
SECOND SUBSTITUTE HOUSE BILL 1599

State of Washington

66th Legislature

2019 Regular Session

By House Appropriations (originally sponsored by Representatives Stonier, Harris, Dolan, Ortiz-Self, MacEwen, Kilduff, Young, Valdez, Wylie, Volz, Bergquist, Stanford, Tharinger, Lekanoff, Pollet, Slatter, and Ormsby)

READ FIRST TIME 03/01/19.

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.305.130, 28A.320.190, 28A.320.208, 28A.600.310, 28A.700.080,
6 28A.415.360, 28A.655.068, 28A.655.070, 28A.655.090, 28A.655.200, and
7 28A.655.063; adding new sections to chapter 28A.655 RCW; adding a new
8 section to chapter 28A.230 RCW; creating new sections; repealing RCW
9 28A.655.066; providing expiration dates; and declaring an emergency.

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

11 **PART I**

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

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

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

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

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

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

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

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

1 slightly exceeded the state standard on the statewide student
2 assessment.

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

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

12 (5) The superintendent of public instruction shall implement:

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

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

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

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

3 (B) Admission to a higher education institution or career
4 preparation program;

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

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

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

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

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

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

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

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

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

38 (a) Any course in Washington state history and government used to
39 fulfill high school graduation requirements shall consider including

1 information on the culture, history, and government of the American
2 Indian peoples who were the first inhabitants of the state.

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

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

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

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

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

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

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

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

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

14 (B) Identification of educational goals;

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

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

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

22 (I) Includes information about options for satisfying state and
23 local graduation requirements;

24 (II) Satisfies state and local graduation requirements;

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

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

32 (V) Includes information about the college bound scholarship
33 program; ~~((and))~~

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

37 (I) Information about the documentation necessary for completing
38 the applications; application timeliness and submission deadlines;
39 the importance of submitting applications early; information specific
40 to students who are or have been in foster care; information specific

1 to students who are, or are at risk of being, homeless; information
2 specific to students whose family member or guardians will be
3 required to provide financial and tax information necessary to
4 complete applications; and

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

8 (G) By the end of the twelfth grade, a current resume or activity
9 log that provides a written compilation of the student's education,
10 any work experience, and any community service and how the school
11 district has recognized the community service pursuant to RCW
12 28A.320.193.

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

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

38 (ii) School districts may apply to the state board of education
39 for a waiver to implement the career and college ready graduation
40 requirement proposal beginning with the graduating class of 2020 or

1 2021 instead of the graduating class of 2019. In the application, a
2 school district must describe why the waiver is being requested, the
3 specific impediments preventing timely implementation, and efforts
4 that will be taken to achieve implementation with the graduating
5 class proposed under the waiver. The state board of education shall
6 grant a waiver under this subsection (1)(e) to an applying school
7 district at the next subsequent meeting of the board after receiving
8 an application.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22 This section expires August 31, 2021.

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

25 (1) The high school assessment system shall include but need not
26 be limited to the statewide student assessment, opportunities for a
27 student to retake the content areas of the assessment in which the
28 student was not successful, and, if approved by the legislature
29 pursuant to subsection (~~((10))~~) (9) of this section, one or more
30 objective alternative assessments for a student to demonstrate
31 achievement of state academic standards. The objective alternative
32 assessments for each content area shall be comparable in rigor to the
33 skills and knowledge that the student must demonstrate on the
34 statewide student assessment for each content area.

35 (2) Subject to the conditions in this section, and concluding
36 with the graduating class of 2019, a certificate of academic
37 achievement shall be obtained and is evidence that the students have
38 successfully met the state standard in the content areas included in
39 the certificate. With the exception of students satisfying the

1 provisions of RCW 28A.155.045 (~~or 28A.655.0611~~), acquisition of the
2 certificate is required for graduation from a public high school but
3 is not the only requirement for graduation.

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

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

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

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

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

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

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

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

39 (c) Beginning with the graduating class of 2019, a student who
40 meets the high school graduation standard on the high school English

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

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

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

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

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

38 ~~((6))~~ (5) A student may retain and use the highest result from
39 each successfully completed content area of the high school
40 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, (~~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~~)) state learning ((~~requirements~~)) standards, or
18 to be assessed pursuant to RCW ((~~28A.655.061~~)) 28A.655.070. However,
19 private schools may choose, on a voluntary basis, to have their
20 students ((~~master~~)) learn these ((~~essential academic~~)) state learning
21 ((~~requirements,~~)) standards or take the assessments(~~(, and obtain a~~
22 ~~certificate of academic achievement or a certificate of individual~~
23 ~~achievement)~~). Minimum requirements shall 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)) state
2 learning ((requirements)) standards, ((to)) or take the
3 assessments((, or to obtain a certificate of academic achievement or
4 a certificate of individual achievement pursuant to RCW 28A.655.061
5 and 28A.155.045)) under RCW 28A.655.070. The standardized test
6 administered or the annual academic progress assessment written shall
7 be made a part of the child's permanent records. If, as a result of
8 the annual test or assessment, it is determined that the child is not
9 making reasonable progress consistent with his or her age or stage of
10 development, the parent shall make a good faith effort to remedy any
11 deficiency.

