

**E2SHB 1599** - S COMM AMD  
By Committee on Ways & Means

ADOPTED 04/15/2019

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

3 "PART I  
4 **DECOUPLING STATEWIDE ASSESSMENTS FROM GRADUATION REQUIREMENTS AND**  
5 **MAKING OTHER MODIFICATIONS**

6 NEW SECTION. **Sec. 101.** The legislature intends to continue  
7 providing students with the opportunity to access a challenging  
8 learning environment and a meaningful diploma that supports every  
9 student in achieving his or her individualized career and college  
10 goals.

11 In an ongoing effort to create an educational system focused on  
12 individualized student learning that is culturally responsive to the  
13 needs of our diverse student population, the legislature must provide  
14 a system that allows each student to work with his or her teachers,  
15 parents or guardians, and counselors to identify the best ways to  
16 demonstrate appropriate readiness in furtherance of the student's  
17 career and college goals.

18 The legislature further recognizes that student-focused  
19 graduation pathways must be adaptable and allow students to change  
20 pathways as their goals shift. While standardized tests may be a  
21 graduation pathway option chosen by some to demonstrate career and  
22 college readiness, students should have other rigorous and meaningful  
23 pathway options to select from when demonstrating their  
24 proficiencies. The legislature, therefore, intends to create a system  
25 of multiple graduation pathway options that enable students to  
26 support their individual goals for high school and beyond.

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

29 (1) The legislature has made a commitment to rigorous academic  
30 standards for receipt of a high school diploma. The primary way that

1 students will demonstrate that they meet the standards in reading,  
2 writing, mathematics, and science is through the statewide student  
3 assessment. Only objective assessments that are comparable in rigor  
4 to the state assessment are authorized as an alternative assessment.  
5 Before seeking an alternative assessment, the legislature expects  
6 students to make a genuine effort to meet state standards, through  
7 regular and consistent attendance at school and participation in  
8 extended learning and other assistance programs.

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

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

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

37 (a) Using guidelines prepared by the superintendent of public  
38 instruction, a school district shall identify the group of students  
39 in the same school as the applicant who took the same high school  
40 courses as the applicant in the applicable content area. From the

1 group of students identified in this manner, the district shall  
2 select the comparison cohort that shall be those students who met or  
3 slightly exceeded the state standard on the statewide student  
4 assessment.

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

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

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

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

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

24 (c) (i) For the graduating classes of 2014, 2015, 2016, 2017,  
25 ~~((and))~~ 2018, 2019, and 2020, an expedited appeal process for waiving  
26 specific requirements in RCW 28A.655.061 pertaining to the  
27 certificate of academic achievement and the certificate of individual  
28 achievement for eligible students who have not met the state standard  
29 on the English language arts statewide student assessment, the  
30 mathematics high school statewide student assessment, or both. The  
31 student or the student's parent, guardian, or principal may initiate  
32 an appeal with the district and the district has the authority to  
33 determine which appeals are submitted to the superintendent of public  
34 instruction for review and approval. The superintendent of public  
35 instruction may only approve an appeal if it has been demonstrated  
36 that the student has the necessary skills and knowledge to meet the  
37 high school graduation standard and that the student has the skills  
38 necessary to successfully achieve the college or career goals  
39 established in his or her high school and beyond plan. Pathways for

1 demonstrating the necessary skills and knowledge may include, but are  
2 not limited to:

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

5 (B) Admission to a higher education institution or career  
6 preparation program;

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

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

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

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

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

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

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

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

32 (1) The state board of education shall establish high school  
33 graduation requirements or equivalencies for students, except as  
34 provided in RCW 28A.230.122 and section 201 of this act and except  
35 those equivalencies established by local high schools or school  
36 districts under RCW 28A.230.097. The purpose of a high school diploma  
37 is to declare that a student is ready for success in postsecondary  
38 education, gainful employment, and citizenship, and is equipped with  
39 the skills to be a lifelong learner.

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

5 (b) Except as provided otherwise in this subsection, the  
6 certificate of academic achievement requirements under RCW  
7 28A.655.061 or the certificate of individual achievement requirements  
8 under RCW 28A.155.045 are required for graduation from a public high  
9 school but are not the only requirements for graduation. The  
10 requirement to earn a certificate of academic achievement to qualify  
11 for graduation from a public high school concludes with the  
12 graduating class of 2019. The obligation of qualifying students to  
13 earn a certificate of individual achievement as a prerequisite for  
14 graduation from a public high school concludes with the graduating  
15 class of 2021.

