
HOUSE BILL 1599

State of Washington

66th Legislature

2019 Regular Session

By Representatives Stonier, Harris, Dolan, Ortiz-Self, MacEwen, Kilduff, Young, Valdez, Wylie, Volz, Bergquist, Stanford, Tharinger, Lekanoff, Pollet, Slatter, and Ormsby

Read first time 01/24/19. Referred to Committee on Education.

1 AN ACT Relating to promoting career and college readiness through
2 modified high school graduation requirements; amending RCW
3 28A.655.065, 28A.230.090, 28A.155.045, 28A.655.061, 28A.155.170,
4 28A.180.100, 28A.195.010, 28A.200.010, 28A.230.122, 28A.230.125,
5 28A.320.190, 28A.320.208, 28A.600.310, 28A.700.080, 28A.415.360,
6 28A.655.068, 28A.655.070, 28A.655.090, 28A.655.200, and 28A.655.063;
7 adding new sections to chapter 28A.655 RCW; repealing RCW
8 28A.655.066; providing expiration dates; and declaring an emergency.

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

10 **PART I**

11 **DECOUPLING STATEWIDE ASSESSMENTS FROM GRADUATION REQUIREMENTS AND**
12 **MAKING OTHER MODIFICATIONS**

13 **Sec. 101.** RCW 28A.655.065 and 2017 3rd sp.s. c 31 s 2 are each
14 amended to read as follows:

15 (1) The legislature has made a commitment to rigorous academic
16 standards for receipt of a high school diploma. The primary way that
17 students will demonstrate that they meet the standards in reading,
18 writing, mathematics, and science is through the statewide student
19 assessment. Only objective assessments that are comparable in rigor
20 to the state assessment are authorized as an alternative assessment.

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

5 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
6 and concluding with the graduating class of 2019, the superintendent
7 of public instruction shall implement objective alternative
8 assessment methods as provided in this section for students to
9 demonstrate achievement of the state standards in content areas in
10 which the student has not yet met the standard on the high school
11 statewide student assessment. A student may access an alternative if
12 the student meets applicable eligibility criteria in RCW 28A.655.061
13 and this section and other eligibility criteria established by the
14 superintendent of public instruction, including but not limited to
15 attendance criteria and participation in the remediation or
16 supplemental instruction contained in the student learning plan
17 developed under RCW 28A.655.061. A school district may waive
18 attendance and/or remediation criteria for special, unavoidable
19 circumstances.

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

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

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

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 implement:

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

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

20 (c)(i) For the graduating classes of 2014, 2015, 2016, 2017,
21 ~~((and))~~ 2018, and 2019, an expedited appeal process for waiving
22 specific requirements in RCW 28A.655.061 pertaining to the
23 certificate of academic achievement and the certificate of individual
24 achievement for eligible students who have not met the state standard
25 on the English language arts statewide student assessment, the
26 mathematics high school statewide student assessment, or both. The
27 student or the student's parent, guardian, or principal may initiate
28 an appeal with the district and the district has the authority to
29 determine which appeals are submitted to the superintendent of public
30 instruction for review and approval. The superintendent of public
31 instruction may only approve an appeal if it has been demonstrated
32 that the student has the necessary skills and knowledge to meet the
33 high school graduation standard and that the student has the skills
34 necessary to successfully achieve the college or career goals
35 established in his or her high school and beyond plan. Pathways for
36 demonstrating the necessary skills and knowledge may include, but are
37 not limited to:

38 (A) Successful completion of a college-level class in the
39 relevant subject area;

1 (B) Admission to a higher education institution or career
2 preparation program;

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

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

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

9 (iii) A student in the class of 2018 or 2019 is eligible for the
10 expedited appeal process in (c)(i) of this subsection if he or she
11 has met all other graduation requirements established by the state
12 and district and has attempted at least one alternative assessment
13 option as established in (~~RCW 28A.655.065~~) this section.

14 (6) The state board of education shall examine opportunities for
15 additional alternative assessments, including the possible use of one
16 or more standardized norm-referenced student achievement tests and
17 the possible use of the reading, writing, or mathematics portions of
18 the ACT ASSET and ACT COMPASS test instruments as objective
19 alternative assessments for demonstrating that a student has met the
20 state standards for the certificate of academic achievement. The
21 state board shall submit its findings and recommendations to the
22 education committees of the legislature by January 10, 2008.

23 (7) The superintendent of public instruction shall adopt rules to
24 implement this section.

25 (8) This section expires August 31, 2021.

26 **Sec. 102.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to
27 read as follows:

28 (1) The state board of education shall establish high school
29 graduation requirements or equivalencies for students, except as
30 provided in RCW 28A.230.122 and except those equivalencies
31 established by local high schools or school districts under RCW
32 28A.230.097. The purpose of a high school diploma is to declare that
33 a student is ready for success in postsecondary education, gainful
34 employment, and citizenship, and is equipped with the skills to be a
35 lifelong learner.

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

1 (b) Except as provided otherwise in this subsection, the
2 certificate of academic achievement requirements under RCW
3 28A.655.061 or the certificate of individual achievement requirements
4 under RCW 28A.155.045 are required for graduation from a public high
5 school but are not the only requirements for graduation. The
6 requirement to earn a certificate of academic achievement or
7 certificate of individual achievement to qualify for graduation from
8 a public high school concludes with the graduating class of 2019 and
9 does not apply to students in the graduating class of 2020 and
10 subsequent classes.

11 (c) (i) Each student must have a high school and beyond plan to
12 guide the student's high school experience and ~~((prepare))~~ inform
13 course taking that is aligned with the student's goals for
14 ~~((postsecondary))~~ education or training and career after high school.

15 (ii) (A) 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 (B) For students with an individualized education program, the
20 high school and beyond plan must be developed in alignment with their
21 individualized education program. The high school and beyond plan
22 must be developed in a similar manner and with similar school
23 personnel as for all other students.

24 (iii) (A) The high school and beyond plan must be updated to
25 reflect high school assessment results in RCW 28A.655.070(3)(b) and
26 to review transcripts, assess progress toward identified goals, and
27 revised as necessary for changing interests, goals, and needs. The
28 plan must identify available interventions and academic support,
29 courses, or both, that are designed for students who ~~((have not met~~
30 ~~the high school graduation standard))~~ are not on track to graduate,
31 to enable them to ~~((meet the standard))~~ fulfill high school
32 graduation requirements. Each student's high school and beyond plan
33 must be updated to inform junior year course taking.

34 (B) For students with an individualized education program, the
35 high school and beyond plan must be updated in alignment with their
36 school to postschool transition plan. The high school and beyond plan
37 must be updated in a similar manner and with similar school personnel
38 as for all other students.

39 (iv) School districts are encouraged to involve parents and
40 guardians in the process of developing and updating the high school

1 and beyond plan, and the plan must be provided to the students'
2 parents or guardians in their native language if that language is one
3 of the two most frequently spoken non-English languages of students
4 in the district. Nothing in this subsection (1)(c)(~~(iii)~~) (iv)
5 prevents districts from providing high school and beyond plans to
6 parents and guardians in additional languages that are not required
7 by this subsection.

