

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1599

Chapter 252, Laws of 2019

66th Legislature
2019 Regular Session

HIGH SCHOOL GRADUATION REQUIREMENTS

EFFECTIVE DATE: July 28, 2019—Except for section 102, which becomes effective May 15, 2019; and section 203, which becomes effective August 31, 2022.

Passed by the House April 22, 2019
Yeas 96 Nays 0

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 15, 2019
Yeas 48 Nays 0

CYRUS HABIB

President of the Senate

Approved May 7, 2019 10:02 AM

JAY INSLEE

Governor of the State of Washington

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1599** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BERNARD DEAN

Chief Clerk

FILED

May 13, 2019

**Secretary of State
State of Washington**

1 In an ongoing effort to create an educational system focused on
2 individualized student learning that is culturally responsive to the
3 needs of our diverse student population, the legislature must provide
4 a system that allows each student to work with his or her teachers,
5 parents or guardians, and counselors to identify the best ways to
6 demonstrate appropriate readiness in furtherance of the student's
7 career and college goals.

8 The legislature further recognizes that student-focused
9 graduation pathways must be adaptable and allow students to change
10 pathways as their goals shift. While standardized tests may be a
11 graduation pathway option chosen by some to demonstrate career and
12 college readiness, students should have other rigorous and meaningful
13 pathway options to select from when demonstrating their
14 proficiencies. The legislature, therefore, intends to create a system
15 of multiple graduation pathway options that enable students to
16 support their individual goals for high school and beyond.

17 **Sec. 102.** RCW 28A.655.065 and 2017 3rd sp.s. c 31 s 2 are each
18 amended to read as follows:

19 (1) The legislature has made a commitment to rigorous academic
20 standards for receipt of a high school diploma. The primary way that
21 students will demonstrate that they meet the standards in reading,
22 writing, mathematics, and science is through the statewide student
23 assessment. Only objective assessments that are comparable in rigor
24 to the state assessment are authorized as an alternative assessment.
25 Before seeking an alternative assessment, the legislature expects
26 students to make a genuine effort to meet state standards, through
27 regular and consistent attendance at school and participation in
28 extended learning and other assistance programs.

29 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
30 and concluding with the graduating class of 2019, the superintendent
31 of public instruction shall implement objective alternative
32 assessment methods as provided in this section for students to
33 demonstrate achievement of the state standards in content areas in
34 which the student has not yet met the standard on the high school
35 statewide student assessment. A student may access an alternative if
36 the student meets applicable eligibility criteria in RCW 28A.655.061
37 and this section and other eligibility criteria established by the
38 superintendent of public instruction, including but not limited to
39 attendance criteria and participation in the remediation or

1 supplemental instruction contained in the student learning plan
2 developed under RCW 28A.655.061. A school district may waive
3 attendance and/or remediation criteria for special, unavoidable
4 circumstances.

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

8 (4) One alternative assessment method shall be a combination of
9 the applicant's grades in applicable courses and the applicant's
10 highest score on the high school statewide student assessment, as
11 provided in this subsection. A student is eligible to apply for the
12 alternative assessment method under this subsection (4) if the
13 student has a cumulative grade point average of at least 3.2 on a
14 four point grading scale. The superintendent of public instruction
15 shall determine which high school courses are applicable to the
16 alternative assessment method and shall issue guidelines to school
17 districts.

18 (a) Using guidelines prepared by the superintendent of public
19 instruction, a school district shall identify the group of students
20 in the same school as the applicant who took the same high school
21 courses as the applicant in the applicable content area. From the
22 group of students identified in this manner, the district shall
23 select the comparison cohort that shall be those students who met or
24 slightly exceeded the state standard on the statewide student
25 assessment.

26 (b) The district shall compare the applicant's grades in high
27 school courses in the applicable content area to the grades of
28 students in the comparison cohort for the same high school courses.
29 If the applicant's grades are equal to or above the mean grades of
30 the comparison cohort, the applicant shall be deemed to have met the
31 state standard on the alternative assessment.