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

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

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

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

39 (B) For students with an individualized education program, the  
40 high school and beyond plan must be updated in alignment with their

1 school to postschool transition plan. The high school and beyond plan  
2 must be updated in a similar manner and with similar school personnel  
3 as for all other students.

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

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

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

17 (B) Identification of educational goals;

18 (C) Identification of dual credit programs and the opportunities  
19 they create for students, including ~~((but not limited to))~~  
20 eligibility for automatic enrollment in advanced classes under RCW  
21 28A.320.195, career and technical education programs, running start  
22 programs, AP courses, international baccalaureate programs, and  
23 college in the high school programs;

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

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

27 (I) Includes information about options for satisfying state and  
28 local graduation requirements;

29 (II) Satisfies state and local graduation requirements;

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

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

36 and

37 (V) Includes information about the college bound scholarship  
38 program; ~~((and))~~

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

4 (I) Information about the documentation necessary for completing  
5 the applications; application timeliness and submission deadlines;  
6 the importance of submitting applications early; information specific  
7 to students who are or have been in foster care; information specific  
8 to students who are, or are at risk of being, homeless; information  
9 specific to students whose family member or guardians will be  
10 required to provide financial and tax information necessary to  
11 complete applications; and

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

15 (G) By the end of the twelfth grade, a current resume or activity  
16 log that provides a written compilation of the student's education,  
17 any work experience, and any community service and how the school  
18 district has recognized the community service pursuant to RCW  
19 28A.320.193.

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

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

1 mathematics and the content of the third credit of science may be  
2 chosen by the student based on the student's interests and high  
3 school and beyond plan with agreement of the student's parent or  
4 guardian or agreement of the school counselor or principal.

5 (ii) School districts may apply to the state board of education  
6 for a waiver to implement the career and college ready graduation  
7 requirement proposal beginning with the graduating class of 2020 or  
8 2021 instead of the graduating class of 2019. In the application, a  
9 school district must describe why the waiver is being requested, the  
10 specific impediments preventing timely implementation, and efforts  
11 that will be taken to achieve implementation with the graduating  
12 class proposed under the waiver. The state board of education shall  
13 grant a waiver under this subsection (1)(e) to an applying school  
14 district at the next subsequent meeting of the board after receiving  
15 an application.

16 (iii) A school district must update the high school and beyond  
17 plans for each student who has not earned a score of level 3 or level  
18 4 on the middle school mathematics assessment identified in RCW  
19 28A.655.070 by ninth grade, to ensure that the student takes a  
20 mathematics course in both ninth and tenth grades. This course may  
21 include career and technical education equivalencies in mathematics  
22 adopted pursuant to RCW 28A.230.097.

23 (2)(a) In recognition of the statutory authority of the state  
24 board of education to establish and enforce minimum high school  
25 graduation requirements, the state board shall periodically  
26 reevaluate the graduation requirements and shall report such findings  
27 to the legislature in a timely manner as determined by the state  
28 board.

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

38 (c) The state board shall forward any proposed changes to the  
39 high school graduation requirements to the education committees of  
40 the legislature for review. The legislature shall have the



1 opportunity to act during a regular legislative session before the  
2 changes are adopted through administrative rule by the state board.  
3 Changes that have a fiscal impact on school districts, as identified  
4 by a fiscal analysis prepared by the office of the superintendent of  
5 public instruction, shall take effect only if formally authorized and  
6 funded by the legislature through the omnibus appropriations act or  
7 other enacted legislation.

8 (3) Pursuant to any requirement for instruction in languages  
9 other than English established by the state board of education or a  
10 local school district, or both, for purposes of high school  
11 graduation, students who receive instruction in American sign  
12 language or one or more American Indian languages shall be considered  
13 to have satisfied the state or local school district graduation  
14 requirement for instruction in one or more languages other than  
15 English.

