

SSB 5587 - S AMD 32  
By Senator Dammeier

NOT CONSIDERED

1 Strike everything after the enacting clause and insert the  
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature finds that the  
4 superintendent of public instruction was authorized to align the state  
5 essential academic learning requirements for mathematics, reading,  
6 writing, and communication with the common set of standards for  
7 students in grades kindergarten through twelve, known as the common  
8 core state standards, which were developed by a multistate consortium  
9 in which Washington took part. The legislature further finds that  
10 Washington has joined one of two multistate consortia using a federal  
11 grant to develop new language arts and math assessments in grades three  
12 through eight and grade eleven that are, among other factors, aligned  
13 with the common core state standards and test college and career  
14 readiness at the high school level. The legislature further finds that  
15 the assessments are required to be ready for use by the 2014-15 school  
16 year. The legislature intends to make changes to the assessment system  
17 in order to use the consortia-developed tests to meet the requirements  
18 of the state and federal accountability requirements and to transition  
19 to the new assessments by permitting the use of the current assessments  
20 through the 2014-15 school year.

21 **Sec. 2.** RCW 28A.655.061 and 2011 1st sp.s. c 22 s 2 are each  
22 amended to read as follows:

23 (1) The high school assessment system shall include but need not be  
24 limited to the statewide student assessment, opportunities for a  
25 student to retake the content areas of the assessment in which the  
26 student was not successful, and, if approved by the legislature  
27 pursuant to subsection (10) of this section, one or more objective  
28 alternative assessments for a student to demonstrate achievement of  
29 state academic standards. The objective alternative assessments for

1 each content area shall be comparable in rigor to the skills and  
2 knowledge that the student must demonstrate on the statewide student  
3 assessment for each content area.

4 (2) Subject to the conditions in this section, a certificate of  
5 academic achievement shall be obtained (~~((by most students at about the~~  
6 ~~age of sixteen,))~~) and is evidence that the students have successfully  
7 met the state standard in the content areas included in the  
8 certificate. With the exception of students satisfying the provisions  
9 of RCW 28A.155.045 or 28A.655.0611, acquisition of the certificate is  
10 required for graduation from a public high school but is not the only  
11 requirement for graduation.

12 (3) Beginning with the graduating class of 2008 through the  
13 graduating class of 2015, with the exception of students satisfying the  
14 provisions of RCW 28A.155.045, a student who meets the state standards  
15 on the reading, writing, and mathematics (~~((content areas of the))~~) high  
16 school statewide student assessment shall earn a certificate of  
17 academic achievement. Beginning with the graduating class of 2018, a  
18 student who meets the state standards on the English language arts and  
19 revised mathematics high school statewide assessments shall earn a  
20 certificate of academic achievement. The graduating classes of 2016  
21 and 2017 must meet the requirements in accordance with RCW 28A.655.066.

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

36 (4) Beginning with the graduating class of (~~((2015))~~) 2017, a student  
37 must meet the state standards in English language arts, mathematics,  
38 and science (~~((in addition to the other))~~) instead of the content areas

1 required under subsection (3) of this section on the statewide student  
2 assessment or the objective alternative assessments in order to earn a  
3 certificate of academic achievement.

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

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

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

13 (a) To retake the statewide student assessment (~~(up to four times)~~)  
14 at least twice a year in the content areas in which the student did not  
15 meet the state standards if the student is enrolled in a public school;  
16 or

17 (b) To retake the statewide student assessment (~~(up to four times)~~)  
18 at least twice a year in the content areas in which the student did not  
19 meet the state standards if the student is enrolled in a high school  
20 completion program at a community or technical college. The  
21 superintendent of public instruction and the state board for community  
22 and technical colleges shall jointly identify means by which students  
23 in these programs can be assessed.

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

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

30 (10)(a) The office of the superintendent of public instruction  
31 shall develop options for implementing objective alternative  
32 assessments, which may include an appeals process for students' scores,  
33 for students to demonstrate achievement of the state academic  
34 standards. The objective alternative assessments shall be comparable  
35 in rigor to the skills and knowledge that the student must demonstrate  
36 on the statewide student assessment and be objective in its  
37 determination of student achievement of the state standards. Before  
38 any objective alternative assessments in addition to those authorized

1 in RCW 28A.655.065 or (b) of this subsection are used by a student to  
2 demonstrate that the student has met the state standards in a content  
3 area required to obtain a certificate, the legislature shall formally  
4 approve the use of any objective alternative assessments through the  
5 omnibus appropriations act or by statute or concurrent resolution.