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

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

12 (B) Identification of educational goals;

13 (C) Identification of dual credit programs and the opportunities
14 they create for students, including but not limited to career and
15 technical education programs, running start programs, and college in
16 the high school programs;

17 (D) Information about the college bound scholarship program
18 established in chapter 28B.118 RCW;

19 (E) A four-year plan for course taking that:

20 (I) Includes information about options for satisfying state and
21 local graduation requirements;

22 (II) Satisfies state and local graduation requirements;

23 (III) Aligns with the student's secondary and postsecondary
24 goals, which can include education, training, and career;

25 (IV) Identifies ~~((dual credit programs and the opportunities they~~
26 ~~create for students))~~ course sequences to inform academic
27 acceleration, as described in RCW 28A.320.195 that include dual
28 credit courses or programs and are aligned with the student's goals;
29 and

30 (V) Includes information about the college bound scholarship
31 program; ~~(and)~~

32 (F) Evidence that the student has received the following
33 information on federal and state financial aid programs that help pay
34 for the costs of a postsecondary program:

35 (I) Information about the documentation necessary for completing
36 the applications; application timeliness and submission deadlines;
37 the importance of submitting applications early; information specific
38 to students who are or have been in foster care; information specific
39 to students who are, or are at risk of being, homeless; information
40 specific to students whose family member or guardians will be

1 required to provide financial and tax information necessary to
2 complete applications; and

3 (II) Opportunities to participate in sessions that assist
4 students and, when necessary, their family members or guardians, fill
5 out financial aid applications; and

6 (G) By the end of the twelfth grade, a current resume or activity
7 log that provides a written compilation of the student's education,
8 any work experience, and any community service and how the school
9 district has recognized the community service pursuant to RCW
10 28A.320.193.

11 (d) Any decision on whether a student has met the state board's
12 high school graduation requirements for a high school and beyond plan
13 shall remain at the local level. Effective with the graduating class
14 of 2015, the state board of education may not establish a requirement
15 for students to complete a culminating project for graduation. A
16 district may establish additional, local requirements for a high
17 school and beyond plan to serve the needs and interests of its
18 students and the purposes of this section.

19 (e)(i) The state board of education shall adopt rules to
20 implement the career and college ready graduation requirement
21 proposal adopted under board resolution on November 10, 2010, and
22 revised on January 9, 2014, to take effect beginning with the
23 graduating class of 2019 or as otherwise provided in this subsection
24 (1)(e). The rules must include authorization for a school district to
25 waive up to two credits for individual students based on ~~((unusual))~~
26 the student's circumstances ~~((and in accordance with))~~, provided that
27 none of the waived credits are identified as mandatory core credits
28 by the state board of education. School districts must adhere to
29 written policies authorizing the waivers that must be adopted by each
30 board of directors of a school district that grants diplomas. The
31 rules must also provide that the content of the third credit of
32 mathematics and the content of the third credit of science may be
33 chosen by the student based on the student's interests and high
34 school and beyond plan with agreement of the student's parent or
35 guardian or agreement of the school counselor or principal.

36 (ii) School districts may apply to the state board of education
37 for a waiver to implement the career and college ready graduation
38 requirement proposal beginning with the graduating class of 2020 or
39 2021 instead of the graduating class of 2019. In the application, a
40 school district must describe why the waiver is being requested, the

1 specific impediments preventing timely implementation, and efforts
2 that will be taken to achieve implementation with the graduating
3 class proposed under the waiver. The state board of education shall
4 grant a waiver under this subsection (1)(e) to an applying school
5 district at the next subsequent meeting of the board after receiving
6 an application.

7 (iii) A school district must update the high school and beyond
8 plans for each student who has not earned a score of level 3 or level
9 4 on the middle school mathematics assessment identified in RCW
10 28A.655.070 by ninth grade, to ensure that the student takes a
11 mathematics course in both ninth and tenth grades. This course may
12 include career and technical education equivalencies in mathematics
13 adopted pursuant to RCW 28A.230.097.

14 (2)(a) In recognition of the statutory authority of the state
15 board of education to establish and enforce minimum high school
16 graduation requirements, the state board shall periodically
17 reevaluate the graduation requirements and shall report such findings
18 to the legislature in a timely manner as determined by the state
19 board.

20 (b) The state board shall reevaluate the graduation requirements
21 for students enrolled in vocationally intensive and rigorous career
22 and technical education programs, particularly those programs that
23 lead to a certificate or credential that is state or nationally
24 recognized. The purpose of the evaluation is to ensure that students
25 enrolled in these programs have sufficient opportunity to earn a
26 certificate of academic achievement, complete the program and earn
27 the program's certificate or credential, and complete other state and
28 local graduation requirements.

29 (c) The state board shall forward any proposed changes to the
30 high school graduation requirements to the education committees of
31 the legislature for review. The legislature shall have the
32 opportunity to act during a regular legislative session before the
33 changes are adopted through administrative rule by the state board.
34 Changes that have a fiscal impact on school districts, as identified
35 by a fiscal analysis prepared by the office of the superintendent of
36 public instruction, shall take effect only if formally authorized and
37 funded by the legislature through the omnibus appropriations act or
38 other enacted legislation.

39 (3) Pursuant to any requirement for instruction in languages
40 other than English established by the state board of education or a

1 local school district, or both, for purposes of high school
2 graduation, students who receive instruction in American sign
3 language or one or more American Indian languages shall be considered
4 to have satisfied the state or local school district graduation
5 requirement for instruction in one or more languages other than
6 English.

7 (4) (~~if~~) Unless requested otherwise by the student and (~~his or~~
8 ~~her~~) the student's family, a student who has completed high school
9 courses before attending high school shall be given high school
10 credit which shall be applied to fulfilling high school graduation
11 requirements if:

12 (a) The course was taken with high school students, if the
13 academic level of the course exceeds the requirements for seventh and
14 eighth grade classes, and the student has successfully passed by
15 completing the same course requirements and examinations as the high
16 school students enrolled in the class; or

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

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

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

29 **Sec. 103.** RCW 28A.155.045 and 2007 c 354 s 3 are each amended to
30 read as follows:

31 Beginning with the graduating class of 2008, and concluding with
32 the graduating class of 2019, students served under this chapter, who
33 are not appropriately assessed by the high school Washington
34 assessment system as defined in RCW 28A.655.061, even with
35 accommodations, may earn a certificate of individual achievement. The
36 certificate may be earned using multiple ways to demonstrate skills
37 and abilities commensurate with their individual education programs.
38 The determination of whether the high school assessment system is
39 appropriate shall be made by the student's individual education

1 program team. (~~Except as provided in RCW 28A.655.0611,~~) For these
2 students, the certificate of individual achievement is required for
3 graduation from a public high school, but need not be the only
4 requirement for graduation. When measures other than the high school
5 assessment system as defined in RCW 28A.655.061 are used, the
6 measures shall be in agreement with the appropriate educational
7 opportunity provided for the student as required by this chapter. The
8 superintendent of public instruction shall develop the guidelines for
9 determining which students should not be required to participate in
10 the high school assessment system and which types of assessments are
11 appropriate to use.

12 When measures other than the high school assessment system as
13 defined in RCW 28A.655.061 are used for high school graduation
14 purposes, the student's high school transcript shall note whether
15 that student has earned a certificate of individual achievement.

16 Nothing in this section shall be construed to deny a student the
17 right to participation in the high school assessment system as
18 defined in RCW 28A.655.061, and, upon successfully meeting the high
19 school standard, receipt of the certificate of academic achievement.

20 This section expires August 31, 2021.

21 **Sec. 104.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each
22 amended to read as follows:

23 (1) The high school assessment system shall include but need not
24 be 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))~~) (9) of this section, one or more
28 objective alternative assessments for a student to demonstrate
29 achievement of state academic standards. The objective alternative
30 assessments for each content area shall be comparable in rigor to the
31 skills and knowledge that the student must demonstrate on the
32 statewide student assessment for each content area.

33 (2) Subject to the conditions in this section, and concluding
34 with the graduating class of 2019, a certificate of academic
35 achievement shall be obtained and is evidence that the students have
36 successfully met the state standard in the content areas included in
37 the certificate. With the exception of students satisfying the
38 provisions of RCW 28A.155.045 (~~(or 28A.655.0611)~~), acquisition of the

1 certificate is required for graduation from a public high school but
2 is not the only requirement for graduation.