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

21 (a) The course was taken with high school students, if the  
22 academic level of the course exceeds the requirements for seventh and  
23 eighth grade classes, and the student has successfully passed by  
24 completing the same course requirements and examinations as the high  
25 school students enrolled in the class; or

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

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

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

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

1       Beginning with the graduating class of 2008, and concluding with  
2 the graduating class of 2021, students served under this chapter, who  
3 are not appropriately ((assessed)) served by the ((high school  
4 ~~Washington assessment system as defined in RCW 28A.655.061~~))  
5 graduation pathway options established in section 201 of this act,  
6 even with accommodations, may earn a certificate of individual  
7 achievement. The certificate may be earned using multiple ((ways))  
8 measures to demonstrate skills and abilities commensurate with their  
9 ((individual)) individualized education programs. The determination  
10 of whether the ((high school assessment system is)) graduation  
11 pathway options established in section 201 of this act or the  
12 multiple measures authorized in this section are appropriate shall be  
13 made by the student's ((individual)) individualized education program  
14 team. ((Except as provided in RCW 28A.655.0611,)) For ((these)) the  
15 students who use the multiple measures authorized by this section,  
16 the certificate of individual achievement is required for graduation  
17 from a public high school((, but need not be the only requirement for  
18 graduation. When measures other than the high school assessment  
19 system as defined in RCW 28A.655.061 are used,)). The multiple  
20 measures ((shall)) that may be used to demonstrate skills and  
21 abilities of students under this section must be in agreement with  
22 the appropriate educational opportunity provided for the student as  
23 required by this chapter. The superintendent of public instruction,  
24 in consultation with the state special education advisory council,  
25 shall develop the guidelines for determining ((which students should  
26 not be required to participate in the high school assessment system  
27 and)) which types of ((assessments)) multiple measures to demonstrate  
28 skills and abilities under this section are appropriate to use and  
29 graduation pathways that might be added to those in section 201 of  
30 this act to support achievement of all students served under this  
31 chapter.

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

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

1 This section expires August 31, 2024.

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

4 (1) The high school assessment system shall include but need not  
5 be limited to the statewide student assessment, opportunities for a  
6 student to retake the content areas of the assessment in which the  
7 student was not successful, and, if approved by the legislature  
8 pursuant to subsection ~~((10))~~ (9) of this section, one or more  
9 objective alternative assessments for a student to demonstrate  
10 achievement of state academic standards. The objective alternative  
11 assessments for each content area shall be comparable in rigor to the  
12 skills and knowledge that the student must demonstrate on the  
13 statewide student assessment for each content area.

14 (2) Subject to the conditions in this section, and concluding  
15 with the graduating class of 2019, a certificate of academic  
16 achievement shall be obtained and is evidence that the students have  
17 successfully met the state standard in the content areas included in  
18 the certificate. With the exception of students satisfying the  
19 provisions of RCW 28A.155.045 ~~((or 28A.655.061))~~, acquisition of the  
20 certificate is required for graduation from a public high school but  
21 is not the only requirement for graduation.

22 (3)(a) Beginning with the graduating class of 2008 through the  
23 graduating class of 2015, with the exception of students satisfying  
24 the provisions of RCW 28A.155.045, a student who meets the state  
25 standards on the English language arts and mathematics high school  
26 statewide student assessment shall earn a certificate of academic  
27 achievement. The mathematics assessment shall be the end-of-course  
28 assessment for the first year of high school mathematics that  
29 assesses the standards common to algebra I and integrated mathematics  
30 I or the end-of-course assessment for the second year of high school  
31 mathematics that assesses standards common to geometry and integrated  
32 mathematics II.

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

1 (i) Students in the graduating class of 2016 may use the results  
2 from:

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

5 (B) The end-of-course assessment for the first year of high  
6 school mathematics, the end-of-course assessment for the second year  
7 of high school mathematics, or the comprehensive mathematics  
8 assessment developed with the multistate consortium.

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

11 (A) The tenth grade English language arts assessment developed by  
12 the superintendent of public instruction using resources from the  
13 multistate consortium or the English language arts assessment  
14 developed with the multistate consortium; and

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

19 (c) Beginning with the graduating class of 2019, a student who  
20 meets the high school graduation standard on the high school English  
21 language arts assessment developed with the multistate consortium and  
22 the comprehensive mathematics assessment developed with the  
23 multistate consortium shall earn a certificate of academic  
24 achievement.