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

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

1 alternative assessment for the science portion of the statewide student  
2 assessment.

3 (11) By December 15, 2004, the house of representatives and senate  
4 education committees shall obtain information and conclusions from  
5 recognized, independent, national assessment experts regarding the  
6 validity and reliability of the high school Washington assessment of  
7 student learning for making individual student high school graduation  
8 determinations.

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

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

1 (i) School district programs, high school courses, and career and  
2 technical education options available for students to meet graduation  
3 requirements; and

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

7 **Sec. 3.** RCW 28A.655.066 and 2011 c 25 s 2 are each amended to read  
8 as follows:

9 (1)(a) In consultation with the state board of education, the  
10 superintendent of public instruction shall develop statewide end-of-  
11 course assessments for high school mathematics that measure student  
12 achievement of the state mathematics standards. The superintendent  
13 shall take steps to ensure that the language of the assessments is  
14 responsive to a diverse student population. The assessments shall be  
15 implemented statewide in the 2010-11 school year.

16 (b) The superintendent shall develop end-of-course assessments for  
17 the first year of high school mathematics that include the standards  
18 common to algebra I and integrated mathematics I and for the second  
19 year of high school mathematics that include the standards common to  
20 geometry and integrated mathematics II. The assessments under this  
21 subsection (1)(b) shall be used to demonstrate that a student meets the  
22 state standard on the mathematics content area of the high school  
23 ((Washington)) statewide student assessment ((of student learning)) for  
24 purposes of RCW 28A.655.061.

25 (c) The superintendent of public instruction shall also develop  
26 subtests for the end-of-course assessments that measure standards for  
27 the first two years of high school mathematics that are unique to  
28 algebra I, integrated mathematics I, geometry, and integrated  
29 mathematics II. The results of the subtests shall be reported at the  
30 student, teacher, school, and district level. These end-of-course  
31 assessments shall not be administered and shall not be used for state  
32 or federal accountability after the 2014-15 school year.

33 (2) For the graduating classes of 2013 and 2014 and for purposes of  
34 the certificate of academic achievement under RCW 28A.655.061, a  
35 student may use: (a) Results from the end-of-course assessment for the  
36 first year of high school mathematics or the results from the end-of-

1 course assessment for the second year of high school mathematics; or  
2 (b) results from a high school mathematics retake assessment.

3 ~~((Beginning with))~~ The graduating class of 2015 ~~((and))~~, for  
4 purposes of the certificate of academic achievement under RCW  
5 28A.655.061, ~~((the mathematics content area of the Washington  
6 assessment of student learning))~~ shall be assessed using the end-of-  
7 course assessment for the first year of high school mathematics plus  
8 the end-of-course assessment for the second year of high school  
9 mathematics, ~~((or))~~ results from a high school mathematics retake  
10 assessment for the end-of-course assessments in which the student did  
11 not meet the standard, or an approved alternative assessment.

12 (4) As the state transitions from the reading and writing  
13 assessments to the comprehensive English language arts assessment and  
14 from the end-of-course mathematics assessments to a comprehensive  
15 mathematics assessment, the graduating classes of 2016 and 2017, for  
16 purposes of the certificate of academic achievement under RCW  
17 28A.655.061 may be assessed using:

18 (a) The end-of-course assessment for the first year of high school  
19 mathematics plus the end-of-course assessment for the second year of  
20 high school mathematics, the new comprehensive mathematics assessment,  
21 the appropriate retake assessment, or an approved alternative  
22 assessment; and

23 (b) The reading and writing assessment or the comprehensive English  
24 language arts assessment, a retake, or an approved alternative.

25 (5) All of the objective alternative assessments available to  
26 students under RCW 28A.655.061 and 28A.655.065 shall be available to  
27 any student who has taken the ~~((sequence of))~~ end-of-course  
28 assessment~~((s))~~ once but does not meet the state mathematics standard  
29 on the ~~((sequence of))~~ end-of-course assessment~~((s))~~.