12 (2) Failure of a parent to comply with the duties in this section
13 shall be deemed a failure of such parent's child to attend school
14 without valid justification under RCW 28A.225.020. Parents who do
15 comply with the duties set forth in this section shall be presumed to
16 be providing home-based instruction as set forth in RCW
17 28A.225.010(4).

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

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

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

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

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

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

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

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

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

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

19 ~~(3))~~ (2) The standardized high school transcript may include a
20 notation of whether the student has earned the Washington state seal
21 of biliteracy established under RCW 28A.300.575.

22 **Sec. 111.** RCW 28A.305.130 and 2017 3rd sp.s. c 31 s 3 are each
23 amended to read as follows:

24 The purpose of the state board of education is to provide
25 advocacy and strategic oversight of public education; implement a
26 standards-based accountability framework that creates a unified
27 system of increasing levels of support for schools in order to
28 improve student academic achievement; provide leadership in the
29 creation of a system that personalizes education for each student and
30 respects diverse cultures, abilities, and learning styles; and
31 promote achievement of the goals of RCW 28A.150.210. In addition to
32 any other powers and duties as provided by law, the state board of
33 education shall:

34 (1) Hold regularly scheduled meetings at such time and place
35 within the state as the board shall determine and may hold such
36 special meetings as may be deemed necessary for the transaction of
37 public business;

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

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

5 (4) For purposes of statewide accountability:

6 (a) Adopt and revise performance improvement goals in reading,
7 writing, science, and mathematics, by subject and grade level, once
8 assessments in these subjects are required statewide; academic and
9 technical skills, as appropriate, in secondary career and technical
10 education programs; and student attendance, as the board deems
11 appropriate to improve student learning. The goals shall be
12 consistent with student privacy protection provisions of RCW
13 28A.655.090(7) and shall not conflict with requirements contained in
14 Title I of the federal elementary and secondary education act of
15 1965, or the requirements of the Carl D. Perkins vocational education
16 act of 1998, each as amended. The goals may be established for all
17 students, economically disadvantaged students, limited English
18 proficient students, students with disabilities, and students from
19 disproportionately academically underachieving racial and ethnic
20 backgrounds. The board may establish school and school district goals
21 addressing high school graduation rates and dropout reduction goals
22 for students in grades seven through twelve. The board shall adopt
23 the goals by rule. However, before each goal is implemented, the
24 board shall present the goal to the education committees of the house
25 of representatives and the senate for the committees' review and
26 comment in a time frame that will permit the legislature to take
27 statutory action on the goal if such action is deemed warranted by
28 the legislature;

29 (b) (i) (A) Identify the scores students must achieve in order to
30 meet the standard on the statewide student assessment, and, with the
31 exception of assessments developed by school districts in accordance
32 with section 302 of this act, assessments used by students to
33 demonstrate career and college readiness in accordance with sections
34 201 and 302 of this act. The board shall also determine student
35 scores that identify levels of student performance below and beyond
36 the standard. The board shall set such performance standards and
37 levels in consultation with the superintendent of public instruction
38 and after consideration of any recommendations that may be developed
39 by any advisory committees that may be established for this purpose;

1 (B) To permit the legislature to take any statutory action it
2 deems warranted before modified or newly established scores are
3 implemented, the board shall notify the education committees of the
4 house of representatives and the senate of any scores that are
5 modified or established under (b)(i)(A) of this subsection on or
6 after July 28, 2019. The notifications required by this subsection
7 (4)(b)(i)(B) must be provided by November 30th of the year proceeding
8 the beginning of the school year in which the modified or established
9 scores will take effect;

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

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

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

39 (c) Annually review the assessment reporting system to ensure
40 fairness, accuracy, timeliness, and equity of opportunity, especially

1 with regard to schools with special circumstances and unique
2 populations of students, and a recommendation to the superintendent
3 of public instruction of any improvements needed to the system; and

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

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

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

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

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

34 **Sec. 112.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
35 read as follows:

36 (1) The extended learning opportunities program is created for
37 eligible eleventh and twelfth grade students who are not on track to
38 meet local or state graduation requirements as well as eighth grade
39 students who need additional assistance in order to have the

1 opportunity for a successful entry into high school. The program
2 shall provide early notification of graduation status and information
3 on education opportunities including preapprenticeship programs that
4 are available.

