

SB 5891 - S AMD TO S AMD (S-2306.1/17) 166  
By Senator Billig

NOT ADOPTED 03/23/2017

1 Beginning on page 1, line 3 of the amendment, strike all of  
2 section 1 and insert the following:

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

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

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

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

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

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

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

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

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

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

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

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

30 (d) If a student does not successfully meet the state standards  
31 in one or more content areas required for the certificate of academic  
32 achievement, then the student may retake the assessment in the  
33 content area at least twice a year at no cost to the student. If the  
34 student successfully meets the state standards on a retake of the  
35 assessment then the student shall earn a certificate of academic  
36 achievement. Once objective alternative assessments are authorized  
37 pursuant to subsection (~~((+10+))~~) (9) of this section, a student may  
38 use the objective alternative assessments to demonstrate that the  
39 student successfully meets the state standards for that content area  
40 if the student has taken the statewide student assessment at least

1 once. If the student successfully meets the state standards on the  
2 objective alternative assessments then the student shall earn a  
3 certificate of academic achievement.

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

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

14 ~~((6))~~ (5) A student may retain and use the highest result from  
15 each successfully completed content area of the high school  
16 assessment.

17 ~~((7))~~ (6) School districts must make available to students the  
18 following options:

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

22 (b) To retake the statewide student assessment at least twice a  
23 year in the content areas in which the student did not meet the state  
24 standards if the student is enrolled in a high school completion  
25 program at a community or technical college. The superintendent of  
26 public instruction and the state board for community and technical  
27 colleges shall jointly identify means by which students in these  
28 programs can be assessed.

29 ~~((8))~~ (7) Students who achieve the standard in a content area  
30 of the high school assessment but who wish to improve their results  
31 shall pay for retaking the assessment, using a uniform cost  
32 determined by the superintendent of public instruction.

33 ~~((9))~~ (8) Opportunities to retake the assessment at least twice  
34 a year shall be available to each school district.

35 ~~((10))~~ (9)(a) The office of the superintendent of public  
36 instruction shall develop options for implementing objective  
37 alternative assessments, which may include an appeals process for  
38 students' scores, for students to demonstrate achievement of the  
39 state academic standards. The objective alternative assessments shall  
40 be comparable in rigor to the skills and knowledge that the student

1 must demonstrate on the statewide student assessment and be objective  
2 in its determination of student achievement of the state standards.  
3 Before any objective alternative assessments in addition to those  
4 authorized in RCW 28A.655.065 or (b) of this subsection are used by a  
5 student to demonstrate that the student has met the state standards  
6 in a content area required to obtain a certificate, the legislature  
7 shall formally approve the use of any objective alternative  
8 assessments through the omnibus appropriations act or by statute or  
9 concurrent resolution.

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

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

1 or comparative government and politics may be used as an alternative  
2 assessment for the reading portion of the statewide student  
3 assessment; and for the English language arts portion of the  
4 assessment developed with the multistate consortium, once established  
5 in the 2014-15 school year. (~~A score of three on the AP examination  
6 in biology, physics, chemistry, or environmental science may be used  
7 as an alternative assessment for the science portion of the statewide  
8 student assessment.~~)

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

25 ~~(11))~~ (10) To help assure continued progress in academic  
26 achievement as a foundation for high school graduation and to assure  
27 that students are on track for high school graduation, each school  
28 district shall prepare plans for and notify students and their  
29 parents or legal guardians as provided in this subsection. Student  
30 learning plans are required for eighth grade students who were not  
31 successful on any or all of the content areas of the state assessment  
32 during the previous school year or who may not be on track to  
33 graduate due to credit deficiencies or absences. The parent or legal  
34 guardian shall be notified about the information in the student  
35 learning plan, preferably through a parent conference and at least  
36 annually. To the extent feasible, schools serving English language  
37 learner students and their parents shall translate the plan into the  
38 primary language of the family. The plan shall include the following  
39 information as applicable:

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

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

3 (c) Any credit deficiencies;

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

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

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

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

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

16 (i) School district programs, high school courses, and career and  
17 technical education options available for students to meet graduation  
18 requirements; and

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

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

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

35 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,  
36 the superintendent of public instruction shall implement objective  
37 alternative assessment methods as provided in this section for  
38 students to demonstrate achievement of the state standards in content  
39 areas in which the student has not yet met the standard on the high

1 school ((Washington)) statewide student assessment ((~~of student~~  
2 ~~learning~~)). A student may access an alternative if the student meets  
3 applicable eligibility criteria in RCW 28A.655.061 and this section  
4 and other eligibility criteria established by the superintendent of  
5 public instruction, including but not limited to attendance criteria  
6 and participation in the remediation or supplemental instruction  
7 contained in the student learning plan developed under RCW  
8 28A.655.061. A school district may waive attendance and/or  
9 remediation criteria for special, unavoidable circumstances.