30 ~~((+5))~~ (6) The superintendent of public instruction shall report  
31 at least annually or more often if necessary to keep the education  
32 committees of the legislature informed on each step of the development  
33 and implementation process under this section.

34 **Sec. 4.** RCW 28A.655.070 and 2008 c 163 s 2 are each amended to  
35 read as follows:

36 (1) The superintendent of public instruction shall develop  
37 essential academic learning requirements that identify the knowledge

1 and skills all public school students need to know and be able to do  
2 based on the student learning goals in RCW 28A.150.210, develop student  
3 assessments, and implement the accountability recommendations and  
4 requests regarding assistance, rewards, and recognition of the state  
5 board of education.

6 (2) The superintendent of public instruction shall:

7 (a) Periodically revise the essential academic learning  
8 requirements, as needed, based on the student learning goals in RCW  
9 28A.150.210. Goals one and two shall be considered primary. To the  
10 maximum extent possible, the superintendent shall integrate goal four  
11 and the knowledge and skill areas in the other goals in the essential  
12 academic learning requirements; and

13 (b) Review and prioritize the essential academic learning  
14 requirements and identify, with clear and concise descriptions, the  
15 grade level content expectations to be assessed on the ((Washington))  
16 statewide student assessment ((of student learning)) and used for state  
17 or federal accountability purposes. The review, prioritization, and  
18 identification shall result in more focus and targeting with an  
19 emphasis on depth over breadth in the number of grade level content  
20 expectations assessed at each grade level. Grade level content  
21 expectations shall be articulated over the grades as a sequence of  
22 expectations and performances that are logical, build with increasing  
23 depth after foundational knowledge and skills are acquired, and  
24 reflect, where appropriate, the sequential nature of the discipline.  
25 The office of the superintendent of public instruction, within seven  
26 working days, shall post on its web site any grade level content  
27 expectations provided to an assessment vendor for use in constructing  
28 the ((Washington)) statewide student assessment ((of student  
29 learning)).

30 (3)(a) In consultation with the state board of education, the  
31 superintendent of public instruction shall maintain and continue to  
32 develop and revise a statewide academic assessment system in the  
33 content areas of reading, writing, mathematics, and science for use in  
34 the elementary, middle, and high school years designed to determine if  
35 each student has mastered the essential academic learning requirements  
36 identified in subsection (1) of this section. In accordance with RCW  
37 28A.655.071, by the 2014-15 school year, an English language arts  
38 assessment and the mathematics assessment shall be created. School



1 districts shall administer the assessments under guidelines adopted by  
2 the superintendent of public instruction. The academic assessment  
3 system may include a variety of assessment methods, including  
4 criterion-referenced and performance-based measures.

5 (b) Effective with the 2009 administration of the Washington  
6 assessment of student learning and continuing with the statewide  
7 student assessment, the superintendent shall redesign the assessment in  
8 the content areas of reading, mathematics, and science in all grades  
9 except high school by shortening test administration and reducing the  
10 number of short answer and extended response questions.

11 (4) If the superintendent proposes any modification to the  
12 essential academic learning requirements or the statewide assessments,  
13 then the superintendent shall, upon request, provide opportunities for  
14 the education committees of the house of representatives and the senate  
15 to review the assessments and proposed modifications to the essential  
16 academic learning requirements before the modifications are adopted.

17 (5) The assessment system shall be designed so that the results  
18 under the assessment system are used by educators as tools to evaluate  
19 instructional practices, and to initiate appropriate educational  
20 support for students who have not mastered the essential academic  
21 learning requirements at the appropriate periods in the student's  
22 educational development.

23 (6) By September 2007, the results for reading and mathematics  
24 shall be reported in a format that will allow parents and teachers to  
25 determine the academic gain a student has acquired in those content  
26 areas from one school year to the next.

27 (7) To assist parents and teachers in their efforts to provide  
28 educational support to individual students, the superintendent of  
29 public instruction shall provide as much individual student performance  
30 information as possible within the constraints of the assessment  
31 system's item bank. The superintendent shall also provide to school  
32 districts:

33 (a) Information on classroom-based and other assessments that may  
34 provide additional achievement information for individual students; and

35 (b) A collection of diagnostic tools that educators may use to  
36 evaluate the academic status of individual students. The tools shall  
37 be designed to be inexpensive, easily administered, and quickly and

1 easily scored, with results provided in a format that may be easily  
2 shared with parents and students.