5 (2) Under the extended learning opportunities program and to the
6 extent funds are available for that purpose, districts shall make
7 available to students in grade twelve who have failed to meet one or
8 more local or state graduation requirements the option of continuing
9 enrollment in the school district in accordance with RCW 28A.225.160.
10 Districts are authorized to use basic education program funding to
11 provide instruction to eligible students under RCW 28A.150.220(~~(3)~~)
12 (5).

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

21 (a) Individual or small group instruction;

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

25 ~~(e)~~) Attendance in a public high school or public alternative
26 school classes or at a skill center;

27 (~~(d)~~) (c) Inclusion in remediation programs, including summer
28 school;

29 (~~(e)~~) (d) Language development instruction for English language
30 learners;

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

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

1 **Sec. 113.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each
2 amended to read as follows:

3 (1) At the beginning of each school year, school districts must
4 notify parents and guardians of enrolled students from eighth through
5 twelfth grade about each student assessment required by the state,
6 the minimum state-level graduation requirements, and any additional
7 school district graduation requirements. The information may be
8 provided when the student is enrolled, contained in the student or
9 parent handbook, or posted on the school district's web site. The
10 notification must include the following:

11 (a) When each assessment will be administered;

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

15 ~~(c))~~ Whether the results of the assessment will be used for
16 program placement or grade-level advancement;

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

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

23 (2) The office of the superintendent of public instruction shall
24 provide information to the school districts to enable the districts
25 to provide the information to the parents and guardians in accordance
26 with subsection (1) of this section.

27 **Sec. 114.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
28 read as follows:

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

34 (b) The course sections and programs offered as running start
35 courses must also be open for registration to matriculated students
36 at the participating institution of higher education and may not be a
37 course consisting solely of high school students offered at a high
38 school campus.

1 (c) A student receiving home-based instruction enrolling in a
2 public high school for the sole purpose of participating in courses
3 or programs offered by institutions of higher education shall not be
4 counted by the school district in any required state or federal
5 accountability reporting if the student's parents or guardians filed
6 a declaration of intent to provide home-based instruction and the
7 student received home-based instruction during the school year before
8 the school year in which the student intends to participate in
9 courses or programs offered by the institution of higher education.
10 Students receiving home-based instruction under chapter 28A.200 RCW
11 and students attending private schools approved under chapter 28A.195
12 RCW shall not be required to meet the student learning goals(~~(7~~
13 ~~obtain a certificate of academic achievement or a certificate of~~
14 ~~individual achievement to graduate from high school,~~) or to
15 ((~~master~~)) learn the ((~~essential academic~~)) state learning
16 ((~~requirements~~)) standards. However, students are eligible to enroll
17 in courses or programs in participating universities only if the
18 board of directors of the student's school district has decided to
19 participate in the program. Participating institutions of higher
20 education, in consultation with school districts, may establish
21 admission standards for these students. If the institution of higher
22 education accepts a secondary school pupil for enrollment under this
23 section, the institution of higher education shall send written
24 notice to the pupil and the pupil's school district within ten days
25 of acceptance. The notice shall indicate the course and hours of
26 enrollment for that pupil.

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

29 (i) Running start students shall pay to the community or
30 technical college all other mandatory fees as established by each
31 community or technical college and, in addition, the state board for
32 community and technical colleges may authorize a fee of up to ten
33 percent of tuition and fees as defined in RCW 28B.15.020 and
34 28B.15.041; and

35 (ii) All other institutions of higher education operating a
36 running start program may charge running start students a fee of up
37 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
38 28B.15.041 in addition to technology fees.

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

1 (c) Students may pay fees under this subsection with advanced
2 college tuition payment program tuition units at a rate set by the
3 advanced college tuition payment program governing body under chapter
4 28B.95 RCW.

5 (3)(a) The institutions of higher education must make available
6 fee waivers for low-income running start students. Each institution
7 must establish a written policy for the determination of low-income
8 students before offering the fee waiver. A student shall be
9 considered low income and eligible for a fee waiver upon proof that
10 the student is currently qualified to receive free or reduced-price
11 lunch. Acceptable documentation of low-income status may also
12 include, but is not limited to, documentation that a student has been
13 deemed eligible for free or reduced-price lunches in the last five
14 years, or other criteria established in the institution's policy.

15 (b) Institutions of higher education, in collaboration with
16 relevant student associations, shall aim to have students who can
17 benefit from fee waivers take advantage of these waivers.
18 Institutions shall make every effort to communicate to students and
19 their families the benefits of the waivers and provide assistance to
20 students and their families on how to apply. Information about
21 waivers shall, to the greatest extent possible, be incorporated into
22 financial aid counseling, admission information, and individual
23 billing statements. Institutions also shall, to the greatest extent
24 possible, use all means of communication, including but not limited
25 to web sites, online catalogues, admission and registration forms,
26 mass email messaging, social media, and outside marketing to ensure
27 that information about waivers is visible, compelling, and reaches
28 the maximum number of students and families that can benefit.