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

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

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

38 (b) By January 1, 2007, guidelines and appeal processes for
39 waiving specific requirements in RCW 28A.655.061 pertaining to the
40 certificate of academic achievement and to the certificate of

1 individual achievement for students who: (i) Transfer to a Washington
2 public school in their junior or senior year with the intent of
3 obtaining a public high school diploma, or (ii) have special,
4 unavoidable circumstances;

5 (c)(i) For the graduating classes of 2014, 2015, 2016, 2017,
6 ~~((and)) 2018, 2019, and 2020~~, an expedited appeal process for waiving
7 specific requirements in RCW 28A.655.061 pertaining to the
8 certificate of academic achievement and the certificate of individual
9 achievement for eligible students who have not met the state standard
10 on the English language arts statewide student assessment, the
11 mathematics high school statewide student assessment, or both. The
12 student or the student's parent, guardian, or principal may initiate
13 an appeal with the district and the district has the authority to
14 determine which appeals are submitted to the superintendent of public
15 instruction for review and approval. The superintendent of public
16 instruction may only approve an appeal if it has been demonstrated
17 that the student has the necessary skills and knowledge to meet the
18 high school graduation standard and that the student has the skills
19 necessary to successfully achieve the college or career goals
20 established in his or her high school and beyond plan. Pathways for
21 demonstrating the necessary skills and knowledge may include, but are
22 not limited to:

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

25 (B) Admission to a higher education institution or career
26 preparation program;

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

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

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

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

38 (6) The state board of education shall examine opportunities for
39 additional alternative assessments, including the possible use of one
40 or more standardized norm-referenced student achievement tests and

1 the possible use of the reading, writing, or mathematics portions of
2 the ACT ASSET and ACT COMPASS test instruments as objective
3 alternative assessments for demonstrating that a student has met the
4 state standards for the certificate of academic achievement. The
5 state board shall submit its findings and recommendations to the
6 education committees of the legislature by January 10, 2008.

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

9 (8) This section expires August 31, 2022.

10 **Sec. 103.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to
11 read as follows:

12 (1) The state board of education shall establish high school
13 graduation requirements or equivalencies for students, except as
14 provided in RCW 28A.230.122 and section 201 of this act and except
15 those equivalencies established by local high schools or school
16 districts under RCW 28A.230.097. The purpose of a high school diploma
17 is to declare that a student is ready for success in postsecondary
18 education, gainful employment, and citizenship, and is equipped with
19 the skills to be a lifelong learner.

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

24 (b) Except as provided otherwise in this subsection, the
25 certificate of academic achievement requirements under RCW
26 28A.655.061 or the certificate of individual achievement requirements
27 under RCW 28A.155.045 are required for graduation from a public high
28 school but are not the only requirements for graduation. ~~The~~
29 requirement to earn a certificate of academic achievement to qualify
30 for graduation from a public high school concludes with the
31 graduating class of 2019. The obligation of qualifying students to
32 earn a certificate of individual achievement as a prerequisite for
33 graduation from a public high school concludes with the graduating
34 class of 2021.

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

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

5 (B) For students with an individualized education program, the
6 high school and beyond plan must be developed in alignment with their
7 individualized education program. The high school and beyond plan
8 must be developed in a similar manner and with similar school
9 personnel as for all other students.

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

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

25 (iv) School districts are encouraged to involve parents and
26 guardians in the process of developing and updating the high school
27 and beyond plan, and the plan must be provided to the students'
28 parents or guardians in their native language if that language is one
29 of the two most frequently spoken non-English languages of students
30 in the district. Nothing in this subsection (1)(c)(~~(iii)~~) (iv)
31 prevents districts from providing high school and beyond plans to
32 parents and guardians in additional languages that are not required
33 by this subsection.

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

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

38 (B) Identification of educational goals;

39 (C) Identification of dual credit programs and the opportunities
40 they create for students, including (~~but not limited to~~)

1 eligibility for automatic enrollment in advanced classes under RCW
2 28A.320.195, career and technical education programs, running start
3 programs, AP courses, international baccalaureate programs, and
4 college in the high school programs;

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

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

8 (I) Includes information about options for satisfying state and
9 local graduation requirements;

10 (II) Satisfies state and local graduation requirements;

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

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

18 (V) Includes information about the college bound scholarship
19 program; (~~and~~)

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

23 (I) Information about the documentation necessary for completing
24 the applications; application timeliness and submission deadlines;
25 the importance of submitting applications early; information specific
26 to students who are or have been in foster care; information specific
27 to students who are, or are at risk of being, homeless; information
28 specific to students whose family member or guardians will be
29 required to provide financial and tax information necessary to
30 complete applications; and

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

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

39 (d) Any decision on whether a student has met the state board's
40 high school graduation requirements for a high school and beyond plan

1 shall remain at the local level. Effective with the graduating class
2 of 2015, the state board of education may not establish a requirement
3 for students to complete a culminating project for graduation. A
4 district may establish additional, local requirements for a high
5 school and beyond plan to serve the needs and interests of its
6 students and the purposes of this section.