3 (8) To the maximum extent possible, the superintendent shall  
4 integrate knowledge and skill areas in development of the assessments.

5 (9) Assessments for goals three and four of RCW 28A.150.210 shall  
6 be integrated in the essential academic learning requirements and  
7 assessments for goals one and two.

8 (10) The superintendent shall develop assessments that are directly  
9 related to the essential academic learning requirements, and are not  
10 biased toward persons with different learning styles, racial or ethnic  
11 backgrounds, or on the basis of gender.

12 (11) The superintendent shall consider methods to address the  
13 unique needs of special education students when developing the  
14 assessments under this section.

15 (12) The superintendent shall consider methods to address the  
16 unique needs of highly capable students when developing the assessments  
17 under this section.

18 (13) The superintendent shall post on the superintendent's web site  
19 lists of resources and model assessments in social studies, the arts,  
20 and health and fitness.

21 **Sec. 5.** RCW 28A.655.071 and 2010 c 235 s 601 are each amended to  
22 read as follows:

23 (1) By August 2, 2010, the superintendent of public instruction may  
24 revise the state essential academic learning requirements authorized  
25 under RCW 28A.655.070 for mathematics, reading, writing, and  
26 communication by provisionally adopting a common set of standards for  
27 students in grades kindergarten through twelve. The revised state  
28 essential academic learning requirements may be substantially identical  
29 with the standards developed by a multistate consortium in which  
30 Washington participated, must be consistent with the requirements of  
31 RCW 28A.655.070, and may include additional standards if the additional  
32 standards do not exceed fifteen percent of the standards for each  
33 content area. ~~((However, the superintendent of public instruction  
34 shall not take steps to implement the provisionally adopted standards  
35 until the education committees of the house of representatives and the  
36 senate have an opportunity to review the standards.~~

1           ~~(2) By January 1, 2011, the superintendent of public instruction~~  
2 ~~shall submit to the education committees of the house of~~  
3 ~~representatives and the senate:~~

4           ~~(a) A detailed comparison of the provisionally adopted standards~~  
5 ~~and the state essential academic learning requirements as of June 10,~~  
6 ~~2010, including the comparative level of rigor and specificity of the~~  
7 ~~standards and the implications of any identified differences; and~~

8           ~~(b) An estimated timeline and costs to the state and to school~~  
9 ~~districts to implement the provisionally adopted standards, including~~  
10 ~~providing necessary training, realignment of curriculum, adjustment of~~  
11 ~~state assessments, and other actions.~~

12           ~~(3) The superintendent may implement the revisions to the essential~~  
13 ~~academic learning requirements under this section after the 2011~~  
14 ~~legislative session unless otherwise directed by the legislature.))~~

15           (2) The superintendent of public instruction, in consultation with  
16 the state board of education, shall modify and implement statewide  
17 student assessments developed with a multistate consortium in English  
18 language arts and mathematics. The assessments must be implemented in  
19 the 2014-15 school year. Beginning with the graduating class of 2018,  
20 the English language arts and mathematics assessments or approved  
21 alternatives are required for graduation from a public high school in  
22 accordance with RCW 28A.655.061. The English language arts and  
23 mathematics assessments must be comprehensive assessments and not end-  
24 of-course assessments.

25           **Sec. 6.** RCW 28B.105.010 and 2007 c 214 s 1 are each amended to  
26 read as follows:

27           (1) The GET ready for math and science scholarship program is  
28 established. The purpose of the program is to provide scholarships to  
29 students who achieve level four on the mathematics or science portions  
30 of the ~~((tenth grade Washington))~~ high school statewide student  
31 assessment ~~((of student learning))~~ or achieve a score in the math  
32 section of the SAT or the math section of the ACT that is above the  
33 ninety-fifth percentile, major in a mathematics, science, or related  
34 field in college, and commit to working in mathematics, science, or a  
35 related field for at least three years in Washington following  
36 completion of their bachelor's degree. The program shall be

1 administered by the nonprofit organization selected as the private  
2 partner in the public-private partnership.