29 (4) The pupil's school district shall transmit to the institution
30 of higher education an amount per each full-time equivalent college
31 student at statewide uniform rates for vocational and nonvocational
32 students. The superintendent of public instruction shall separately
33 calculate and allocate moneys appropriated for basic education under
34 RCW 28A.150.260 to school districts for purposes of making such
35 payments and for granting school districts seven percent thereof to
36 offset program related costs. The calculations and allocations shall
37 be based upon the estimated statewide annual average per full-time
38 equivalent high school student allocations under RCW 28A.150.260,
39 excluding small high school enhancements, and applicable rules
40 adopted under chapter 34.05 RCW. The superintendent of public

1 instruction, participating institutions of higher education, and the
2 state board for community and technical colleges shall consult on the
3 calculation and distribution of the funds. The funds received by the
4 institution of higher education from the school district shall not be
5 deemed tuition or operating fees and may be retained by the
6 institution of higher education. A student enrolled under this
7 subsection shall be counted for the purpose of meeting enrollment
8 targets in accordance with terms and conditions specified in the
9 omnibus appropriations act.

10 **Sec. 115.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
11 to read as follows:

12 (1) Subject to funds appropriated for this purpose, the office of
13 the superintendent of public instruction shall develop and conduct an
14 ongoing campaign for career and technical education to increase
15 awareness among teachers, counselors, students, parents, principals,
16 school administrators, and the general public about the opportunities
17 offered by rigorous career and technical education programs. Messages
18 in the campaign shall emphasize career and technical education as a
19 high quality educational pathway for students, including for students
20 who seek advanced education that includes a bachelor's degree or
21 beyond. In particular, the office shall provide information about the
22 following:

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

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

27 ~~((The career and technical education alternative assessment
28 guidelines under RCW 28A.655.065;~~

29 ~~(d))~~ The availability of scholarships for postsecondary
30 workforce education, including the Washington award for vocational
31 excellence, and apprenticeships through the opportunity grant program
32 under RCW 28B.50.271, grants under RCW 28A.700.090, and other
33 programs; and

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

36 (2) The office shall use multiple strategies in the campaign
37 depending on available funds, including developing an interactive web
38 site to encourage and facilitate career exploration; conducting

1 training and orientation for guidance counselors and teachers; and
2 developing and disseminating printed materials.

3 (3) The office shall seek advice, participation, and financial
4 assistance from the workforce training and education coordinating
5 board, higher education institutions, foundations, employers,
6 apprenticeship and training councils, workforce development councils,
7 and business and labor organizations for the campaign.

8 **Sec. 116.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended
9 to read as follows:

10 (1) Subject to funds appropriated for this purpose, targeted
11 professional development programs, to be known as learning
12 improvement days, are authorized to further the development of
13 outstanding mathematics, science, and reading teaching and learning
14 opportunities in the state of Washington. The intent of this section
15 is to provide guidance for the learning improvement days in the
16 omnibus appropriations act. The learning improvement days authorized
17 in this section shall not be considered part of the definition of
18 basic education.

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

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

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

26 (c) Increased use of curriculum materials with supporting
27 diagnostic and supplemental materials that align with state
28 standards;

29 ~~(d) ((Skillful guidance for students participating in alternative
30 assessment activities;~~

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

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

35 ~~((g))~~ (f) Increased student success on state achievement
36 measures; and

37 ~~((h))~~ (g) Increased student appreciation of the value and uses
38 of mathematics, science, and reading knowledge and exploration of
39 related careers.

1 (3) School districts receiving resources under this section shall
2 submit reports to the superintendent of public instruction
3 documenting how the use of the funds contributes to measurable
4 improvement in the outcomes described under subsection (2) of this
5 section; and how other professional development resources and
6 programs authorized in statute or in the omnibus appropriations act
7 contribute to the expected outcomes. The superintendent of public
8 instruction and the office of financial management shall collaborate
9 on required report content and format.

10 **Sec. 117.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each
11 amended to read as follows:

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

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

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

38 (~~((c) Before the next subsequent school year after the~~
39 ~~legislature directs the superintendent to develop or adopt a new~~

1 science assessment, the superintendent of public instruction shall
2 review the objective alternative assessments for the science
3 assessment and make recommendations to the legislature regarding
4 additional objective alternatives, if any.)