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

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

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

1 include career and technical education equivalencies in mathematics
2 adopted pursuant to RCW 28A.230.097.

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

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

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

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

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

1 (a) The course was taken with high school students, if the
2 academic level of the course exceeds the requirements for seventh and
3 eighth grade classes, and the student has successfully passed by
4 completing the same course requirements and examinations as the high
5 school students enrolled in the class; or

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

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

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

18 **Sec. 104.** RCW 28A.155.045 and 2007 c 354 s 3 are each amended to
19 read as follows:

20 Beginning with the graduating class of 2008, and concluding with
21 the graduating class of 2021, students served under this chapter, who
22 are not appropriately ~~((assessed))~~ served by the ~~((high school~~
23 ~~Washington assessment system as defined in RCW 28A.655.061))~~
24 graduation pathway options established in section 201 of this act,
25 even with accommodations, may earn a certificate of individual
26 achievement. The certificate may be earned using multiple ~~((ways))~~
27 measures to demonstrate skills and abilities commensurate with their
28 ~~((individual))~~ individualized education programs. The determination
29 of whether the ~~((high school assessment system is))~~ graduation
30 pathway options established in section 201 of this act or the
31 multiple measures authorized in this section are appropriate shall be
32 made by the student's ~~((individual))~~ individualized education program
33 team. ~~((Except as provided in RCW 28A.655.0611,))~~ For ((these)) the
34 students who use the multiple measures authorized by this section,
35 the certificate of individual achievement is required for graduation
36 from a public high school ~~((, but need not be the only requirement for~~
37 ~~graduation. When measures other than the high school assessment~~
38 ~~system as defined in RCW 28A.655.061 are used,))~~. The multiple
39 measures ((shall)) that may be used to demonstrate skills and

1 abilities of students under this section must be in agreement with
2 the appropriate educational opportunity provided for the student as
3 required by this chapter. The superintendent of public instruction,
4 in consultation with the state special education advisory council,
5 shall develop the guidelines for determining ((which students should
6 not be required to participate in the high school assessment system
7 and)) which types of ((assessments)) multiple measures to demonstrate
8 skills and abilities under this section are appropriate to use and
9 graduation pathways that might be added to those in section 201 of
10 this act to support achievement of all students served under this
11 chapter.

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

16 Nothing in this section shall be construed to deny a student the
17 right to participation in the ~~((high school assessment system as~~
18 ~~defined in RCW 28A.655.061, and, upon successfully meeting the high~~
19 ~~school standard, receipt of the certificate of academic achievement))~~
20 graduation pathway options established in section 201 of this act.

21 This section expires August 31, 2024.

22 **Sec. 105.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each
23 amended to read as follows:

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

34 (2) Subject to the conditions in this section, and concluding
35 with the graduating class of 2019, a certificate of academic
36 achievement shall be obtained and is evidence that the students have
37 successfully met the state standard in the content areas included in
38 the certificate. With the exception of students satisfying the
39 provisions of RCW 28A.155.045 ~~((or 28A.655.061)),~~ acquisition of the

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9 (iii) Any credit deficiencies;

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

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

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

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

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

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

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

28 (11) This section expires August 31, 2022.

29 **Sec. 106.** 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. 107.** 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. 108.** 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. 109.** 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. 110.** 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 met the
23 requirements of the graduation pathway option established in section
24 201(1)(b)(iv) of this act and to have satisfied state minimum
25 requirements for graduation from a public high school, except that ~~((~~

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

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

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

38 (3) To receive a high school diploma under this section, a
39 student must complete and pass all required international

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

7 **Sec. 111.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to
8 read as follows:

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

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

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

23 **Sec. 112.** RCW 28A.305.130 and 2017 3rd sp.s. c 31 s 3 are each
24 amended to read as follows:

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

35 (1) Hold regularly scheduled meetings at such time and place
36 within the state as the board shall determine and may hold such
37 special meetings as may be deemed necessary for the transaction of
38 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 the SAT or
31 the ACT if used to demonstrate career and college readiness under
32 section 201 of this act. The board shall also determine student
33 scores that identify levels of student performance below and beyond
34 the standard. The board shall set such performance standards and
35 levels in consultation with the superintendent of public instruction
36 and after consideration of any recommendations that may be developed
37 by any advisory committees that may be established for this purpose;

38 (B) To permit the legislature to take any statutory action it
39 deems warranted before modified or newly established scores are
40 implemented, the board shall notify the education committees of the