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

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

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

31 (b) The district shall compare the applicant's grades in high  
32 school courses in the applicable content area to the grades of  
33 students in the comparison cohort for the same high school courses.  
34 If the applicant's grades are equal to or above the mean grades of  
35 the comparison cohort, the applicant shall be deemed to have met the  
36 state standard on the alternative assessment.

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

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

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

15 (b) The superintendent shall develop protocols for submission of  
16 the collection of work samples that include affidavits from the  
17 applicant's teachers and school district that the samples are the  
18 work of the applicant and a requirement that a portion of the samples  
19 be prepared under the direct supervision of a classroom teacher. The  
20 superintendent shall submit the protocols for approval by the state  
21 board of education.

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

33 (d) Using an open and public process that includes consultation  
34 with district superintendents, school principals, and other  
35 educators, the state board of education shall consider the  
36 guidelines, protocols, scoring criteria, and other information  
37 regarding the collection of work samples submitted by the  
38 superintendent of public instruction. The collection of work samples  
39 may be implemented as an alternative assessment after the state board  
40 of education has approved the guidelines, protocols, and scoring



1 criteria and determined that the collection of work samples: (i) Will  
2 meet professionally accepted standards for a valid and reliable  
3 measure of the grade level expectations and the essential academic  
4 learning requirements; and (ii) is comparable to or exceeds the rigor  
5 of the skills and knowledge that a student must demonstrate on the  
6 (~~Washington~~) statewide student assessment (~~of student learning~~)  
7 in the applicable content area. The state board shall make an  
8 approval decision and determination no later than December 1, 2006,  
9 and thereafter may increase the required rigor of the collection of  
10 work samples.

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

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

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

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

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

33 (b) The purpose of the additional guidelines is to provide a  
34 clear pathway toward a certificate of academic achievement for career  
35 and technical students by showing them applied and relevant  
36 opportunities to demonstrate their knowledge and skills, and to  
37 provide guidance to teachers in integrating academic and career and  
38 technical instruction and assessment and assisting career and  
39 technical students in compiling a collection. The superintendent of  
40 public instruction shall develop and disseminate additional

1 guidelines for no fewer than ten career and technical education  
2 programs representing a variety of program offerings by no later than  
3 September 1, 2008. Guidelines for ten additional programs shall be  
4 developed and disseminated no later than June 1, 2009.

5 (c) The superintendent shall consult with community and technical  
6 colleges, employers, the workforce training and education  
7 coordinating board, apprenticeship programs, and other regional and  
8 national experts in career and technical education to create  
9 appropriate guidelines and examples of work samples and other  
10 evidence of a career and technical student's knowledge and skills on  
11 the state academic standards.

12 (7) The superintendent of public instruction shall study the  
13 feasibility of using existing mathematics assessments in languages  
14 other than English as an additional alternative assessment option.  
15 The study shall include an estimation of the cost of translating the  
16 tenth grade mathematics assessment into other languages and scoring  
17 the assessments should they be implemented.

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

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

21 (b) By January 1, 2007, guidelines and appeal processes for  
22 waiving specific requirements in RCW 28A.655.061 pertaining to the  
23 certificate of academic achievement and to the certificate of  
24 individual achievement for students who: (i) Transfer to a Washington  
25 public school in their junior or senior year with the intent of  
26 obtaining a public high school diploma, or (ii) have special,  
27 unavoidable circumstances.

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

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

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

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

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

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

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

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

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

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

7 Renumber the remaining sections consecutively.

**SB 5891** - S AMD TO S AMD (S-2306.1/17) **166**  
By Senator Billig

**NOT ADOPTED 03/23/2017**

8 On page 7, beginning on line 1 of the title amendment, strike the  
9 title amendment and insert the following:

10 "On page 1, line 2 of the title, after "prerequisite;" strike the  
11 remainder of the title and insert "amending RCW 28A.655.061,  
12 28A.655.065, and 28A.655.068; creating a new section; and declaring  
13 an emergency."

EFFECT: Eliminates the high school graduation requirement for  
students to meet the state standard on the state science assessment.

Removes from law the alternatives assessments to the state high  
school science assessment.

Applies to the high school graduating class of 2017 and  
subsequent graduating classes.

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