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

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

20 (i) Students in the graduating class of 2016 may use the results
21 from:

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

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

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

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

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

38 (c) Beginning with the graduating class of 2019, a student who
39 meets the high school graduation standard on the high school English
40 language arts assessment developed with the multistate consortium and

1 the comprehensive mathematics assessment developed with the
2 multistate consortium shall earn a certificate of academic
3 achievement.

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

10 ~~(e))~~ If a student does not successfully meet the state standards
11 in one or more content areas required for the certificate of academic
12 achievement, then the student may retake the assessment in the
13 content area at least twice a year at no cost to the student. If the
14 student successfully meets the state standards on a retake of the
15 assessment then the student shall earn a certificate of academic
16 achievement. Once objective alternative assessments are authorized
17 pursuant to subsection ~~((10))~~ (9) of this section, a student may
18 use the objective alternative assessments to demonstrate that the
19 student successfully meets the state standards for that content area
20 if the student has taken the statewide student assessment at least
21 once. If the student successfully meets the state standards on the
22 objective alternative assessments then the student shall earn a
23 certificate of academic achievement.

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

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

37 ~~((6))~~ (5) A student may retain and use the highest result from
38 each successfully completed content area of the high school
39 assessment.

1 ~~((7))~~ (6) School districts must make available to students the
2 following options:

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

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

13 ~~((8))~~ (7) Students who achieve the standard in a content area
14 of the high school assessment but who wish to improve their results
15 shall pay for retaking the assessment, using a uniform cost
16 determined by the superintendent of public instruction.

17 ~~((9))~~ (8) Opportunities to retake the assessment at least twice
18 a year shall be available to each school district.

19 ~~((10))~~ (9)(a) The office of the superintendent of public
20 instruction shall develop options for implementing objective
21 alternative assessments, which may include an appeals process for
22 students' scores, for students to demonstrate achievement of the
23 state academic standards. The objective alternative assessments shall
24 be comparable in rigor to the skills and knowledge that the student
25 must demonstrate on the statewide student assessment and be objective
26 in its determination of student achievement of the state standards.
27 Before any objective alternative assessments in addition to those
28 authorized in RCW 28A.655.065 or (b) of this subsection are used by a
29 student to demonstrate that the student has met the state standards
30 in a content area required to obtain a certificate, the legislature
31 shall formally approve the use of any objective alternative
32 assessments through the omnibus appropriations act or by statute or
33 concurrent resolution.

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

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

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

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

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

9 (iv) (A) Beginning in the 2018-19 school year, high school
10 students who have not earned a certificate of academic achievement
11 due to not meeting the high school graduation standard on the
12 mathematics or English language arts assessment may take and pass a
13 locally determined course in the content area in which the student
14 was not successful, and may use the passing score on a locally
15 administered assessment tied to that course and approved under the
16 provisions of this subsection (~~((10))~~) (9)(b)(iv), as an objective
17 alternative assessment for demonstrating that the student has met or
18 exceeded the high school graduation standard. High school transition
19 courses and the assessments offered in association with high school
20 transition courses shall be considered an approved locally determined
21 course and assessment for demonstrating that the student met or
22 exceeded the high school graduation standard. The course must be
23 rigorous and consistent with the student's educational and career
24 goals identified in his or her high school and beyond plan, and may
25 include career and technical education equivalencies in English
26 language arts or mathematics adopted pursuant to RCW 28A.230.097.
27 School districts shall record students' participation in locally
28 determined courses under this section in the statewide individual
29 data system.

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

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

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

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

21 (~~((11))~~) (10) To help assure continued progress in academic
22 achievement as a foundation for high school graduation and to assure
23 that students are on track for high school graduation, each school
24 district shall:

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

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

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

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

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

9 (iii) Any credit deficiencies;

10 (iv) The student's attendance rates over the previous two years;

11 (v) The student's progress toward meeting state and local
12 graduation requirements;

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

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

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

22 (ix) School district programs, high school courses, and career
23 and technical education options available for students to meet
24 graduation requirements; and

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

28 (11) This section expires August 31, 2021.

29 **Sec. 105.** RCW 28A.155.170 and 2007 c 318 s 2 are each amended to
30 read as follows:

31 (1) Beginning July 1, 2007, each school district that operates a
32 high school shall establish a policy and procedures that permit any
33 student who is receiving special education or related services under
34 an individualized education program pursuant to state and federal law
35 and who will continue to receive such services between the ages of
36 eighteen and twenty-one to participate in the graduation ceremony and
37 activities after four years of high school attendance with his or her
38 age-appropriate peers and receive a certificate of attendance.

1 (2) Participation in a graduation ceremony and receipt of a
2 certificate of attendance under this section does not preclude a
3 student from continuing to receive special education and related
4 services under an individualized education program beyond the
5 graduation ceremony.

6 (3) A student's participation in a graduation ceremony and
7 receipt of a certificate of attendance under this section shall not
8 be construed as the student's receipt of (~~either:~~

9 ~~(a)) a high school diploma pursuant to RCW 28A.230.120 (~~or~~~~

10 ~~(b) A certificate of individual achievement pursuant to RCW~~
11 ~~28A.155.045)).~~

12 **Sec. 106.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended
13 to read as follows:

14 The office of the superintendent of public instruction and the
15 state board for community and technical colleges shall jointly
16 develop a program plan to provide a continuing education option for
17 students who are eligible for the state transitional bilingual
18 instruction program and who need more time to develop language
19 proficiency but who are more age-appropriately suited for a
20 postsecondary learning environment than for a high school. (~~In~~
21 ~~developing the plan, the superintendent of public instruction shall~~
22 ~~consider options to formally recognize the accomplishments of~~
23 ~~students in the state transitional bilingual instruction program who~~
24 ~~have completed the twelfth grade but have not earned a certificate of~~
25 ~~academic achievement.)) By December 1, 2004, the agencies shall
26 report to the legislative education and fiscal committees with any
27 recommendations for legislative action and any resources necessary to
28 implement the plan.~~

29 **Sec. 107.** RCW 28A.195.010 and 2018 c 177 s 201 are each amended
30 to read as follows:

31 The legislature hereby recognizes that private schools should be
32 subject only to those minimum state controls necessary to insure the
33 health and safety of all the students in the state and to insure a
34 sufficient basic education to meet usual graduation requirements. The
35 state, any agency or official thereof, shall not restrict or dictate
36 any specific educational or other programs for private schools except
37 as hereinafter in this section provided.

1 The administrative or executive authority of private schools or
2 private school districts shall file each year with the state board of
3 education a statement certifying that the minimum requirements
4 hereinafter set forth are being met, noting any deviations. The state
5 board of education may request clarification or additional
6 information. After review of the statement, the state board of
7 education will notify schools or school districts of any concerns,
8 deficiencies, and deviations which must be corrected. If there are
9 any unresolved concerns, deficiencies, or deviations, the school or
10 school district may request or the state board of education on its
11 own initiative may grant provisional status for one year in order
12 that the school or school district may take action to meet the
13 requirements. The state board of education shall not require private
14 school students to meet the student learning goals, (~~to obtain a~~
15 ~~certificate of academic achievement, or a certificate of individual~~
16 ~~achievement to graduate from high school,~~) to ((~~master~~)) learn the
17 essential academic learning requirements, or to be assessed pursuant
18 to RCW ((~~28A.655.061~~)) 28A.655.070. However, private schools may
19 choose, on a voluntary basis, to have their students ((~~master~~)) learn
20 these essential academic learning requirements((~~,~~)) or take the
21 assessments((~~, and obtain a certificate of academic achievement or a~~
22 ~~certificate of individual achievement~~)). Minimum requirements shall
23 be as follows:

24 (1) The minimum school year for instructional purposes shall
25 consist of no less than one hundred eighty school days or the
26 equivalent in annual minimum instructional hour offerings, with a
27 school-wide annual average total instructional hour offering of one
28 thousand hours for students enrolled in grades one through twelve,
29 and at least four hundred fifty hours for students enrolled in
30 kindergarten.

