the biology end-of-course assessment or the more comprehensive
9 assessment in order to provide students with reasonable opportunities
10 to demonstrate high school competencies while being mindful of the
11 increasing rigor of the new assessment.

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

16 (c) Before the next subsequent school year after the legislature
17 directs the superintendent to develop or adopt a new science
18 assessment, the superintendent of public instruction shall review the
19 objective alternative assessments for the science assessment and make
20 recommendations to the legislature regarding additional objective
21 alternatives, if any.

22 (3) The superintendent of public instruction may participate with
23 consortia of multiple states as common student learning standards and
24 assessments in science are developed. The superintendent of public
25 instruction, in consultation with the state board of education, may
26 modify the essential academic learning requirements and statewide
27 student assessments in science, including the high school assessment,
28 according to the multistate common student learning standards and
29 assessments as long as the education committees of the legislature
30 have opportunities for review before the modifications are adopted,
31 as provided under RCW 28A.655.070.

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

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

1 NEW SECTION. **Sec. 8.** This act is necessary for the immediate
2 preservation of the public peace, health, or safety, or support of
3 the state government and its existing public institutions, and takes
4 effect immediately.

--- END ---