1 house of representatives and the senate of any scores that are
2 modified or established under (b)(i)(A) of this subsection on or
3 after July 28, 2019. The notifications required by this subsection
4 (4)(b)(i)(B) must be provided by November 30th of the year proceeding
5 the beginning of the school year in which the modified or established
6 scores will take effect;

7 (ii) ~~((A))~~ The legislature intends to continue the
8 implementation of chapter 22, Laws of 2013 ~~((7))~~ 2nd sp. sess. when
9 the legislature expressed the intent for the state board of education
10 to identify the student performance standard that demonstrates a
11 student's career and college readiness for the eleventh grade
12 consortium-developed assessments. Therefore, by December 1, 2018, the
13 state board of education, in consultation with the superintendent of
14 public instruction, must identify and report to the governor and the
15 education policy and fiscal committees of the legislature on the
16 equivalent student performance standard that a tenth grade student
17 would need to achieve on the state assessments to be on track to be
18 career and college ready at the end of the student's high school
19 experience;

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

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

36 (c) Annually review the assessment reporting system to ensure
37 fairness, accuracy, timeliness, and equity of opportunity, especially
38 with regard to schools with special circumstances and unique
39 populations of students, and a recommendation to the superintendent
40 of public instruction of any improvements needed to the system; and

1 (d) Include in the biennial report required under RCW
2 28A.305.035, information on the progress that has been made in
3 achieving goals adopted by the board;

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

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

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

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

31 **Sec. 113.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
32 read as follows:

33 (1) The extended learning opportunities program is created for
34 eligible eleventh and twelfth grade students who are not on track to
35 meet local or state graduation requirements as well as eighth grade
36 students who need additional assistance in order to have the
37 opportunity for a successful entry into high school. The program
38 shall provide early notification of graduation status and information

1 on education opportunities including preapprenticeship programs that
2 are available.

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

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

19 (a) Individual or small group instruction;

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

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

25 (~~(d)~~) (c) Inclusion in remediation programs, including summer
26 school;

27 (~~(e)~~) (d) Language development instruction for English language
28 learners;

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

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

1 **Sec. 114.** 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. 115.** 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. 116.** 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. 117.** 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 ~~((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. 118.** 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 space
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. 119.** 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 (d) The statewide academic assessment system must also include
18 the Washington access to instruction and measurement assessment for
19 students with significant cognitive challenges.

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

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

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

37 (7) To assist parents and teachers in their efforts to provide
38 educational support to individual students, the superintendent of
39 public instruction shall provide as much individual student
40 performance information as possible within the constraints of the

1 assessment system's item bank. The superintendent shall also provide
2 to school districts:

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

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

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

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

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

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

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

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

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

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

1 (16) (a) The superintendent shall notify the state board of
2 education in writing before initiating the development or revision of
3 the (~~essential-academic~~) state learning (~~requirements~~) standards
4 under subsections (1) and (2) of this section. The notification must
5 be provided to the state board of education in advance for review at
6 a regularly scheduled or special board meeting and must include the
7 following information:

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

10 (ii) The reason or reasons the superintendent is initiating the
11 development or revision; and

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

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

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

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

29 **Sec. 120.** RCW 28A.655.090 and 2008 c 165 s 3 are each amended to
30 read as follows:

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

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

- 1 (a) The percentage of students meeting the standards;
- 2 (b) The percentage of students performing at each level of the
3 assessment;
- 4 (c) Disaggregation of results by at least the following subgroups
5 of students: White, Black, Hispanic, American Indian/Alaskan Native,
6 Asian, Pacific Islander/Hawaiian Native, low income, transitional
7 bilingual, migrant, special education, and, beginning with the
8 2009-10 school year, students covered by section 504 of the federal
9 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and
- 10 (d) A learning improvement index that shows changes in student
11 performance within the different levels of student learning reported
12 on the (~~Washington assessment of student learning~~) statewide
13 student assessment.
- 14 (3) The reports shall contain data regarding the different
15 characteristics of schools, such as poverty levels, percent of
16 English as a second language students, dropout rates, attendance,
17 percent of students in special education, and student mobility so
18 that districts and schools can learn from the improvement efforts of
19 other schools and districts with similar characteristics.
- 20 (4) The reports shall contain student scores on mandated tests by
21 comparable Washington schools of similar characteristics.
- 22 (5) The reports shall contain information on public school choice
23 options available to students, including vocational education.
- 24 (6) The reports shall be posted on the superintendent of public
25 instruction's internet web site.
- 26 (7) To protect the privacy of students, the results of schools
27 and districts that test fewer than ten students in a grade level
28 shall not be reported. In addition, in order to ensure that results
29 are reported accurately, the superintendent of public instruction
30 shall maintain the confidentiality of statewide data files until the
31 superintendent determines that the data are complete and accurate.
- 32 (8) The superintendent of public instruction shall monitor the
33 percentage and number of special education and limited English-
34 proficient students exempted from taking the assessments by schools
35 and school districts to ensure the exemptions are in compliance with
36 exemption guidelines.