25 ~~(d) ((Beginning with the graduating class of 2020, a student who  
26 meets the high school graduation standard on the high school English  
27 language arts assessment developed with the multistate consortium and  
28 the comprehensive mathematics assessment developed with the  
29 multistate consortium to be administered in tenth grade shall earn a  
30 certificate of academic achievement.~~

31 ~~(e))~~ If a student does not successfully meet the state standards  
32 in one or more content areas required for the certificate of academic  
33 achievement, then the student may retake the assessment in the  
34 content area at least twice a year at no cost to the student. If the  
35 student successfully meets the state standards on a retake of the  
36 assessment then the student shall earn a certificate of academic  
37 achievement. Once objective alternative assessments are authorized  
38 pursuant to subsection ~~((10))~~ (9) of this section, a student may  
39 use the objective alternative assessments to demonstrate that the  
40 student successfully meets the state standards for that content area

1 if the student has taken the statewide student assessment at least  
2 once. If the student successfully meets the state standards on the  
3 objective alternative assessments then the student shall earn a  
4 certificate of academic achievement.

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

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

18 ~~((6))~~ (5) A student may retain and use the highest result from  
19 each successfully completed content area of the high school  
20 assessment.

21 ~~((7))~~ (6) School districts must make available to students the  
22 following options:

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

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

33 ~~((8))~~ (7) Students who achieve the standard in a content area  
34 of the high school assessment but who wish to improve their results  
35 shall pay for retaking the assessment, using a uniform cost  
36 determined by the superintendent of public instruction.

37 ~~((9))~~ (8) Opportunities to retake the assessment at least twice  
38 a year shall be available to each school district.

39 ~~((10))~~ (9)(a) The office of the superintendent of public  
40 instruction shall develop options for implementing objective

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

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

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

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

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

29 (iv) (A) (~~Beginning~~) In the 2018-19 school year, high school  
30 students who have not earned a certificate of academic achievement  
31 due to not meeting the high school graduation standard on the  
32 mathematics or English language arts assessment may take and pass a  
33 locally determined course in the content area in which the student  
34 was not successful, and may use the passing score on a locally  
35 administered assessment tied to that course and approved under the  
36 provisions of this subsection (~~(+10+)~~) (9)(b)(iv), as an objective  
37 alternative assessment for demonstrating that the student has met or  
38 exceeded the high school graduation standard. High school transition  
39 courses and the assessments offered in association with high school  
40 transition courses shall be considered an approved locally determined

1 course and assessment for demonstrating that the student met or  
2 exceeded the high school graduation standard. The course must be  
3 rigorous and consistent with the student's educational and career  
4 goals identified in his or her high school and beyond plan, and may  
5 include career and technical education equivalencies in English  
6 language arts or mathematics adopted pursuant to RCW 28A.230.097.  
7 School districts shall record students' participation in locally  
8 determined courses under this section in the statewide individual  
9 data system.

10 (B) The office of the superintendent of public instruction shall  
11 develop a process by which local school districts can submit  
12 assessments for review and approval for use as objective alternative  
13 assessments for graduation as allowed by (b)(iv) of this subsection.  
14 This process shall establish means to determine whether a local  
15 school district-administered assessment is comparable in rigor to the  
16 skills and knowledge that the student must demonstrate on the  
17 statewide student assessment and is objective in its determination of  
18 student achievement of the state standards. The office of the  
19 superintendent of public instruction shall post on its agency web  
20 site a compiled list of local school district-administered  
21 assessments approved as objective alternative assessments, including  
22 the comparable scores on these assessments necessary to meet the  
23 standard.

24 (C) For the purpose of this section, "high school transition  
25 course" means an English language arts or mathematics course offered  
26 in high school where successful completion by a high school student  
27 ensures the student college-level placement at participating  
28 institutions of higher education as defined in RCW 28B.10.016. High  
29 school transition courses must, in accordance with this section,  
30 satisfy core or elective credit graduation requirements established  
31 by the state board of education. A student's successful completion of  
32 a high school transition course does not entitle the student to be  
33 admitted to any institution of higher education as defined in RCW  
34 28B.10.016.

35 (v) A student who completes a dual credit course in English  
36 language arts or mathematics in which the student earns college  
37 credit may use passage of the course as an objective alternative  
38 assessment under this section for demonstrating that the student has  
39 met or exceeded the high school graduation standard for the  
40 certificate of academic achievement.



