
SUBSTITUTE HOUSE BILL 2224

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 2nd 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~~) minimum 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)) minimum high school graduation standard((s)) on
3 the high school English language arts assessment developed with the
4 multistate consortium and the comprehensive mathematics assessment
5 developed with the multistate consortium shall earn a certificate of
6 academic achievement.

7 (d) Beginning with the graduating class of 2020, a student who
8 meets the minimum high school graduation standard on the high school
9 English language arts assessment developed with the multistate
10 consortium and the comprehensive mathematics assessment developed
11 with the multistate consortium to be administered in tenth grade
12 shall earn a 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, students who have
12 not earned a certificate of academic achievement due to not meeting
13 the standard on the mathematics or English language arts assessment
14 may take and pass a locally determined course in the content area in
15 which the student was not successful, and may use the passing score
16 on a locally administered assessment tied to that course and approved
17 under the provisions of this subsection (10) (b) (iv), as an objective
18 alternative assessment for demonstrating that the student has met or
19 exceeded the standard. High school transition courses and the
20 assessments offered in association with high school transition
21 courses shall be considered an approved locally determined course and
22 assessment for demonstrating that the student met or exceeded the
23 standard. The course must be rigorous and consistent with the
24 student's educational and career goals identified in his or her high
25 school and beyond plan, and may include career and technical
26 education equivalencies in English language arts or mathematics
27 adopted pursuant to RCW 28A.230.097. School districts shall record
28 students' participation in locally determined courses under this
29 section in the statewide individual data system.

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

1 assessments approved as objective alternative assessments, including
2 the comparable scores on these assessments necessary to meet the
3 standard.

4 (C) For the purpose of this section, a high school transition
5 course means an English language arts or mathematics course offered
6 in high school where successful completion by a high school student
7 ensures the student college-level placement at participating
8 institutions of higher education. High school transition courses
9 must, in accordance with this section, satisfy core or elective
10 credit graduation requirements established by the state board of
11 education.

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

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

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

30 (b) Prepare student learning plans ((~~for~~)) and notify students
31 and their parents or legal guardians as provided in this subsection.
32 Student learning plans are required for eighth grade students who
33 were not successful on any or all of the content areas of the state
34 assessment during the previous school year or who may not be on track
35 to graduate due to credit deficiencies or absences. The parent or
36 legal guardian shall be notified about the information in the student
37 learning plan, preferably through a parent conference and at least
38 annually. To the extent feasible, schools serving English language
39 learner students and their parents shall translate the plan into the

1 primary language of the family. The plan shall include the following
2 information as applicable:

- 3 ~~((a))~~ (i) The student's results on the state assessment;
- 4 ~~((b))~~ (ii) If the student is in the transitional bilingual
5 program, the score on his or her Washington language proficiency test
6 II;
- 7 ~~((c))~~ (iii) Any credit deficiencies;
- 8 ~~((d))~~ (iv) The student's attendance rates over the previous two
9 years;
- 10 ~~((e))~~ (v) The student's progress toward meeting state and local
11 graduation requirements;
- 12 ~~((f))~~ (vi) The courses, competencies, and other steps needed to
13 be taken by the student to meet state academic standards and stay on
14 track for graduation;
- 15 ~~((g))~~ (vii) Remediation strategies and alternative education
16 options available to students, including informing students of the
17 option to continue to receive instructional services after grade
18 twelve or until the age of twenty-one;
- 19 ~~((h))~~ (viii) The alternative assessment options available to
20 students under this section and RCW 28A.655.065;
- 21 ~~((i))~~ (ix) School district programs, high school courses, and
22 career and technical education options available for students to meet
23 graduation requirements; and
- 24 ~~((j))~~ (x) Available programs offered through skill centers or
25 community and technical colleges, including the college high school
26 diploma options under RCW 28B.50.535.

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

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

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

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

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

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

36 (b) The district shall compare the applicant's grades in high
37 school courses in the applicable content area to the grades of
38 students in the comparison cohort for the same high school courses.
39 If the applicant's grades are equal to or above the mean grades of

1 the comparison cohort, the applicant shall be deemed to have met the
2 state standard on the alternative assessment.

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

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

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

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

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

38 ~~(d) Using an open and public process that includes consultation
39 with district superintendents, school principals, and other
40 educators, the state board of education shall consider the~~

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

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

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

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

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

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

37 (b) The purpose of the additional guidelines is to provide a
38 clear pathway toward a certificate of academic achievement for career
39 and technical students by showing them applied and relevant
40 opportunities to demonstrate their knowledge and skills, and to

1 provide guidance to teachers in integrating academic and career and
2 technical instruction and assessment and assisting career and
3 technical students in compiling a collection. The superintendent of
4 public instruction shall develop and disseminate additional
5 guidelines for no fewer than ten career and technical education
6 programs representing a variety of program offerings by no later than
7 September 1, 2008. Guidelines for ten additional programs shall be
8 developed and disseminated no later than June 1, 2009.