37 **Sec. 121.** RCW 28A.655.200 and 2009 c 539 s 1 are each amended to
38 read as follows:

1 (1) The legislature intends to permit school districts to offer
2 norm-referenced assessments, make diagnostic tools available to
3 school districts, and provide funding for diagnostic assessments to
4 enhance student learning at all grade levels and provide early
5 intervention before the high school (~~Washington assessment of~~
6 ~~student learning~~) statewide student assessment.

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

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

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

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

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

32 (c) Administered efficiently to provide results either
33 immediately or within two weeks;

34 (d) Capable of measuring individual student growth over time and
35 allowing student progress to be compared to other students across the
36 country;

37 (e) Readily available to parents; and

38 (f) Cost-effective.

1 (5) The office of the superintendent of public instruction shall
2 offer training at statewide and regional staff development activities
3 in:

4 (a) The interpretation of diagnostic assessments; and

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

7 **PART II**

8 **GRADUATION PATHWAY OPTIONS FOR THE GRADUATING CLASS OF 2020 AND**
9 **SUBSEQUENT CLASSES**

10 NEW SECTION. **Sec. 201.** A new section is added to chapter
11 28A.655 RCW to read as follows:

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

15 (i) Satisfying the graduation requirements established by the
16 state board of education under RCW 28A.230.090 and any graduation
17 requirements established by the applicable public high school or
18 school district;

19 (ii) Satisfying credit requirements for graduation;

20 (iii) Demonstrating career and college readiness through
21 completion of the high school and beyond plan as required by RCW
22 28A.230.090; and

23 (iv) Meeting the requirements of at least one graduation pathway
24 option established in this section. The pathway options established
25 in this section are intended to provide a student with multiple
26 pathways to graduating with a meaningful high school diploma that are
27 tailored to the goals of the student. A student may choose to pursue
28 one or more of the pathway options under (b) of this subsection, but
29 any pathway option used by a student to demonstrate career and
30 college readiness must be in alignment with the student's high school
31 and beyond plan.

32 (b) The following graduation pathway options may be used to
33 demonstrate career and college readiness in accordance with (a)(iv)
34 of this subsection:

35 (i) Meet or exceed the graduation standard established by the
36 state board of education under RCW 28A.305.130 on the statewide high
37 school assessments in English language arts and mathematics as
38 provided for under RCW 28A.655.070;

1 (ii) Complete and qualify for college credit in dual credit
2 courses in English language arts and mathematics. For the purposes of
3 this subsection, "dual credit course" means a course in which a
4 student qualifies for college and high school credit in English
5 language arts or mathematics upon successfully completing the course;

6 (iii) Earn high school credit in a high school transition course
7 in English language arts and mathematics, an example of which
8 includes a bridge to college course. For the purposes of this
9 subsection (1)(b)(iii), "high school transition course" means an
10 English language arts or mathematics course offered in high school
11 where successful completion by a high school student ensures the
12 student college-level placement at participating institutions of
13 higher education as defined in RCW 28B.10.016. High school transition
14 courses must satisfy core or elective credit graduation requirements
15 established by the state board of education. A student's successful
16 completion of a high school transition course does not entitle the
17 student to be admitted to an institution of higher education as
18 defined in RCW 28B.10.016;

19 (iv) Earn high school credit, with a C+ grade, or receiving a
20 three or higher on the AP exam, or equivalent, in AP, international
21 baccalaureate, or Cambridge international courses in English language
22 arts and mathematics; or receiving a four or higher on international
23 baccalaureate exams. For English language arts, successfully
24 completing any of the following courses meets the standard: AP
25 English language and composition literature, macroeconomics,
26 microeconomics, psychology, United States history, world history,
27 United States government and politics, or comparative government and
28 politics; or any of the international baccalaureate individuals and
29 societies courses. For mathematics, successfully completing any of
30 the following courses meets the standard: AP statistics, computer
31 science, computer science principles, or calculus; or any of the
32 international baccalaureate mathematics courses;

33 (v) Meet or exceed the scores established by the state board of
34 education for the mathematics portion and the reading, English, or
35 writing portion of the SAT or ACT;