1       (~~(11)~~) (10) To help assure continued progress in academic  
2 achievement as a foundation for high school graduation and to assure  
3 that students are on track for high school graduation, each school  
4 district shall:

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

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

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

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

29       (iii) Any credit deficiencies;

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

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

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

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

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

3 (ix) School district programs, high school courses, and career  
4 and technical education options available for students to meet  
5 graduation requirements; and

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

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

10 **Sec. 106.** RCW 28A.155.170 and 2007 c 318 s 2 are each amended to  
11 read as follows:

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

20 (2) Participation in a graduation ceremony and receipt of a  
21 certificate of attendance under this section does not preclude a  
22 student from continuing to receive special education and related  
23 services under an individualized education program beyond the  
24 graduation ceremony.

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

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

29 ~~(b) A certificate of individual achievement pursuant to RCW~~  
30 ~~28A.155.045))~~).

31 **Sec. 107.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended  
32 to read as follows:

33 The office of the superintendent of public instruction and the  
34 state board for community and technical colleges shall jointly  
35 develop a program plan to provide a continuing education option for  
36 students who are eligible for the state transitional bilingual  
37 instruction program and who need more time to develop language  
38 proficiency but who are more age-appropriately suited for a

1 postsecondary learning environment than for a high school. (~~In~~  
2 ~~developing the plan, the superintendent of public instruction shall~~  
3 ~~consider options to formally recognize the accomplishments of~~  
4 ~~students in the state transitional bilingual instruction program who~~  
5 ~~have completed the twelfth grade but have not earned a certificate of~~  
6 ~~academic achievement.)) By December 1, 2004, the agencies shall  
7 report to the legislative education and fiscal committees with any  
8 recommendations for legislative action and any resources necessary to  
9 implement the plan.~~

10 **Sec. 108.** RCW 28A.195.010 and 2018 c 177 s 201 are each amended  
11 to read as follows:

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

19 The administrative or executive authority of private schools or  
20 private school districts shall file each year with the state board of  
21 education a statement certifying that the minimum requirements  
22 hereinafter set forth are being met, noting any deviations. The state  
23 board of education may request clarification or additional  
24 information. After review of the statement, the state board of  
25 education will notify schools or school districts of any concerns,  
26 deficiencies, and deviations which must be corrected. If there are  
27 any unresolved concerns, deficiencies, or deviations, the school or  
28 school district may request or the state board of education on its  
29 own initiative may grant provisional status for one year in order  
30 that the school or school district may take action to meet the  
31 requirements. The state board of education shall not require private  
32 school students to meet the student learning goals, (~~obtain a~~  
33 ~~certificate of academic achievement, or a certificate of individual~~  
34 ~~achievement to graduate from high school,)) to ((~~master~~)) learn the  
35 ((~~essential academic~~)) state learning ((~~requirements~~)) standards, or  
36 to be assessed pursuant to RCW ((~~28A.655.061~~)) 28A.655.070. However,  
37 private schools may choose, on a voluntary basis, to have their  
38 students ((~~master~~)) learn these ((~~essential academic~~)) state learning  
39 ((~~requirements,~~)) standards or take the assessments((~~, and obtain a~~~~

1 ~~certificate of academic achievement or a certificate of individual~~  
2 ~~achievement~~)). Minimum requirements shall be as follows:

3 (1) The minimum school year for instructional purposes shall  
4 consist of no less than one hundred eighty school days or the  
5 equivalent in annual minimum instructional hour offerings, with a  
6 school-wide annual average total instructional hour offering of one  
7 thousand hours for students enrolled in grades one through twelve,  
8 and at least four hundred fifty hours for students enrolled in  
9 kindergarten.

10 (2) The school day shall be the same as defined in RCW  
11 28A.150.203.

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

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

17 (b) In exceptional cases, people of unusual competence but  
18 without certification may teach students so long as a certified  
19 person exercises general supervision. Annual written statements shall  
20 be submitted to the state board of education reporting and explaining  
21 such circumstances.

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

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

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

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

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

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

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

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

13 (7) Private school curriculum shall include instruction of the  
14 basic skills of occupational education, science, mathematics,  
15 language, social studies, history, health, reading, writing,  
16 spelling, and the development of appreciation of art and music, all  
17 in sufficient units for meeting state board of education graduation  
18 requirements.