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

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

19 **Sec. 118.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended
20 to read as follows:

21 (1) The superintendent of public instruction shall develop
22 ((essential-academic)) state learning ((requirements)) standards that
23 identify the knowledge and skills all public school students need to
24 know and be able to do based on the student learning goals in RCW
25 28A.150.210, develop student assessments, and implement the
26 accountability recommendations and requests regarding assistance,
27 rewards, and recognition of the state board of education.

28 (2) The superintendent of public instruction shall:

29 (a) Periodically revise the ((essential-academic)) state learning
30 ((requirements)) standards, as needed, based on the student learning
31 goals in RCW 28A.150.210. Goals one and two shall be considered
32 primary. To the maximum extent possible, the superintendent shall
33 integrate goal four and the knowledge and skill areas in the other
34 goals in the ((essential-academic)) state learning ((requirements))
35 standards; and

36 (b) Review and prioritize the ((essential-academic)) state
37 learning ((requirements)) standards and identify, with clear and
38 concise descriptions, the grade level content expectations to be
39 assessed on the statewide student assessment and used for state or

1 federal accountability purposes. The review, prioritization, and
2 identification shall result in more focus and targeting with an
3 emphasis on depth over breadth in the number of grade level content
4 expectations assessed at each grade level. Grade level content
5 expectations shall be articulated over the grades as a sequence of
6 expectations and performances that are logical, build with increasing
7 depth after foundational knowledge and skills are acquired, and
8 reflect, where appropriate, the sequential nature of the discipline.
9 The office of the superintendent of public instruction, within seven
10 working days, shall post on its web site any grade level content
11 expectations provided to an assessment vendor for use in constructing
12 the statewide student assessment.

13 (3) (a) In consultation with the state board of education, the
14 superintendent of public instruction shall maintain and continue to
15 develop and revise a statewide academic assessment system in the
16 content areas of reading, writing, mathematics, and science for use
17 in the elementary, middle, and high school years designed to
18 determine if each student has mastered the (~~essential academic~~)
19 state learning (~~requirements~~) standards identified in subsection
20 (1) of this section. School districts shall administer the
21 assessments under guidelines adopted by the superintendent of public
22 instruction. The academic assessment system may include a variety of
23 assessment methods, including criterion-referenced and performance-
24 based measures.

25 (b) Effective with the 2009 administration of the Washington
26 assessment of student learning and continuing with the statewide
27 student assessment, the superintendent shall redesign the assessment
28 in the content areas of reading, mathematics, and science in all
29 grades except high school by shortening test administration and
30 reducing the number of short answer and extended response questions.

31 (c) By the 2014-15 school year, the superintendent of public
32 instruction, in consultation with the state board of education, shall
33 modify the statewide student assessment system to transition to
34 assessments developed with a multistate consortium, as provided in
35 this subsection:

36 (i) The assessments developed with a multistate consortium to
37 assess student proficiency in English language arts and mathematics
38 shall be administered beginning in the 2014-15 school year, and
39 beginning with the graduating class of 2020, the assessments must be
40 administered to students in the tenth grade. The reading and writing

1 assessments shall not be administered by the superintendent of public
2 instruction or schools after the 2013-14 school year.

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

9 (~~(iii) During the transition period specified in RCW~~
10 ~~28A.655.061, the superintendent of public instruction shall use test~~
11 ~~items and other resources from the consortium assessment to develop~~
12 ~~and administer a tenth grade high school English language arts~~
13 ~~assessment, an end-of-course mathematics assessment to assess the~~
14 ~~standards common to algebra I and integrated mathematics I, and an~~
15 ~~end-of-course mathematics assessment to assess the standards common~~
16 ~~to geometry and integrated mathematics II.)~~)

17 (4) If the superintendent proposes any modification to the
18 (~~essential academic~~) state learning (~~requirements~~) standards or
19 the statewide assessments, then the superintendent shall, upon
20 request, provide opportunities for the education committees of the
21 house of representatives and the senate to review the assessments and
22 proposed modifications to the (~~essential academic~~) state learning
23 (~~requirements~~) standards before the modifications are adopted.

24 (5) The assessment system shall be designed so that the results
25 under the assessment system are used by educators as tools to
26 evaluate instructional practices, and to initiate appropriate
27 educational support for students who have not mastered the
28 (~~essential academic~~) state learning (~~requirements~~) standards at
29 the appropriate periods in the student's educational development.

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

34 (7) To assist parents and teachers in their efforts to provide
35 educational support to individual students, the superintendent of
36 public instruction shall provide as much individual student
37 performance information as possible within the constraints of the
38 assessment system's item bank. The superintendent shall also provide
39 to school districts:

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

4 (b) A collection of diagnostic tools that educators may use to
5 evaluate the academic status of individual students. The tools shall
6 be designed to be inexpensive, easily administered, and quickly and
7 easily scored, with results provided in a format that may be easily
8 shared with parents and students.