36 (vi) Meet any combination of at least one English language arts
37 option and at least one mathematics option established in (b)(i)
38 through (v) of this subsection (1);

39 (vii) Meet standard in the armed services vocational aptitude
40 battery; and

1 (viii) Complete a sequence of career and technical education
2 courses that are relevant to a student's postsecondary pathway,
3 including those leading to workforce entry, state or nationally
4 approved apprenticeships, or postsecondary education, and that meet
5 either: The curriculum requirements of core plus programs for
6 aerospace, maritime, health care, information technology, or
7 construction and manufacturing; or the minimum criteria identified in
8 RCW 28A.700.030. Nothing in this subsection (1)(b)(viii) requires a
9 student to enroll in a preparatory course that is approved under RCW
10 28A.700.030 for the purposes of demonstrating career and college
11 readiness under this section.

12 (2) While the legislature encourages school districts to make all
13 pathway options established in this section available to their high
14 school students, and to expand their pathway options until that goal
15 is met, school districts have discretion in determining which pathway
16 options under this section they will offer to students.

17 (3) The state board of education shall adopt rules to implement
18 the graduation pathway options established in this section.

19 NEW SECTION. **Sec. 202.** A new section is added to chapter
20 28A.655 RCW to read as follows:

21 (1) The superintendent of public instruction shall collect the
22 following information from school districts: Which of the graduation
23 pathways under section 201 of this act are available to students at
24 each of the school districts; and the number of students using each
25 graduation pathway for graduation purposes. This information shall be
26 reported annually to the education committees of the legislature
27 beginning January 10, 2021. To the extent feasible, data on student
28 participation in each of the graduation pathways shall be
29 disaggregated by race, ethnicity, gender, and receipt of free or
30 reduced-price lunch.

31 (2) Beginning August 1, 2019, the state board of education shall
32 conduct a survey of interested parties regarding what additional
33 graduation pathways should be added to the existing graduation
34 pathways identified in section 201 of this act and whether
35 modifications should be made to any of the existing pathways.
36 Interested parties shall include at a minimum: Representatives from
37 the state board for community and technical colleges and four-year
38 higher education institutions; representatives from the
39 apprenticeship and training council; associations representing

1 business; members of the educational opportunity gap oversight and
2 accountability committee; and associations representing educators,
3 school board members, school administrators, superintendents, and
4 parents. The state board of education shall provide a report to the
5 education committees of the legislature by August 1, 2020,
6 summarizing the information collected in the surveys.

7 (3) Using the data reported by the superintendent of public
8 instruction under subsection (1) of this section, the state board of
9 education shall survey a sampling of the school districts unable to
10 provide all of the graduation pathways under section 201 of this act
11 in order to identify the types of barriers to implementation school
12 districts have. Using the survey results from this subsection and the
13 survey results collected under subsection (2) of this section, the
14 state board of education shall review the existing graduation
15 pathways, suggested changes to those graduation pathways, and the
16 options for additional graduation pathways, and shall provide a
17 report to the education committees of the legislature by December 10,
18 2022, on the following:

19 (a) Recommendations on whether changes to the existing pathways
20 should be made and what those changes should be;

21 (b) The barriers school districts have to offering all of the
22 graduation pathways and recommendations for ways to eliminate or
23 reduce those barriers for school districts;

24 (c) Whether all students have equitable access to all of the
25 graduation pathways and, if not, recommendations for reducing the
26 barriers students may have to accessing all of the graduation
27 pathways; and

28 (d) Whether additional graduation pathways should be included and
29 recommendations for what those pathways should be.

30 NEW SECTION. **Sec. 203.** A new section is added to chapter
31 28A.655 RCW to read as follows:

32 To help assure continued progress in academic achievement as a
33 foundation for high school graduation and to assure that students are
34 on track for high school graduation in whichever graduation pathway
35 the student chooses, each school district shall:

36 (1) Provide students who did not meet or exceed the standard on
37 the high school assessments in English language arts or mathematics
38 under RCW 28A.655.070, with the opportunity to access any combination
39 of interventions, academic supports, or courses, that are designed to

1 support students in meeting high school graduation requirements.
2 These interventions, supports, and courses must be rigorous and
3 consistent with the student's educational and career goals identified
4 in his or her high school and beyond plan, and may include career and
5 technical education equivalencies in English language arts or
6 mathematics adopted under RCW 28A.230.097; and

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

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

20 (b) If the student is in the transitional bilingual instruction
21 program, the score on his or her Washington language proficiency test
22 II;

23 (c) Any credit deficiencies;

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

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

27 (f) The courses, competencies, and other steps the student needs
28 to take to meet state academic standards and stay on track for
29 graduation;

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

34 (h) School district programs, high school courses, and career and
35 technical education options available for students to meet graduation
36 requirements; and

37 (i) Available programs offered through skill centers or community
38 and technical colleges, including diploma options under RCW
39 28B.50.535.