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

22 All decisions of policy, philosophy, selection of books, teaching  
23 material, curriculum, except as in subsection (7) of this section  
24 provided, school rules and administration, or other matters not  
25 specifically referred to in this section, shall be the responsibility  
26 of the administration and administrators of the particular private  
27 school involved.

28 **Sec. 109.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended  
29 to read as follows:

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

32 (a) File annually a signed declaration of intent that he or she  
33 is planning to cause his or her child to receive home-based  
34 instruction. The statement shall include the name and age of the  
35 child, shall specify whether a certificated person will be  
36 supervising the instruction, and shall be written in a format  
37 prescribed by the superintendent of public instruction. Each parent  
38 shall file the statement by September 15th of the school year or  
39 within two weeks of the beginning of any public school quarter,

1 trimester, or semester with the superintendent of the public school  
2 district within which the parent resides or the district that accepts  
3 the transfer, and the student shall be deemed a transfer student of  
4 the nonresident district. Parents may apply for transfer under RCW  
5 28A.225.220;

6 (b) Ensure that test scores or annual academic progress  
7 assessments and immunization records, together with any other records  
8 that are kept relating to the instructional and educational  
9 activities provided, are forwarded to any other public or private  
10 school to which the child transfers. At the time of a transfer to a  
11 public school, the superintendent of the local school district in  
12 which the child enrolls may require a standardized achievement test  
13 to be administered and shall have the authority to determine the  
14 appropriate grade and course level placement of the child after  
15 consultation with parents and review of the child's records; and

16 (c) Ensure that a standardized achievement test approved by the  
17 state board of education is administered annually to the child by a  
18 qualified individual or that an annual assessment of the student's  
19 academic progress is written by a certificated person who is  
20 currently working in the field of education. The state board of  
21 education shall not require these children to meet the student  
22 learning goals, ~~((master))~~ learn the ~~((essential-academic))~~ state  
23 learning ~~((requirements))~~ standards, ~~((to))~~ or take the  
24 assessments ~~((, or to obtain a certificate of academic achievement or~~  
25 ~~a certificate of individual achievement pursuant to RCW 28A.655.061~~  
26 ~~and 28A.155.045))~~ under RCW 28A.655.070. The standardized test  
27 administered or the annual academic progress assessment written shall  
28 be made a part of the child's permanent records. If, as a result of  
29 the annual test or assessment, it is determined that the child is not  
30 making reasonable progress consistent with his or her age or stage of  
31 development, the parent shall make a good faith effort to remedy any  
32 deficiency.

33 (2) Failure of a parent to comply with the duties in this section  
34 shall be deemed a failure of such parent's child to attend school  
35 without valid justification under RCW 28A.225.020. Parents who do  
36 comply with the duties set forth in this section shall be presumed to  
37 be providing home-based instruction as set forth in RCW  
38 28A.225.010(4).

1       **Sec. 110.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to  
2 read as follows:

3       (1) A student who fulfills the requirements specified in  
4 subsection (3) of this section toward completion of an international  
5 baccalaureate diploma programme is considered to have met the  
6 requirements of the graduation pathway option established in section  
7 201(1)(b)(iv) of this act and to have satisfied state minimum  
8 requirements for graduation from a public high school, except that ((+

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

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

15       (2) School districts may require students under this section to  
16 complete local graduation requirements that are in addition to state  
17 minimum requirements before issuing a high school diploma under RCW  
18 28A.230.120. However, school districts are encouraged to waive local  
19 requirements as necessary to encourage students to pursue an  
20 international baccalaureate diploma.

21       (3) To receive a high school diploma under this section, a  
22 student must complete and pass all required international  
23 baccalaureate diploma programme courses as scored at the local level;  
24 pass all internal assessments as scored at the local level;  
25 successfully complete all required projects and products as scored at  
26 the local level; and complete the final examinations administered by  
27 the international baccalaureate organization in each of the required  
28 subjects under the diploma programme.