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

12 (9) Assessments for goals three and four of RCW 28A.150.210 shall
13 be integrated in the (~~essential—academic~~) state learning
14 (~~requirements~~) standards and assessments for goals one and two.

15 (10) The superintendent shall develop assessments that are
16 directly related to the (~~essential—academic~~) state learning
17 (~~requirements~~) standards, and are not biased toward persons with
18 different learning styles, racial or ethnic backgrounds, or on the
19 basis of gender.

20 (11) The superintendent shall review available and appropriate
21 options for competency-based assessments that meet the (~~essential—academic~~)
22 state learning (~~requirements~~) standards. In accordance
23 with the review required by this subsection, the superintendent shall
24 provide a report and recommendations to the education committees of
25 the house of representatives and the senate by November 1, 2019.

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

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

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

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

38 (16)(a) The superintendent shall notify the state board of
39 education in writing before initiating the development or revision of
40 the (~~essential—academic~~) state learning (~~requirements~~) standards

1 under subsections (1) and (2) of this section. The notification must
2 be provided to the state board of education in advance for review at
3 a regularly scheduled or special board meeting and must include the
4 following information:

5 (i) The subject matter of the (~~essential-academic~~) state
6 learning (~~requirements~~) standards;

7 (ii) The reason or reasons the superintendent is initiating the
8 development or revision; and

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

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

14 (c) Prior to adoption by the superintendent of any new or revised
15 (~~essential-academic~~) state learning (~~requirements~~) standards, the
16 superintendent shall submit the proposed new or revised (~~essential-~~
17 ~~academic~~) state learning (~~requirements~~) standards to the state
18 board of education in advance in writing for review at a regularly
19 scheduled or special board meeting. The state board of education may
20 provide a response to the superintendent's proposal for consideration
21 prior to final adoption.

22 (17) The state board of education may propose new or revised
23 (~~essential-academic~~) state learning (~~requirements~~) standards to
24 the superintendent. The superintendent must respond to the state
25 board of education's proposal in writing.

26 **Sec. 119.** RCW 28A.655.090 and 2008 c 165 s 3 are each amended to
27 read as follows:

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

33 (2) The reports shall include the assessment results by school
34 and school district, and include changes over time. For the
35 (~~Washington assessment of student learning~~) statewide student
36 assessment, results shall be reported as follows:

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

38 (b) The percentage of students performing at each level of the
39 assessment;

1 (c) Disaggregation of results by at least the following subgroups
2 of students: White, Black, Hispanic, American Indian/Alaskan Native,
3 Asian, Pacific Islander/Hawaiian Native, low income, transitional
4 bilingual, migrant, special education, and, beginning with the
5 2009-10 school year, students covered by section 504 of the federal
6 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and

7 (d) A learning improvement index that shows changes in student
8 performance within the different levels of student learning reported
9 on the (~~Washington assessment of student learning~~) statewide
10 student assessment.

11 (3) The reports shall contain data regarding the different
12 characteristics of schools, such as poverty levels, percent of
13 English as a second language students, dropout rates, attendance,
14 percent of students in special education, and student mobility so
15 that districts and schools can learn from the improvement efforts of
16 other schools and districts with similar characteristics.

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

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

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

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

29 (8) The superintendent of public instruction shall monitor the
30 percentage and number of special education and limited English-
31 proficient students exempted from taking the assessments by schools
32 and school districts to ensure the exemptions are in compliance with
33 exemption guidelines.

34 **Sec. 120.** RCW 28A.655.200 and 2009 c 539 s 1 are each amended to
35 read as follows:

36 (1) The legislature intends to permit school districts to offer
37 norm-referenced assessments, make diagnostic tools available to
38 school districts, and provide funding for diagnostic assessments to
39 enhance student learning at all grade levels and provide early

1 intervention before the high school (~~Washington assessment of~~
2 ~~student learning~~) statewide student assessment.

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

6 (3) Subject to the availability of amounts appropriated for this
7 purpose, the office of the superintendent of public instruction shall
8 post on its web site for voluntary use by school districts, a guide
9 of diagnostic assessments. The assessments in the guide, to the
10 extent possible, shall include the characteristics listed in
11 subsection (4) of this section.