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

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

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

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

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

32 (c) For the graduating classes of 2014, 2015, 2016, 2017, 2018,
33 and 2019, an expedited appeal process for waiving specific
34 requirements in RCW 28A.655.061 pertaining to the certificate of
35 academic achievement and the certificate of individual achievement
36 for eligible students who have not met the state standard on the
37 English language arts statewide student assessment, the mathematics
38 high school statewide student assessment, or both. The student or the
39 student's parent, guardian, or principal may initiate an appeal with
40 the district and the district has the authority to determine which

1 appeals are submitted to the superintendent of public instruction for
2 review and approval. The superintendent of public instruction may
3 only approve an appeal if it has been demonstrated that the student
4 more likely than not has the necessary skills and knowledge to meet
5 the minimum high school graduation standards and that the student has
6 the skills necessary to successfully achieve the college or career
7 goals established in his or her high school and beyond plan. Pathways
8 for demonstrating the necessary skills and knowledge may include, but
9 are not limited to:

10 (i) Satisfactory performance on relevant coursework;

11 (ii) Successful completion of a college level class in the
12 relevant subject area;

13 (iii) Admission to a higher education institution or career
14 preparation program;

15 (iv) Award of a scholarship for higher education;

16 (v) Enlistment in a branch of the military; or

17 (vi) Evidence of successful job performance; and

18 (d)(i) A student in the class of 2014, 2015, 2016, or 2017 is
19 eligible for the expedited appeal process in (c) of this subsection
20 if he or she has met all other graduation requirements established by
21 the state and district; and

22 (ii) A student in the class of 2018 or 2019 is eligible for the
23 expedited appeal process in (c) of this subsection if he or she has
24 met all other graduation requirements established by the state and
25 district and has attempted at least one alternative assessment option
26 as established in RCW 28A.655.065.

27 ~~((9))~~ (6) The state board of education shall examine
28 opportunities for additional alternative assessments, including the
29 possible use of one or more standardized norm-referenced student
30 achievement tests and the possible use of the reading, writing, or
31 mathematics portions of the ACT ASSET and ACT COMPASS test
32 instruments as objective alternative assessments for demonstrating
33 that a student has met the state standards for the certificate of
34 academic achievement. The state board shall submit its findings and
35 recommendations to the education committees of the legislature by
36 January 10, 2008.

37 ~~((10))~~ (7) The superintendent of public instruction shall adopt
38 rules to implement this section.

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

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

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

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

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

21 (4) For purposes of statewide accountability:

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

1 of representatives and the senate for the committees' review and
2 comment in a time frame that will permit the legislature to take
3 statutory action on the goal if such action is deemed warranted by
4 the legislature;

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

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

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

38 ~~(iv) The legislature shall be advised of the initial performance~~
39 ~~standards for the high school statewide student assessment. Any~~
40 ~~changes recommended by the board in the performance standards for the~~

1 ~~high school assessment shall be presented to the education committees~~
2 ~~of the house of representatives and the senate by November 30th of~~
3 ~~the school year in which the changes will take place to permit the~~
4 ~~legislature to take statutory action before the changes are~~
5 ~~implemented if such action is deemed warranted by the legislature.)~~
6 The legislature shall be advised of the initial performance standards
7 and any changes made to the elementary (~~level performance standards~~
8 ~~and the~~), middle, and high school level performance standards. The
9 board must provide an explanation of and rationale for all initial
10 performance standards and any changes, for all grade levels of the
11 statewide student assessment. If the board changes the performance
12 standards for any grade level or subject, the superintendent of
13 public instruction must recalculate the results from the previous ten
14 years of administering that assessment regarding students below,
15 meeting, and beyond the state standard, to the extent that this data
16 is available, and post a comparison of the original and recalculated
17 results on the superintendent's web site;

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

23 (d) Include in the biennial report required under RCW
24 28A.305.035, information on the progress that has been made in
25 achieving goals adopted by the board;

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

35 (6) Articulate with the institutions of higher education,
36 workforce representatives, and early learning policymakers and
37 providers to coordinate and unify the work of the public school
38 system;

39 (7) Hire an executive director and an administrative assistant to
40 reside in the office of the superintendent of public instruction for

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

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

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

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

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

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

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

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

38 (iii) The high school and beyond plan must be updated to reflect
39 high school assessment results in RCW 28A.655.070(3)(b) and to review

1 transcripts, assess progress toward identified goals, and revise as
2 necessary for changing interests, goals, and needs. The plan must
3 identify available interventions and academic support, courses, or
4 both, that are designed for students who have not met the minimum
5 high school graduation standard, to enable them to meet the standard.
6 School districts are encouraged to involve parents and guardians in
7 the process of developing and updating the high school and beyond
8 plan.