31 (2) The school day shall be the same as defined in RCW
32 28A.150.203.

33 (3) All classroom teachers shall hold appropriate Washington
34 state certification except as follows:

35 (a) Teachers for religious courses or courses for which no
36 counterpart exists in public schools shall not be required to obtain
37 a state certificate to teach those courses.

38 (b) In exceptional cases, people of unusual competence but
39 without certification may teach students so long as a certified
40 person exercises general supervision. Annual written statements shall

1 be submitted to the state board of education reporting and explaining
2 such circumstances.

3 (4) An approved private school may operate an extension program
4 for parents, guardians, or persons having legal custody of a child to
5 teach children in their custody. The extension program shall require
6 at a minimum that:

7 (a) The parent, guardian, or custodian be under the supervision
8 of an employee of the approved private school who is certificated
9 under chapter 28A.410 RCW;

10 (b) The planning by the certificated person and the parent,
11 guardian, or person having legal custody include objectives
12 consistent with this subsection and subsections (1), (2), (5), (6),
13 and (7) of this section;

14 (c) The certificated person spend a minimum average each month of
15 one contact hour per week with each student under his or her
16 supervision who is enrolled in the approved private school extension
17 program;

18 (d) Each student's progress be evaluated by the certificated
19 person; and

20 (e) The certificated employee shall not supervise more than
21 thirty students enrolled in the approved private school's extension
22 program.

23 (5) Appropriate measures shall be taken to safeguard all
24 permanent records against loss or damage.

25 (6) The physical facilities of the school or district shall be
26 adequate to meet the program offered by the school or district:
27 PROVIDED, That each school building shall meet reasonable health and
28 fire safety requirements. A residential dwelling of the parent,
29 guardian, or custodian shall be deemed to be an adequate physical
30 facility when a parent, guardian, or person having legal custody is
31 instructing his or her child under subsection (4) of this section.

32 (7) Private school curriculum shall include instruction of the
33 basic skills of occupational education, science, mathematics,
34 language, social studies, history, health, reading, writing,
35 spelling, and the development of appreciation of art and music, all
36 in sufficient units for meeting state board of education graduation
37 requirements.

38 (8) Each school or school district shall be required to maintain
39 up-to-date policy statements related to the administration and
40 operation of the school or school district.

1 All decisions of policy, philosophy, selection of books, teaching
2 material, curriculum, except as in subsection (7) of this section
3 provided, school rules and administration, or other matters not
4 specifically referred to in this section, shall be the responsibility
5 of the administration and administrators of the particular private
6 school involved.

7 **Sec. 108.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended
8 to read as follows:

9 (1) Each parent whose child is receiving home-based instruction
10 under RCW 28A.225.010(4) shall have the duty to:

11 (a) File annually a signed declaration of intent that he or she
12 is planning to cause his or her child to receive home-based
13 instruction. The statement shall include the name and age of the
14 child, shall specify whether a certificated person will be
15 supervising the instruction, and shall be written in a format
16 prescribed by the superintendent of public instruction. Each parent
17 shall file the statement by September 15th of the school year or
18 within two weeks of the beginning of any public school quarter,
19 trimester, or semester with the superintendent of the public school
20 district within which the parent resides or the district that accepts
21 the transfer, and the student shall be deemed a transfer student of
22 the nonresident district. Parents may apply for transfer under RCW
23 28A.225.220;

24 (b) Ensure that test scores or annual academic progress
25 assessments and immunization records, together with any other records
26 that are kept relating to the instructional and educational
27 activities provided, are forwarded to any other public or private
28 school to which the child transfers. At the time of a transfer to a
29 public school, the superintendent of the local school district in
30 which the child enrolls may require a standardized achievement test
31 to be administered and shall have the authority to determine the
32 appropriate grade and course level placement of the child after
33 consultation with parents and review of the child's records; and

34 (c) Ensure that a standardized achievement test approved by the
35 state board of education is administered annually to the child by a
36 qualified individual or that an annual assessment of the student's
37 academic progress is written by a certificated person who is
38 currently working in the field of education. The state board of
39 education shall not require these children to meet the student

1 learning goals, (~~master~~) learn the essential academic learning
2 requirements, (~~to~~) or take the assessments (~~, or to obtain a~~
3 ~~certificate of academic achievement or a certificate of individual~~
4 ~~achievement pursuant to RCW 28A.655.061 and 28A.155.045~~) under RCW
5 28A.655.070. The standardized test administered or the annual
6 academic progress assessment written shall be made a part of the
7 child's permanent records. If, as a result of the annual test or
8 assessment, it is determined that the child is not making reasonable
9 progress consistent with his or her age or stage of development, the
10 parent shall make a good faith effort to remedy any deficiency.

11 (2) Failure of a parent to comply with the duties in this section
12 shall be deemed a failure of such parent's child to attend school
13 without valid justification under RCW 28A.225.020. Parents who do
14 comply with the duties set forth in this section shall be presumed to
15 be providing home-based instruction as set forth in RCW
16 28A.225.010(4).

17 **Sec. 109.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to
18 read as follows:

19 (1) A student who fulfills the requirements specified in
20 subsection (3) of this section toward completion of an international
21 baccalaureate diploma programme is considered to have satisfied state
22 minimum requirements for graduation from a public high school, except
23 that (~~÷~~

24 ~~(a) The provisions of RCW 28A.655.061 regarding the certificate~~
25 ~~of academic achievement or RCW 28A.155.045 regarding the certificate~~
26 ~~of individual achievement apply to students under this section; and~~

27 ~~(b))~~ the provisions of RCW 28A.230.170 regarding study of the
28 United States Constitution and the Washington state Constitution
29 apply to students under this section.

30 (2) School districts may require students under this section to
31 complete local graduation requirements that are in addition to state
32 minimum requirements before issuing a high school diploma under RCW
33 28A.230.120. However, school districts are encouraged to waive local
34 requirements as necessary to encourage students to pursue an
35 international baccalaureate diploma.

36 (3) To receive a high school diploma under this section, a
37 student must complete and pass all required international
38 baccalaureate diploma programme courses as scored at the local level;
39 pass all internal assessments as scored at the local level;

1 successfully complete all required projects and products as scored at
2 the local level; and complete the final examinations administered by
3 the international baccalaureate organization in each of the required
4 subjects under the diploma programme.

5 **Sec. 110.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to
6 read as follows:

7 (1) The superintendent of public instruction, in consultation
8 with the four-year institutions as defined in RCW 28B.76.020, the
9 state board for community and technical colleges, and the workforce
10 training and education coordinating board, shall develop for use by
11 all public school districts a standardized high school transcript.
12 The superintendent shall establish clear definitions for the terms
13 "credits" and "hours" so that school programs operating on the
14 quarter, semester, or trimester system can be compared.

15 ~~(2) ((The standardized high school transcript shall include a
16 notation of whether the student has earned a certificate of
17 individual achievement or a certificate of academic achievement.~~

18 ~~(3))~~ The standardized high school transcript may include a
19 notation of whether the student has earned the Washington state seal
20 of biliteracy established under RCW 28A.300.575.

21 **Sec. 111.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
22 read as follows:

23 (1) The extended learning opportunities program is created for
24 eligible eleventh and twelfth grade students who are not on track to
25 meet local or state graduation requirements as well as eighth grade
26 students who need additional assistance in order to have the
27 opportunity for a successful entry into high school. The program
28 shall provide early notification of graduation status and information
29 on education opportunities including preapprenticeship programs that
30 are available.