3 (2) The total annual amount of each GET ready for math and science  
4 scholarship may vary, but shall not exceed the annual cost of resident  
5 undergraduate tuition fees and mandatory fees at the University of  
6 Washington. An eligible recipient may receive a GET ready for math and  
7 science scholarship for up to one hundred eighty quarter credits, or  
8 the semester equivalent, or for up to five years, whichever comes  
9 first.

10 (3) Scholarships shall be awarded only to the extent that state  
11 funds and private matching funds are available for that purpose in the  
12 GET ready for math and science (~~([scholarship])~~) scholarship account  
13 established in RCW 28B.105.110.

14 **Sec. 7.** RCW 28B.105.030 and 2007 c 214 s 3 are each amended to  
15 read as follows:

16 (1) An eligible student is a student who:

17 (a) Is eligible for resident tuition and fee rates as defined in  
18 RCW 28B.15.012;

19 (b) Achieved level four on the mathematics or science portion of  
20 the (~~(tenth grade Washington)~~) high school statewide student assessment  
21 (~~(of student learning)~~) or achieved a score in the math section of the  
22 SAT or the math section of the ACT that is above the ninety-fifth  
23 percentile;

24 (c) Has a family income at or below one hundred twenty-five percent  
25 of the state median family income at the time the student applies for  
26 a GET ready for math and science scholarship and for up to the two  
27 previous years;

28 (d) Has declared an intention to complete a qualified program or  
29 qualified major or has entered a qualified program or declared a  
30 qualified major at an institution of higher education;

31 (e) Has declared an intention to work in a mathematics, science, or  
32 related field in Washington for at least three years immediately  
33 following completion of a bachelor's degree or higher degree.

34 (2) An eligible recipient is an eligible student who:

35 (a) Has been awarded a scholarship in accordance with the selection  
36 criteria and process established by the (~~(board)~~) student achievement  
37 council and the program administrator;

1 (b) Enrolls at an institution of higher education within one year  
2 of graduating from high school;

3 (c) Maintains satisfactory academic progress, as defined by the  
4 institution of higher education where the student is enrolled;

5 (d) Takes at least one college-level mathematics or science course  
6 each term since enrolling in an institution of higher education; and

7 (e) Enters a qualified program or qualified major no later than the  
8 end of the first term in which the student has junior level standing.

9 **Sec. 8.** RCW 28B.105.060 and 2007 c 214 s 6 are each amended to  
10 read as follows:

11 The office of the superintendent of public instruction shall:

12 (1) Notify elementary, middle, junior high, high school, and school  
13 district staff and administrators, and the children's administration of  
14 the department of social and health services about the GET ready for  
15 math and science scholarship program using methods in place for  
16 communicating with schools and school districts; and

17 (2) Provide data showing the race, ethnicity, income, and other  
18 available demographic information of students who achieve level four of  
19 the math and science (~~(Washington)~~) high school statewide student  
20 assessment (~~(of student learning)~~) in the tenth grade(~~(-)~~); compare  
21 those data with comparable information on the tenth grade student  
22 population as a whole(~~(-)~~); and submit a report with the analysis to  
23 the committees responsible for education and higher education in the  
24 legislature on December 1st of even-numbered years."

**SSB 5587** - S AMD  
By Senator Dammeier

**NOT CONSIDERED**

25 On page 1, beginning on line 1 of the title, after "assessments;"  
26 strike the remainder of the title and insert "amending RCW 28A.655.061,  
27 28A.655.066, 28A.655.070, 28A.655.071, 28B.105.010, 28B.105.030, and  
28 28B.105.060; and creating a new section."

EFFECT: Extends the use of the current Reading and Writing assessment administered at the 10th grade and the Math EOCs through 2014-15.

2014-15 school year: First year for ELA & Math College & Career Readiness (CCR) assessment administered at 11th grade

Graduating Class of 2015: Meets the graduation requirements using Reading, Writing, & both Math EOCs. Same as current law.

Graduating Class of 2016 & 2017: May meet state standard using:  
Reading & Writing assessment OR comprehensive ELA CCR assessment  
Both Math EOCs OR comprehensive Math CCR

Graduating Class of 2018: Must meet state standard on the ELA CCR assessment & Math CCR assessment.

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