12 (4) Subject to the availability of amounts appropriated for this
13 purpose, beginning September 1, 2007, the office of the
14 superintendent of public instruction shall make diagnostic
15 assessments in reading, writing, mathematics, and science in
16 elementary, middle, and high school grades available to school
17 districts. Subject to funds appropriated for this purpose, the office
18 of the superintendent of public instruction shall also provide
19 funding to school districts for administration of diagnostic
20 assessments to help improve student learning, identify academic
21 weaknesses, enhance student planning and guidance, and develop
22 targeted instructional strategies to assist students before the high
23 school (~~Washington assessment of student learning~~) statewide
24 student assessment. To the greatest extent possible, the assessments
25 shall be:

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

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

28 (c) Administered efficiently to provide results either
29 immediately or within two weeks;

30 (d) Capable of measuring individual student growth over time and
31 allowing student progress to be compared to other students across the
32 country;

33 (e) Readily available to parents; and

34 (f) Cost-effective.

35 (5) The office of the superintendent of public instruction shall
36 offer training at statewide and regional staff development activities
37 in:

38 (a) The interpretation of diagnostic assessments; and

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

PART II
GRADUATION PATHWAYS FOR THE GRADUATING CLASS OF 2020 AND SUBSEQUENT
CLASSES

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

(1) Beginning with the class of 2020, graduation from a public high school and the earning of a meaningful diploma must include:

(a) Earning the credits required for graduation; and

(b) Demonstrating career and college readiness by completing, in accordance with the student's high school and beyond plan, one or more of the pathway options established in subsection (2) of this section.

(2) (a) The following pathway options may be used to demonstrate a student's career and college readiness in accordance with subsection (1) (b) of this section:

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

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

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

(iv) Earn high school credit through an apprenticeship preparation program;

(v) Be accepted into a registered apprenticeship program;

(vi) Meet or exceed standard on the statewide high school assessment in English language arts required by RCW 28A.655.070;

(vii) Meet or exceed standard on the statewide high school assessment in mathematics required by RCW 28A.655.070;

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

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

(x) Pass the armed services vocational aptitude battery;

(xi) Pass an industry-based credential exam;

1 (xii) Be accepted to an institution of higher education; and
2 (xiii) Be employed in an occupation identified in the student's
3 high school and beyond plan under RCW 28A.230.090.

4 (b) While the legislature encourages school districts to make all
5 pathway options under (a) of this subsection available to their high
6 school students, and to expand their pathway options until that goal
7 is met, school districts have discretion in determining which pathway
8 options under (a) of this subsection they will offer to students.

9 (3) For the purpose of this section, "high school transition
10 course" means an English language arts or mathematics course offered
11 in high school where successful completion by a high school student
12 ensures the student college-level placement at participating
13 institutions of higher education as defined in RCW 28B.10.016.

14 **PART III**

15 **ESTABLISHING A COMPETENCY-BASED EDUCATION WORK GROUP AND OPTIONAL**
16 **ASSESSMENTS FOR DEMONSTRATING COLLEGE AND CAREER READINESS**

17 NEW SECTION. **Sec. 301.** (1) The state board of education shall
18 convene and lead a competency-based education work group by June 1,
19 2019. The purpose of the work group is to facilitate student access
20 to relevant and robust pathways aligned to their personal goals for
21 their career and further education as reflected in their high school
22 and beyond plans. The work group shall coordinate the:

23 (a) Development of a competency-based pathway to the earning of a
24 high school diploma; and

25 (b) Expansion of options for competency-based credit that meet
26 graduation requirements.

27 (2) The work group may not exceed twelve members and must include
28 the following members:

29 (a) Two students as selected by the association of Washington
30 student leaders;

31 (b) One representative from the educational opportunity gap
32 oversight and accountability committee as selected by the educational
33 opportunity gap oversight and accountability committee;

34 (c) One high school principal as selected by the association of
35 Washington school principals;

36 (d) One high school certificated teacher as selected by the
37 Washington education association;

1 (e) One high school counselor as selected by the Washington
2 education association;

3 (f) One school district board member or superintendent as
4 selected jointly by the Washington state school directors'
5 association and the Washington association of school administrators;

6 (g) One representative from the office of the superintendent of
7 public instruction as selected by the superintendent of public
8 instruction;

9 (h) One representative from the state board of education as
10 selected by the chair of the state board of education; and

11 (i) Three representatives from business or industry as selected
12 by the workforce training and education coordinating board.

13 (3) The state board of education shall:

14 (a) Provide leadership of the work group;

15 (b) Coordinate work group membership to ensure member diversity,
16 including racial, ethnic, gender, geographic, community-size, and
17 expertise diversity;

18 (c) Provide staff support to the work group; and

19 (d) Submit an interim report outlining preliminary findings and
20 potential recommendations to the governor and the education
21 committees of the house of representatives and the senate by December
22 1, 2019, and a final report, provided to the same recipients,
23 detailing all findings and recommendations related to the work
24 group's purpose and tasks by December 1, 2020.

25 (4) This section expires March 1, 2021.