31 (2) Under the extended learning opportunities program and to the
32 extent funds are available for that purpose, districts shall make
33 available to students in grade twelve who have failed to meet one or
34 more local or state graduation requirements the option of continuing
35 enrollment in the school district in accordance with RCW 28A.225.160.
36 Districts are authorized to use basic education program funding to
37 provide instruction to eligible students under RCW 28A.150.220(~~(3))~~)
38 (5).

1 (3) Under the extended learning opportunities program,
2 instructional services for eligible students can occur during the
3 regular school day, evenings, on weekends, or at a time and location
4 deemed appropriate by the school district, including the educational
5 service district, in order to meet the needs of these students.
6 Instructional services provided under this section do not include
7 services offered at private schools. Instructional services can
8 include, but are not limited to, the following:

9 (a) Individual or small group instruction;

10 (b) ~~((Instruction in English language arts and/or mathematics~~
11 ~~that eligible students need to pass all or part of the Washington~~
12 ~~assessment of student learning;~~

13 ~~(c))~~ Attendance in a public high school or public alternative
14 school classes or at a skill center;

15 ~~((d))~~ (c) Inclusion in remediation programs, including summer
16 school;

17 ~~((e))~~ (d) Language development instruction for English language
18 learners;

19 ~~((f))~~ (e) Online curriculum and instructional support,
20 including programs for credit retrieval and ~~((Washington))~~ statewide
21 student assessment ~~((of student learning))~~ preparatory classes; and

22 ~~((g))~~ (f) Reading improvement specialists available at the
23 educational service districts to serve eighth, eleventh, and twelfth
24 grade educators through professional development in accordance with
25 RCW 28A.415.350. The reading improvement specialist may also provide
26 direct services to eligible students and those students electing to
27 continue a fifth year in a high school program who are still
28 struggling with basic reading skills.

29 **Sec. 112.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each
30 amended to read as follows:

31 (1) At the beginning of each school year, school districts must
32 notify parents and guardians of enrolled students from eighth through
33 twelfth grade about each student assessment required by the state,
34 the minimum state-level graduation requirements, and any additional
35 school district graduation requirements. The information may be
36 provided when the student is enrolled, contained in the student or
37 parent handbook, or posted on the school district's web site. The
38 notification must include the following:

39 (a) When each assessment will be administered;

1 (b) (~~Which assessments will be required for graduation and what~~
2 ~~options students have to meet graduation requirements if they do not~~
3 ~~pass a given assessment;~~

4 ~~(e))~~ Whether the results of the assessment will be used for
5 program placement or grade-level advancement;

6 ~~((d))~~ (c) When the assessment results will be released to
7 parents or guardians and whether there will be an opportunity for
8 parents and teachers to discuss strategic adjustments; and

9 ~~((e))~~ (d) Whether the assessment is required by the school
10 district, state, federal government, or more than one of these
11 entities.

12 (2) The office of the superintendent of public instruction shall
13 provide information to the school districts to enable the districts
14 to provide the information to the parents and guardians in accordance
15 with subsection (1) of this section.

16 **Sec. 113.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
17 read as follows:

18 (1)(a) Eleventh and twelfth grade students or students who have
19 not yet received the credits required for the award of a high school
20 diploma and are eligible to be in the eleventh or twelfth grades may
21 apply to a participating institution of higher education to enroll in
22 courses or programs offered by the institution of higher education.

23 (b) The course sections and programs offered as running start
24 courses must also be open for registration to matriculated students
25 at the participating institution of higher education and may not be a
26 course consisting solely of high school students offered at a high
27 school campus.

28 (c) A student receiving home-based instruction enrolling in a
29 public high school for the sole purpose of participating in courses
30 or programs offered by institutions of higher education shall not be
31 counted by the school district in any required state or federal
32 accountability reporting if the student's parents or guardians filed
33 a declaration of intent to provide home-based instruction and the
34 student received home-based instruction during the school year before
35 the school year in which the student intends to participate in
36 courses or programs offered by the institution of higher education.
37 Students receiving home-based instruction under chapter 28A.200 RCW
38 and students attending private schools approved under chapter 28A.195
39 RCW shall not be required to meet the student learning goals((7

1 ~~obtain a certificate of academic achievement or a certificate of~~
2 ~~individual achievement to graduate from high school,~~) or to
3 ((~~master~~)) learn the essential academic learning requirements.
4 However, students are eligible to enroll in courses or programs in
5 participating universities only if the board of directors of the
6 student's school district has decided to participate in the program.
7 Participating institutions of higher education, in consultation with
8 school districts, may establish admission standards for these
9 students. If the institution of higher education accepts a secondary
10 school pupil for enrollment under this section, the institution of
11 higher education shall send written notice to the pupil and the
12 pupil's school district within ten days of acceptance. The notice
13 shall indicate the course and hours of enrollment for that pupil.

14 (2) (a) In lieu of tuition and fees, as defined in RCW 28B.15.020
15 and 28B.15.041:

16 (i) Running start students shall pay to the community or
17 technical college all other mandatory fees as established by each
18 community or technical college and, in addition, the state board for
19 community and technical colleges may authorize a fee of up to ten
20 percent of tuition and fees as defined in RCW 28B.15.020 and
21 28B.15.041; and

22 (ii) All other institutions of higher education operating a
23 running start program may charge running start students a fee of up
24 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
25 28B.15.041 in addition to technology fees.

26 (b) The fees charged under this subsection (2) shall be prorated
27 based on credit load.

28 (c) Students may pay fees under this subsection with advanced
29 college tuition payment program tuition units at a rate set by the
30 advanced college tuition payment program governing body under chapter
31 28B.95 RCW.

32 (3) (a) The institutions of higher education must make available
33 fee waivers for low-income running start students. Each institution
34 must establish a written policy for the determination of low-income
35 students before offering the fee waiver. A student shall be
36 considered low income and eligible for a fee waiver upon proof that
37 the student is currently qualified to receive free or reduced-price
38 lunch. Acceptable documentation of low-income status may also
39 include, but is not limited to, documentation that a student has been

1 deemed eligible for free or reduced-price lunches in the last five
2 years, or other criteria established in the institution's policy.

3 (b) Institutions of higher education, in collaboration with
4 relevant student associations, shall aim to have students who can
5 benefit from fee waivers take advantage of these waivers.
6 Institutions shall make every effort to communicate to students and
7 their families the benefits of the waivers and provide assistance to
8 students and their families on how to apply. Information about
9 waivers shall, to the greatest extent possible, be incorporated into
10 financial aid counseling, admission information, and individual
11 billing statements. Institutions also shall, to the greatest extent
12 possible, use all means of communication, including but not limited
13 to web sites, online catalogues, admission and registration forms,
14 mass email messaging, social media, and outside marketing to ensure
15 that information about waivers is visible, compelling, and reaches
16 the maximum number of students and families that can benefit.

17 (4) The pupil's school district shall transmit to the institution
18 of higher education an amount per each full-time equivalent college
19 student at statewide uniform rates for vocational and nonvocational
20 students. The superintendent of public instruction shall separately
21 calculate and allocate moneys appropriated for basic education under
22 RCW 28A.150.260 to school districts for purposes of making such
23 payments and for granting school districts seven percent thereof to
24 offset program related costs. The calculations and allocations shall
25 be based upon the estimated statewide annual average per full-time
26 equivalent high school student allocations under RCW 28A.150.260,
27 excluding small high school enhancements, and applicable rules
28 adopted under chapter 34.05 RCW. The superintendent of public
29 instruction, participating institutions of higher education, and the
30 state board for community and technical colleges shall consult on the
31 calculation and distribution of the funds. The funds received by the
32 institution of higher education from the school district shall not be
33 deemed tuition or operating fees and may be retained by the
34 institution of higher education. A student enrolled under this
35 subsection shall be counted for the purpose of meeting enrollment
36 targets in accordance with terms and conditions specified in the
37 omnibus appropriations act.