1 **PART III**

2 **ESTABLISHING A MASTERY-BASED LEARNING WORK GROUP**

3 NEW SECTION. **Sec. 301.** (1) By August 1, 2019, the state board
4 of education shall convene a work group to inform the governor, the
5 legislature, and the public about barriers to mastery-based learning
6 in Washington state whereby:

7 (a) Students advance upon demonstrated mastery of content;

8 (b) Competencies include explicit, measurable, transferable
9 learning objectives that empower students;

10 (c) Assessments are meaningful and a positive learning experience
11 for students;

12 (d) Students receive rapid, differentiated support based on their
13 individual learning needs; and

14 (e) Learning outcomes emphasize competencies that include
15 application and creation of knowledge along with the development of
16 important skills and dispositions.

17 (2) The work group shall examine opportunities to increase
18 student access to relevant and robust mastery-based academic pathways
19 aligned to personal career goals and postsecondary education. The
20 work group shall also review the role of the high school and beyond
21 plan in supporting mastery-based learning. The work group shall
22 consider:

23 (a) Improvements in the high school and beyond plan as an
24 essential tool for mastery-based learning;

25 (b) Development of mastery-based pathways to the earning of a
26 high school diploma;

27 (c) The results of the competency-based pathways previously
28 approved by the state board of education under RCW 28A.230.090 as a
29 learning resource; and

30 (d) Expansion of mastery-based credits to meet graduation
31 requirements.

32 (3) As part of this work group, the state board of education, in
33 collaboration with the office of the superintendent of public
34 instruction, shall develop enrollment reporting guidelines to support
35 schools operating with waivers issued under RCW 28A.230.090.

36 (4) The work group must include the following members:

37 (a) Four legislators: One from each of the two largest caucuses
38 in the house of representatives, appointed by the speaker of the

1 house; and one from each of the two largest caucuses in the senate,
2 appointed by the president of the senate;

3 (b) Two students as selected by the association of Washington
4 student leaders;

5 (c) One representative from the educational opportunity gap
6 oversight and accountability committee as selected by the educational
7 opportunity gap oversight and accountability committee;

8 (d) One high school principal as selected by the association of
9 Washington school principals;

10 (e) One high school certificated teacher as selected by the
11 Washington education association;

12 (f) One high school counselor as selected by the Washington
13 education association;

14 (g) One school district board member or superintendent as
15 selected jointly by the Washington state school directors'
16 association and the Washington association of school administrators;

17 (h) One representative from the office of the superintendent of
18 public instruction as selected by the superintendent of public
19 instruction; and

20 (i) One representative from the state board of education as
21 selected by the chair of the state board of education.

22 (5) The state board of education shall:

23 (a) Provide staff support to the work group;

24 (b) Coordinate work group membership to ensure member diversity,
25 including racial, ethnic, gender, geographic, community size, and
26 expertise diversity; and

27 (c) Submit an interim report outlining preliminary findings and
28 potential recommendations to the governor and the education
29 committees of the house of representatives and the senate by December
30 1, 2019, and a final report, provided to the same recipients,
31 detailing all findings and recommendations related to the work
32 group's purpose and tasks by December 1, 2020.

33 (6) This section expires March 1, 2021.

34 **PART IV**

35 **CONTINUED APPLICABILITY OF GRADUATION REQUIREMENTS FOR STUDENTS IN**
36 **THE GRADUATING CLASS OF 2018 AND PRIOR GRADUATING CLASSES**

37 NEW SECTION. **Sec. 401.** A new section is added to chapter
38 28A.655 RCW to read as follows:

1 RCW 28A.155.045, 28A.655.061, and 28A.655.065, as they existed on
2 January 1, 2019, apply to students in the graduating class of 2018
3 and prior graduating classes.

4 **PART V**

5 **ADDITIONAL AND REPEALED PROVISIONS**

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

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

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

18 **Sec. 502.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to
19 read as follows:

20 (1) By the 2021-22 school year, each school district board of
21 directors (~~((is encouraged to))~~) shall adopt an academic acceleration
22 policy for high school students as provided under this section.