26 NEW SECTION. **Sec. 302.** A new section is added to chapter
27 28A.655 RCW to read as follows:

28 (1) Beginning with the graduating class of 2022, school districts
29 must make the following optional assessments available to students in
30 grade ten:

31 (a) The SAT test;

32 (b) The ACT test;

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

37 (d) The trade skills aptitude assessment developed in accordance
38 with section 303 of this act. This subsection (1)(d) does not apply

1 if the assessment has not been approved for use by the superintendent
2 of public instruction;

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

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

7 (2)(a) Beginning with the graduating class of 2021, students may
8 complete one or more of the assessments in subsection (1) of this
9 section to demonstrate career and college readiness, and school
10 districts must provide students with an opportunity to retake an
11 assessment offered in accordance with this section at least annually.
12 Students demonstrating career and college readiness in accordance
13 with this section and their high school and beyond plans have
14 satisfied the obligation to demonstrate career and college readiness
15 as required by section 201 of this act.

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

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

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

29 NEW SECTION. **Sec. 303.** A new section is added to chapter
30 28A.655 RCW to read as follows:

31 (1) In consultation with the state board of education, the
32 superintendent of public instruction shall convene two advisory
33 boards:

34 (a) One for evaluating options and recommending a high school
35 STEM literacy and high technology assessment as provided in section
36 302(1)(c) of this act; and

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

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

2 (a) Must include representatives of business, labor, the
3 workforce training and education coordinating board, the student
4 achievement council, and the state board for community and technical
5 colleges;

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

8 (c) Must provide a preliminary report to the governor and the
9 education committees of the house of representatives and the senate
10 by November 15, 2019, with a final report of recommendations,
11 including a schedule for implementing the recommendations, due to the
12 same recipients by November 15, 2020; and

13 (d) May recommend the complete or partial use of existing
14 assessments, the development of complete or partial assessments, or
15 both.

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

25 NEW SECTION. **Sec. 304.** A new section is added to chapter
26 28A.655 RCW to read as follows:

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

30 (2) School districts must also collect and annually submit to the
31 superintendent of public instruction and the state board of education
32 the number and percentage of graduating students that met standard on
33 an assessment administered in accordance with section 302 of this
34 act. Data collected and submitted in accordance with this subsection,
35 and any resulting reports or reporting, must comply with RCW
36 28A.300.042.

37 **PART IV**

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

3 NEW SECTION. **Sec. 401.** A new section is added to chapter
4 28A.655 RCW to read as follows:

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

8 **PART V**

9 **ADDITIONAL AND REPEALED PROVISIONS**

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

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

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

22 NEW SECTION. **Sec. 502.** RCW 28A.655.066 (Statewide end-of-course
23 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,
24 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

25 NEW SECTION. **Sec. 503.** A new section is added to chapter
26 28A.230 RCW to read as follows:

27 (1) The legislature finds that fully realizing the potential of
28 high school and beyond plans as meaningful tools for articulating and
29 revising pathways for graduation will require additional school
30 counselors and family coordinators. The legislature further finds
31 that the development and implementation of an online electronic
32 platform for high school and beyond plans will be an appropriate and
33 supportive action that will assist students, parents and guardians,
34 educators, and counselors as the legislature explores options for
35 funding additional school counselors.

1 (2) Subject to the availability of amounts appropriated for this
2 specific purpose, the office of the superintendent of public
3 instruction shall select and contract with a vendor to develop and
4 implement a statewide online electronic platform for high school and
5 beyond plans required by RCW 28A.230.090. Beginning in the 2020-21
6 school year, the platform must be available to all students who are
7 required to have a high school and beyond plan.

8 (3) At a minimum, the platform must:

9 (a) Enable students to create, personalize, review, and revise
10 their high school and beyond plans;

11 (b) Grant parents or guardians, educators, and counselors
12 appropriate access to students' high school and beyond plans;

13 (c) Employ a sufficiently flexible technology that allows for
14 subsequent modifications necessitated by statutory changes,
15 administrative changes, or both, as well as enhancements to improve
16 the features and functionality of the platform;

17 (d) Be capable of being maintained by the office of the
18 superintendent of public instruction within two years after its
19 initial implementation; and

20 (e) Comply with state and federal requirements for student
21 privacy.

22 (4) The office of the superintendent of public instruction may
23 adopt and revise rules as necessary to implement this section.

24 NEW SECTION. **Sec. 504.** Sections 101, 102, and 301 of this act
25 are necessary for the immediate preservation of the public peace,
26 health, or safety, or support of the state government and its
27 existing public institutions, and take effect immediately.

28 NEW SECTION. **Sec. 505.** If specific funding for the purposes of
29 this act, referencing this act by bill or chapter number, is not
30 provided by June 30, 2019, in the omnibus appropriations act, this
31 act is null and void.

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