38 **Sec. 114.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
39 to read as follows:

1 (1) Subject to funds appropriated for this purpose, the office of
2 the superintendent of public instruction shall develop and conduct an
3 ongoing campaign for career and technical education to increase
4 awareness among teachers, counselors, students, parents, principals,
5 school administrators, and the general public about the opportunities
6 offered by rigorous career and technical education programs. Messages
7 in the campaign shall emphasize career and technical education as a
8 high quality educational pathway for students, including for students
9 who seek advanced education that includes a bachelor's degree or
10 beyond. In particular, the office shall provide information about the
11 following:

12 (a) The model career and technical education programs of study
13 developed under RCW 28A.700.060;

14 (b) Career and technical education course equivalencies and dual
15 credit for high school and college;

16 (c) ~~((The career and technical education alternative assessment
17 guidelines under RCW 28A.655.065;~~

18 ~~(d))~~ The availability of scholarships for postsecondary
19 workforce education, including the Washington award for vocational
20 excellence, and apprenticeships through the opportunity grant program
21 under RCW 28B.50.271, grants under RCW 28A.700.090, and other
22 programs; and

23 ~~((e))~~ (d) Education, apprenticeship, and career opportunities
24 in emerging and high-demand programs.

25 (2) The office shall use multiple strategies in the campaign
26 depending on available funds, including developing an interactive web
27 site to encourage and facilitate career exploration; conducting
28 training and orientation for guidance counselors and teachers; and
29 developing and disseminating printed materials.

30 (3) The office shall seek advice, participation, and financial
31 assistance from the workforce training and education coordinating
32 board, higher education institutions, foundations, employers,
33 apprenticeship and training councils, workforce development councils,
34 and business and labor organizations for the campaign.

35 **Sec. 115.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended
36 to read as follows:

37 (1) Subject to funds appropriated for this purpose, targeted
38 professional development programs, to be known as learning
39 improvement days, are authorized to further the development of

1 outstanding mathematics, science, and reading teaching and learning
2 opportunities in the state of Washington. The intent of this section
3 is to provide guidance for the learning improvement days in the
4 omnibus appropriations act. The learning improvement days authorized
5 in this section shall not be considered part of the definition of
6 basic education.

7 (2) A school district is eligible to receive funding for learning
8 improvement days that are limited to specific activities related to
9 student learning that contribute to the following outcomes:

10 (a) Provision of meaningful, targeted professional development
11 for all teachers in mathematics, science, or reading;

12 (b) Increased knowledge and instructional skill for mathematics,
13 science, or reading teachers;

14 (c) Increased use of curriculum materials with supporting
15 diagnostic and supplemental materials that align with state
16 standards;

17 ~~((Skillful guidance for students participating in alternative
18 assessment activities;~~

19 ~~(e))~~ Increased rigor of course offerings especially in
20 mathematics, science, and reading;

21 ~~((f))~~ (e) Increased student opportunities for focused, applied
22 mathematics and science classes;

23 ~~((g))~~ (f) Increased student success on state achievement
24 measures; and

25 ~~((h))~~ (g) Increased student appreciation of the value and uses
26 of mathematics, science, and reading knowledge and exploration of
27 related careers.

28 (3) School districts receiving resources under this section shall
29 submit reports to the superintendent of public instruction
30 documenting how the use of the funds contributes to measurable
31 improvement in the outcomes described under subsection (2) of this
32 section; and how other professional development resources and
33 programs authorized in statute or in the omnibus appropriations act
34 contribute to the expected outcomes. The superintendent of public
35 instruction and the office of financial management shall collaborate
36 on required report content and format.

37 **Sec. 116.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each
38 amended to read as follows:

1 (1) ~~((Beginning in the 2011-12 school year,))~~ The statewide high
2 school assessment in science shall be ((an end-of-course)) a
3 comprehensive assessment ((for biology)) that measures the state
4 standards for the application of science and engineering practices,
5 disciplinary core ideas, and crosscutting concepts in the domains of
6 physical sciences, life sciences, ((in addition to systems, inquiry,
7 and application as they pertain to life sciences)) Earth and spaces
8 sciences, and engineering design.

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

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

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

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

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

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

7 **Sec. 117.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended
8 to read as follows:

9 (1) The superintendent of public instruction shall develop
10 essential academic learning requirements that identify the knowledge
11 and skills all public school students need to know and be able to do
12 based on the student learning goals in RCW 28A.150.210, develop
13 student assessments, and implement the accountability recommendations
14 and requests regarding assistance, rewards, and recognition of the
15 state board of education.

16 (2) The superintendent of public instruction shall:

17 (a) Periodically revise the essential academic learning
18 requirements, as needed, based on the student learning goals in RCW
19 28A.150.210. Goals one and two shall be considered primary. To the
20 maximum extent possible, the superintendent shall integrate goal four
21 and the knowledge and skill areas in the other goals in the essential
22 academic learning requirements; and

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

38 (3) (a) In consultation with the state board of education, the
39 superintendent of public instruction shall maintain and continue to

1 develop and revise a statewide academic assessment system in the
2 content areas of reading, writing, mathematics, and science for use
3 in the elementary, middle, and high school years designed to
4 determine if each student has mastered the essential academic
5 learning requirements identified in subsection (1) of this section.
6 School districts shall administer the assessments under guidelines
7 adopted by the superintendent of public instruction. The academic
8 assessment system may include a variety of assessment methods,
9 including criterion-referenced and performance-based measures.

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

16 (c) By the 2014-15 school year, the superintendent of public
17 instruction, in consultation with the state board of education, shall
18 modify the statewide student assessment system to transition to
19 assessments developed with a multistate consortium, as provided in
20 this subsection:

21 (i) The assessments developed with a multistate consortium to
22 assess student proficiency in English language arts and mathematics
23 shall be administered beginning in the 2014-15 school year, and
24 beginning with the graduating class of 2020, the assessments must be
25 administered to students in the tenth grade. The reading and writing
26 assessments shall not be administered by the superintendent of public
27 instruction or schools after the 2013-14 school year.

28 (ii) The high school assessments in English language arts and
29 mathematics in (c)(i) of this subsection shall be used for the
30 purposes of ~~((earning a certificate of academic achievement for high~~
31 ~~school graduation under the timeline established in RCW 28A.655.061))~~
32 federal and state accountability and for assessing student career and
33 college readiness.

34 ~~((iii) During the transition period specified in RCW~~
35 ~~28A.655.061, the superintendent of public instruction shall use test~~
36 ~~items and other resources from the consortium assessment to develop~~
37 ~~and administer a tenth grade high school English language arts~~
38 ~~assessment, an end-of-course mathematics assessment to assess the~~
39 ~~standards common to algebra I and integrated mathematics I, and an~~

1 ~~end-of-course mathematics assessment to assess the standards common~~
2 ~~to geometry and integrated mathematics II.)~~

3 (4) If the superintendent proposes any modification to the
4 essential academic learning requirements or the statewide
5 assessments, then the superintendent shall, upon request, provide
6 opportunities for the education committees of the house of
7 representatives and the senate to review the assessments and proposed
8 modifications to the essential academic learning requirements before
9 the modifications are adopted.

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

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

20 (7) To assist parents and teachers in their efforts to provide
21 educational support to individual students, the superintendent of
22 public instruction shall provide as much individual student
23 performance information as possible within the constraints of the
24 assessment system's item bank. The superintendent shall also provide
25 to school districts:

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

29 (b) A collection of diagnostic tools that educators may use to
30 evaluate the academic status of individual students. The tools shall
31 be designed to be inexpensive, easily administered, and quickly and
32 easily scored, with results provided in a format that may be easily
33 shared with parents and students.

