

CERTIFICATION OF ENROLLMENT

**ENGROSSED SUBSTITUTE HOUSE BILL 2224**

Chapter 31, Laws of 2017

65th Legislature  
2017 3rd Special Session

HIGH SCHOOL GRADUATION REQUIREMENTS--ASSESSMENTS--VARIOUS CHANGES

EFFECTIVE DATE: July 7, 2017

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

FRANK CHOPP

**Speaker of the House of Representatives**

Passed by the Senate June 30, 2017  
Yeas 49 Nays 0

CYRUS HABIB

**President of the Senate**

Approved July 7, 2017 1:42 PM

JAY INSLEE

**Governor of the State of Washington**

CERTIFICATE

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

BERNARD DEAN

**Chief Clerk**

FILED

July 7, 2017

**Secretary of State  
State of Washington**

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**ENGROSSED SUBSTITUTE HOUSE BILL 2224**

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Passed Legislature - 2017 3rd Special Session

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

23        (4) For purposes of statewide accountability:

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

32 (B) Identification of educational goals;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

11 (c) Any credit deficiencies;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Passed by the House June 27, 2017.

Passed by the Senate June 30, 2017.

Approved by the Governor July 7, 2017.

Filed in Office of Secretary of State July 7, 2017.

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