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

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

13 (B) Identification of educational goals;

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

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

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

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

1 science may be chosen by the student based on the student's interests
2 and high school and beyond plan with agreement of the student's
3 parent or guardian or agreement of the school counselor or principal.

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

15 (iii) A school district must update the high school and beyond
16 plans for each student who has not earned a score of level 3 or level
17 4 on the middle school mathematics assessment identified in RCW
18 28A.655.070 by ninth grade, to ensure that the student takes a
19 mathematics course in ninth grade. This course may include career and
20 technical education equivalencies in mathematics adopted pursuant to
21 RCW 28A.230.097.

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

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

37 (c) The state board shall forward any proposed changes to the
38 high school graduation requirements to the education committees of
39 the legislature for review. The legislature shall have the
40 opportunity to act during a regular legislative session before the

1 changes are adopted through administrative rule by the state board.
2 Changes that have a fiscal impact on school districts, as identified
3 by a fiscal analysis prepared by the office of the superintendent of
4 public instruction, shall take effect only if formally authorized and
5 funded by the legislature through the omnibus appropriations act or
6 other enacted legislation.

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

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

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

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

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

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

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

38 (1) The high school assessment system shall include but need not
39 be limited to the statewide student assessment, opportunities for a

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

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

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

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

33 (i) Students in the graduating class of 2016 may use the results
34 from:

35 (A) The reading and writing assessment or the English language
36 arts assessment 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 (ii) Students in the graduating classes of 2017 and 2018 may use
2 the results from:

3 (A) The tenth grade English language arts assessment developed by
4 the superintendent of public instruction using resources from the
5 multistate consortium or the English language arts assessment
6 developed with the multistate consortium; and

7 (B) The end-of-course assessment for the first year of high
8 school mathematics, the end-of-course assessment for the second year
9 of high school mathematics, or the comprehensive mathematics
10 assessment developed with the multistate consortium.

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

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

30 (4) Beginning with the graduating class of (~~2017~~) 2021, a
31 student must meet the state standards in science in addition to the
32 other content areas required under subsection (3) of this section on
33 the statewide student assessment, a retake, or the objective
34 alternative assessments in order to earn a certificate of academic
35 achievement. The assessment under this subsection must be a
36 comprehensive assessment of the science essential academic learning
37 requirements adopted by the superintendent of public instruction in
38 2013.

39 (5) The state board of education may not require the acquisition
40 of the certificate of academic achievement for students in home-based

1 instruction under chapter 28A.200 RCW, for students enrolled in
2 private schools under chapter 28A.195 RCW, or for students satisfying
3 the provisions of RCW 28A.155.045.

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

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

8 (a) 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 public school; or

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

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

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

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

39 (b) (i) A student's score on the mathematics, reading or English,
40 or writing portion of the SAT or the ACT may be used as an objective

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

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

38 (iii) A student who scores at least a four on selected externally
39 administered international baccalaureate (IB) examinations may use
40 the score as an objective alternative assessment under this section

1 for demonstrating that the student has met or exceeded state
2 standards for the certificate of academic achievement. A score of
3 four on the higher level IB examinations for any of the IB English
4 language and literature courses or for any of the IB individuals and
5 societies courses may be used as an alternative assessment for the
6 reading, writing, or English language arts portions of the statewide
7 student assessment. A score of four on the higher level IB
8 examinations for any of the IB mathematics courses may be used as an
9 alternative assessment for the mathematics portion of the statewide
10 student assessment. A score of four on the higher level IB
11 examinations for IB biology, chemistry, or physics may be used as an
12 alternative assessment for the science portion of the statewide
13 student assessment.

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

- 29 (a) The student's results on the state assessment;
- 30 (b) If the student is in the transitional bilingual program, the
31 score on his or her Washington language proficiency test II;
- 32 (c) Any credit deficiencies;
- 33 (d) The student's attendance rates over the previous two years;
- 34 (e) The student's progress toward meeting state and local
35 graduation requirements;
- 36 (f) The courses, competencies, and other steps needed to be taken
37 by the student to meet state academic standards and stay on track for
38 graduation;
- 39 (g) Remediation strategies and alternative education options
40 available to students, including informing students of the option to

1 continue to receive instructional services after grade twelve or
2 until the age of twenty-one;

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

5 (i) School district programs, high school courses, and career and
6 technical education options available for students to meet graduation
7 requirements; and

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

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

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

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

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

36 (c) Before the next subsequent school year after the legislature
37 directs the superintendent to develop or adopt a new science
38 assessment, the superintendent of public instruction shall review the
39 objective alternative assessments for the science assessment and make

1 recommendations to the legislature regarding additional objective
2 alternatives, if any.

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

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

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

20 NEW SECTION. **Sec. 8.** This act is necessary for the immediate
21 preservation of the public peace, health, or safety, or support of
22 the state government and its existing public institutions, and takes
23 effect immediately.

--- END ---