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

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

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

5 (11) The superintendent shall review available and appropriate
6 options for competency-based assessments that meet the essential
7 academic learning requirements. In accordance with the review
8 required by this subsection, the superintendent shall provide a
9 report and recommendations to the education committees of the house
10 of representatives and the senate by November 1, 2019.

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

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

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

20 (15) The superintendent shall integrate financial education
21 skills and content knowledge into the state learning standards
22 pursuant to RCW 28A.300.460(2)(d).

23 (16)(a) The superintendent shall notify the state board of
24 education in writing before initiating the development or revision of
25 the essential academic learning requirements under subsections (1)
26 and (2) of this section. The notification must be provided to the
27 state board of education in advance for review at a regularly
28 scheduled or special board meeting and must include the following
29 information:

30 (i) The subject matter of the essential academic learning
31 requirements;

32 (ii) The reason or reasons the superintendent is initiating the
33 development or revision; and

34 (iii) The process and timeline that the superintendent intends to
35 follow for the development or revision.

36 (b) The state board of education may provide a response to the
37 superintendent's notification for consideration in the development or
38 revision process in (a) of this subsection.

39 (c) Prior to adoption by the superintendent of any new or revised
40 essential academic learning requirements, the superintendent shall

1 submit the proposed new or revised essential academic learning
2 requirements to the state board of education in advance in writing
3 for review at a regularly scheduled or special board meeting. The
4 state board of education may provide a response to the
5 superintendent's proposal for consideration prior to final adoption.

6 (17) The state board of education may propose new or revised
7 essential academic learning requirements to the superintendent. The
8 superintendent must respond to the state board of education's
9 proposal in writing.

10 **Sec. 118.** RCW 28A.655.090 and 2008 c 165 s 3 are each amended to
11 read as follows:

12 (1) By September 10, 1998, and by September 10th each year
13 thereafter, the superintendent of public instruction shall report to
14 schools, school districts, and the legislature on the results of the
15 (~~Washington assessment of student learning and state-mandated norm-~~
16 ~~referenced standardized tests~~) statewide student assessment.

17 (2) The reports shall include the assessment results by school
18 and school district, and include changes over time. For the
19 (~~Washington assessment of student learning~~) statewide student
20 assessment, results shall be reported as follows:

21 (a) The percentage of students meeting the standards;

22 (b) The percentage of students performing at each level of the
23 assessment;

24 (c) Disaggregation of results by at least the following subgroups
25 of students: White, Black, Hispanic, American Indian/Alaskan Native,
26 Asian, Pacific Islander/Hawaiian Native, low income, transitional
27 bilingual, migrant, special education, and, beginning with the
28 2009-10 school year, students covered by section 504 of the federal
29 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and

30 (d) A learning improvement index that shows changes in student
31 performance within the different levels of student learning reported
32 on the (~~Washington assessment of student learning~~) statewide
33 student assessment.

34 (3) The reports shall contain data regarding the different
35 characteristics of schools, such as poverty levels, percent of
36 English as a second language students, dropout rates, attendance,
37 percent of students in special education, and student mobility so
38 that districts and schools can learn from the improvement efforts of
39 other schools and districts with similar characteristics.

1 (4) The reports shall contain student scores on mandated tests by
2 comparable Washington schools of similar characteristics.

3 (5) The reports shall contain information on public school choice
4 options available to students, including vocational education.

5 (6) The reports shall be posted on the superintendent of public
6 instruction's internet web site.

7 (7) To protect the privacy of students, the results of schools
8 and districts that test fewer than ten students in a grade level
9 shall not be reported. In addition, in order to ensure that results
10 are reported accurately, the superintendent of public instruction
11 shall maintain the confidentiality of statewide data files until the
12 superintendent determines that the data are complete and accurate.

13 (8) The superintendent of public instruction shall monitor the
14 percentage and number of special education and limited English-
15 proficient students exempted from taking the assessments by schools
16 and school districts to ensure the exemptions are in compliance with
17 exemption guidelines.

18 **Sec. 119.** RCW 28A.655.200 and 2009 c 539 s 1 are each amended to
19 read as follows:

20 (1) The legislature intends to permit school districts to offer
21 norm-referenced assessments, make diagnostic tools available to
22 school districts, and provide funding for diagnostic assessments to
23 enhance student learning at all grade levels and provide early
24 intervention before the high school (~~Washington assessment of~~
25 ~~student learning~~) statewide student assessment.

26 (2) In addition to the diagnostic assessments provided under this
27 section, school districts may, at their own expense, administer norm-
28 referenced assessments to students.

29 (3) Subject to the availability of amounts appropriated for this
30 purpose, the office of the superintendent of public instruction shall
31 post on its web site for voluntary use by school districts, a guide
32 of diagnostic assessments. The assessments in the guide, to the
33 extent possible, shall include the characteristics listed in
34 subsection (4) of this section.

35 (4) Subject to the availability of amounts appropriated for this
36 purpose, beginning September 1, 2007, the office of the
37 superintendent of public instruction shall make diagnostic
38 assessments in reading, writing, mathematics, and science in
39 elementary, middle, and high school grades available to school

1 districts. Subject to funds appropriated for this purpose, the office
2 of the superintendent of public instruction shall also provide
3 funding to school districts for administration of diagnostic
4 assessments to help improve student learning, identify academic
5 weaknesses, enhance student planning and guidance, and develop
6 targeted instructional strategies to assist students before the high
7 school (~~Washington assessment of student learning~~) statewide
8 student assessment. To the greatest extent possible, the assessments
9 shall be:

10 (a) Aligned to the state's grade level expectations;

11 (b) Individualized to each student's performance level;

12 (c) Administered efficiently to provide results either
13 immediately or within two weeks;

14 (d) Capable of measuring individual student growth over time and
15 allowing student progress to be compared to other students across the
16 country;

17 (e) Readily available to parents; and

18 (f) Cost-effective.

19 (5) The office of the superintendent of public instruction shall
20 offer training at statewide and regional staff development activities
21 in:

22 (a) The interpretation of diagnostic assessments; and

23 (b) Application of instructional strategies that will increase
24 student learning based on diagnostic assessment data.

25 **PART II**

26 **GRADUATION PATHWAYS FOR THE GRADUATING CLASS OF 2020 AND SUBSEQUENT** 27 **CLASSES**

28 NEW SECTION. **Sec. 201.** A new section is added to chapter
29 28A.655 RCW to read as follows:

30 (1) Beginning with the class of 2020, the pathway to graduation
31 and a meaningful high school diploma must include:

32 (a) Demonstration of career and college readiness through
33 successful completion of the high school and beyond plan, as
34 described in RCW 28A.230.090;

35 (b) Earning required credits towards graduation; and

36 (c) Successfully completing one or more of the pathways described
37 in subsection (2) of this section.

1 (2) Career and college readiness may be demonstrated by one or
2 more of the following pathways, as approved by the office of the
3 superintendent of public instruction:

4 (a) Earn high school credit in a high school transition course
5 such as bridge to college courses;

6 (b) Complete a dual credit course in English language arts or
7 mathematics in which the student earns college credit;

8 (c) Earn high school credit in a career and technical education
9 sequence of courses or program of study that may meet the
10 requirements in RCW 28A.700.030;

11 (d) Earn high school credit through an apprenticeship preparation
12 program;

13 (e) Be accepted into a registered apprenticeship program;

14 (f) Meet or exceed standard on the high school assessment in
15 English language arts as provided for under RCW 28A.655.070;

16 (g) Meet or exceed standard on the high school assessment in
17 mathematics as provided for under RCW 28A.655.070;

18 (h) Meet or exceed the scores set by the state board of education
19 for the mathematics, reading or English, or writing portions of the
20 SAT or ACT;

21 (i) Meet or exceed scores necessary to earn college credit on
22 advanced placement, international baccalaureate, or Cambridge
23 international exams in English language arts or mathematics. The
24 superintendent of public instruction shall identify the specific
25 exams that meet the requirements of this subsection (2)(i);

26 (j) Pass the armed services vocational aptitude battery;

27 (k) Pass an industry-based credential exam.