23 (2) Under an academic acceleration policy:

24 (a) The district shall automatically enroll(~~((s))~~) any student who
25 meets or exceeds the state standard on the eighth grade or high
26 school English language arts or mathematics statewide student
27 assessment in the next most rigorous level of advanced courses or
28 program offered by the high school(~~((Students who successfully~~
29 ~~complete such an advanced course are then enrolled in the next most~~
30 ~~rigorous level of advanced course, with the objective that students~~
31 ~~will eventually be automatically enrolled in courses that offer the~~
32 ~~opportunity to earn dual credit for high school and college))~~) that
33 aligns with the student's high school and beyond plan goals.

34 (b) Each school district may include additional eligibility
35 criteria for students to participate in the academic acceleration
36 policy so long as the district criteria does not create inequities
37 among student groups in the advanced course or program.

1 (3)(a) The subject matter of the advanced courses or program in
2 which ((the)) a student is automatically enrolled depends on the
3 content area or areas of the ((statewide student)) assessments where
4 the student has met or exceeded the state standard under subsection
5 (2) of this section. ((Students who meet the state standard on both
6 end-of-course mathematics assessments are considered to have met the
7 state standard for high school mathematics.))

8 (b) Students who meet or exceed the state standard ((in both
9 reading and writing)) on the English language arts statewide student
10 assessment are eligible for enrollment in advanced courses in
11 English, social studies, humanities, and other related subjects.

12 (c) Students who meet or exceed the state standard on the
13 mathematics statewide student assessment are eligible for enrollment
14 in advanced courses in mathematics.

15 (d) Beginning in the 2021-22 school year, students who meet or
16 exceed the state standard on the Washington comprehensive assessment
17 of science are eligible for enrollment in advanced courses in
18 science.

19 (4)(a) Students who successfully complete an advanced course in
20 accordance with subsection (3) of this section are then enrolled in
21 the next most rigorous level of advanced course that aligns with the
22 student's high school and beyond plan.

23 (b) Students who successfully complete the advanced course in
24 accordance with this subsection are then enrolled in the next most
25 rigorous level of advanced course with the objective that students
26 will eventually be automatically enrolled in courses that offer the
27 opportunity to earn dual credit for high school and college.

28 (5) The district must notify students and parents or guardians
29 regarding the academic acceleration policy and the advanced courses
30 or programs available to students, including dual credit courses or
31 programs.

32 ~~((d))~~ (6) The district must provide a parent or guardian of a
33 high school student with an opportunity to opt the student out of the
34 academic acceleration policy and enroll ((a)) the student in an
35 alternative course or program that aligns with the student's high
36 school and beyond plan goals.

37 NEW SECTION. Sec. 503. RCW 28A.655.066 (Statewide end-of-course
38 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,
39 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

1 NEW SECTION. **Sec. 504.** A new section is added to chapter
2 28A.230 RCW to read as follows:

3 (1) The legislature finds that fully realizing the potential of
4 high school and beyond plans as meaningful tools for articulating and
5 revising pathways for graduation will require additional school
6 counselors and family coordinators. The legislature further finds
7 that the development and implementation of an online electronic
8 platform for high school and beyond plans will be an appropriate and
9 supportive action that will assist students, parents and guardians,
10 educators, and counselors as the legislature explores options for
11 funding additional school counselors.

12 (2) Subject to the availability of amounts appropriated for this
13 specific purpose, the office of the superintendent of public
14 instruction shall facilitate the creation of a list of available
15 electronic platforms for the high school and beyond plan. Platforms
16 eligible to be included on the list must meet the following
17 requirements:

18 (a) Enable students to create, personalize, and revise their high
19 school and beyond plan as required by RCW 28A.230.090;

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

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

26 (d) Comply with state and federal requirements for student
27 privacy;

28 (e) Allow for the portability between platforms so that students
29 moving between school districts are able to easily transfer their
30 high school and beyond plans; and

31 (f) To the extent possible, include platforms in use by school
32 districts during the 2018-19 school year.

33 (3) Beginning in the 2020-21 school year, each school district
34 must ensure that an electronic high school and beyond plan platform
35 is available to all students who are required to have a high school
36 and beyond plan.

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

1 NEW SECTION. **Sec. 505.** Section 102 of this act is necessary for
2 the immediate preservation of the public peace, health, or safety, or
3 support of the state government and its existing public institutions,
4 and takes effect May 15, 2019.

5 NEW SECTION. **Sec. 506.** Section 203 of this act takes effect
6 August 31, 2022.

Passed by the House April 22, 2019.

Passed by the Senate April 15, 2019.

Approved by the Governor May 7, 2019.

Filed in Office of Secretary of State May 13, 2019.

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