28 (3) For the classes of 2020 and 2021, students may also
29 demonstrate career and college readiness through a postsecondary
30 placement pathway including, but not limited to, one or more of the
31 following options:

32 (a) Be accepted to an institution of higher education;

33 (b) Be employed in an occupation identified in the student's high
34 school and beyond plan under RCW 28A.230.090.

35 (4) For the purpose of this section, "high school transition
36 course" means an English language arts or mathematics course offered
37 in high school where successful completion by a high school student
38 ensures the student college-level placement at participating
39 institutions of higher education as defined in RCW 28B.10.016.

1 **PART III**

2 **EXPLORING OPTIONS FOR REPLACING CURRENT STATEWIDE HIGH SCHOOL**
3 **ASSESSMENTS AND OPTIONAL ASSESSMENTS FOR DEMONSTRATING COLLEGE AND**
4 **CAREER READINESS**

5 NEW SECTION. **Sec. 301.** A new section is added to chapter
6 28A.655 RCW to read as follows:

7 (1) The superintendent of public instruction, in collaboration
8 with the state board of education and in consultation with persons
9 and entities with appropriate expertise, shall examine and report
10 upon options for replacing the high school English language arts and
11 comprehensive mathematics assessments developed with the multistate
12 consortium with other assessments that will satisfy the federal
13 accountability requirements of the elementary and secondary education
14 act of 1965, 20 U.S.C. Sec. 6301 et seq., as reauthorized by the
15 every student succeeds act of 2015.

16 (2) The report required by this section must be submitted to the
17 governor and, in accordance with RCW 43.01.036, the education
18 committees of the house of representatives and the senate by November
19 15, 2020. The superintendent of public instruction shall submit a
20 preliminary report to the recipients delineated in this subsection
21 (2) by January 1, 2020.

22 NEW SECTION. **Sec. 302.** A new section is added to chapter
23 28A.655 RCW to read as follows:

24 (1) Beginning with the graduating class of 2021, school districts
25 must make the following assessments available to students in grade
26 ten:

27 (a) The SAT test;

28 (b) The ACT test;

29 (c) The STEM literacy and high technology assessment developed in
30 accordance with section 303 of this act. This subsection (1)(c) does
31 not apply if the assessment has not been approved for use by the
32 superintendent of public instruction;

33 (d) The trade skills aptitude assessment developed in accordance
34 with section 303 of this act. This subsection (1)(d) does not apply
35 if the assessment has not been approved for use by the superintendent
36 of public instruction;

37 (e) The armed forces qualification test of the armed services
38 vocational aptitude battery; and

1 (f) An assessment developed by the school district that has been
2 approved for use by the superintendent of public instruction.

3 (2)(a) Beginning with the graduating class of 2021, students may
4 complete one or more of the assessments in subsection (1) of this
5 section to demonstrate career and college readiness, and school
6 districts must provide students with an opportunity to retake an
7 assessment offered in accordance with this section at least annually.

8 (b)(i) If a student elects to complete only one assessment
9 offered in accordance with this section, that assessment must align
10 with personalized pathway requirements or a specific posthigh school
11 career or educational outcome identified by the student in his or her
12 high school and beyond plan.

13 (ii) If a student elects to complete two or more assessments
14 offered in accordance with this section, at least one of the
15 assessments must comply with (b)(i) of this subsection.

16 (c) Except as provided otherwise by this subsection (2)(c),
17 assessments completed in accordance with this section must be
18 administered at no cost to the student. Students who have completed
19 an assessment but who wish to improve their results may be
20 responsible for the costs of retaking the assessment.

21 (3) Assessment scores earned by students in accordance with this
22 section may not be used, in whole or part, to determine whether a
23 student is eligible to graduate from high school.

24 NEW SECTION. **Sec. 303.** A new section is added to chapter
25 28A.655 RCW to read as follows:

26 (1) In consultation with the state board of education, the
27 superintendent of public instruction shall convene two advisory
28 boards:

29 (a) One for evaluating options and recommending a high school
30 STEM literacy and high technology assessment as provided in section
31 302(1)(c) of this act; and

32 (b) One for evaluating options and recommending a high school
33 trade skills aptitude assessment as provided in section 302(1)(d) of
34 this act.

35 (2) The advisory boards convened in accordance with this section:

36 (a) Must include representatives of business, labor, the
37 workforce training and education coordinating board, the student
38 achievement council, and the state board for community and technical
39 colleges;

1 (b) Must include public outreach and opportunities for the public
2 to participate in the recommendation development process;

3 (c) Must provide a preliminary report to the governor and the
4 education committees of the house of representatives and the senate
5 by November 15, 2019, with a final report of recommendations,
6 including a schedule for implementing the recommendations, due to the
7 same recipients by November 15, 2020; and

8 (d) May recommend the complete or partial use of existing
9 assessments, the development of complete or partial assessments, or
10 both.

11 (3) The superintendent of public instruction, in consultation
12 with the state board of education, shall adopt the recommended
13 assessments by rule. However, before each assessment is implemented,
14 the superintendent and the board must present each assessment to the
15 education committees of the house of representatives and the senate
16 for the committees' review and comment in a time frame that will
17 permit the legislature to take statutory action related to one or
18 both assessments if such action is deemed necessary by the
19 legislature.

20 NEW SECTION. **Sec. 304.** A new section is added to chapter
21 28A.655 RCW to read as follows:

22 (1) School districts must establish and publicize goals for the
23 percentage of students that meet standard on an assessment
24 administered in accordance with section 302 of this act.

25 (2) School districts must also collect and annually submit to the
26 superintendent of public instruction and the state board of education
27 the number and percentage of graduating students that met standard on
28 an assessment administered in accordance with section 302 of this
29 act. Data collected and submitted in accordance with this subsection,
30 and any resulting reports or reporting, must comply with RCW
31 28A.300.042.

32 **PART IV**

33 **CONTINUED APPLICABILITY OF GRADUATION REQUIREMENTS FOR STUDENTS IN**
34 **THE GRADUATING CLASS OF 2019 AND PRIOR GRADUATING CLASSES**

35 NEW SECTION. **Sec. 401.** A new section is added to chapter
36 28A.655 RCW to read as follows:

1 RCW 28A.155.045, 28A.655.061, and 28A.655.065, as they existed on
2 January 1, 2019, apply to students in the graduating class of 2019
3 and prior graduating classes.

4 **PART V**

5 **ADDITIONAL AND REPEALED PROVISIONS**

6 **Sec. 501.** RCW 28A.655.063 and 2007 c 354 s 7 are each amended to
7 read as follows:

8 (1) Subject to the availability of funds appropriated for this
9 purpose, the office of the superintendent of public instruction shall
10 provide funds to school districts to reimburse students for the cost
11 of taking the tests in RCW 28A.655.061(~~((10))~~) (9)(b) when the
12 students take the tests for the purpose of using the results as an
13 objective alternative assessment. The office of the superintendent of
14 public instruction may, as an alternative to providing funds to
15 school districts, arrange for students to receive a testing fee
16 waiver or make other arrangements to compensate the students.

17 (2) This section expires August 31, 2021.

18 NEW SECTION. **Sec. 502.** RCW 28A.655.066 (Statewide end-of-course
19 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,
20 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

21 NEW SECTION. **Sec. 503.** Sections 101 and 102 of this act are
22 necessary for the immediate preservation of the public peace, health,
23 or safety, or support of the state government and its existing public
24 institutions, and take effect immediately.

--- END ---