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

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

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

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

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

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

19           (1) Hold regularly scheduled meetings at such time and place  
20 within the state as the board shall determine and may hold such  
21 special meetings as may be deemed necessary for the transaction of  
22 public business;

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

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

27           (4) For purposes of statewide accountability:

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



1 proficient students, students with disabilities, and students from  
2 disproportionately academically underachieving racial and ethnic  
3 backgrounds. The board may establish school and school district goals  
4 addressing high school graduation rates and dropout reduction goals  
5 for students in grades seven through twelve. The board shall adopt  
6 the goals by rule. However, before each goal is implemented, the  
7 board shall present the goal to the education committees of the house  
8 of representatives and the senate for the committees' review and  
9 comment in a time frame that will permit the legislature to take  
10 statutory action on the goal if such action is deemed warranted by  
11 the legislature;

12 (b) (i) (A) Identify the scores students must achieve in order to  
13 meet the standard on the statewide student assessment, and the SAT or  
14 the ACT if used to demonstrate career and college readiness under  
15 section 201 of this act. The board shall also determine student  
16 scores that identify levels of student performance below and beyond  
17 the standard. The board shall set such performance standards and  
18 levels in consultation with the superintendent of public instruction  
19 and after consideration of any recommendations that may be developed  
20 by any advisory committees that may be established for this purpose;

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

30 (ii) ~~((A))~~ The legislature intends to continue the  
31 implementation of chapter 22, Laws of 2013 ~~((7))~~ 2nd sp. sess. when  
32 the legislature expressed the intent for the state board of education  
33 to identify the student performance standard that demonstrates a  
34 student's career and college readiness for the eleventh grade  
35 consortium-developed assessments. Therefore, by December 1, 2018, the  
36 state board of education, in consultation with the superintendent of  
37 public instruction, must identify and report to the governor and the  
38 education policy and fiscal committees of the legislature on the  
39 equivalent student performance standard that a tenth grade student  
40 would need to achieve on the state assessments to be on track to be

1 career and college ready at the end of the student's high school  
2 experience;

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

7 (iii) The legislature shall be advised of the initial performance  
8 standards and any changes made to the elementary, middle, and high  
9 school level performance standards. The board must provide an  
10 explanation of and rationale for all initial performance standards  
11 and any changes, for all grade levels of the statewide student  
12 assessment. If the board changes the performance standards for any  
13 grade level or subject, the superintendent of public instruction must  
14 recalculate the results from the previous ten years of administering  
15 that assessment regarding students below, meeting, and beyond the  
16 state standard, to the extent that this data is available, and post a  
17 comparison of the original and recalculated results on the  
18 superintendent's web site;

19 (c) Annually review the assessment reporting system to ensure  
20 fairness, accuracy, timeliness, and equity of opportunity, especially  
21 with regard to schools with special circumstances and unique  
22 populations of students, and a recommendation to the superintendent  
23 of public instruction of any improvements needed to the system; and

24 (d) Include in the biennial report required under RCW  
25 28A.305.035, information on the progress that has been made in  
26 achieving goals adopted by the board;

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

36 (6) Articulate with the institutions of higher education,  
37 workforce representatives, and early learning policymakers and  
38 providers to coordinate and unify the work of the public school  
39 system;

1 (7) Hire an executive director and an administrative assistant to  
2 reside in the office of the superintendent of public instruction for  
3 administrative purposes. Any other personnel of the board shall be  
4 appointed as provided by RCW 28A.300.020. The board may delegate to  
5 the executive director by resolution such duties as deemed necessary  
6 to efficiently carry on the business of the board including, but not  
7 limited to, the authority to employ necessary personnel and the  
8 authority to enter into, amend, and terminate contracts on behalf of  
9 the board. The executive director, administrative assistant, and all  
10 but one of the other personnel of the board are exempt from civil  
11 service, together with other staff as now or hereafter designated as  
12 exempt in accordance with chapter 41.06 RCW; and

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

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

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

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

33 (3) Under the extended learning opportunities program,  
34 instructional services for eligible students can occur during the  
35 regular school day, evenings, on weekends, or at a time and location  
36 deemed appropriate by the school district, including the educational  
37 service district, in order to meet the needs of these students.  
38 Instructional services provided under this section do not include

1 services offered at private schools. Instructional services can  
2 include, but are not limited to, the following:

3 (a) Individual or small group instruction;

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

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

9 ~~((d))~~ (c) Inclusion in remediation programs, including summer  
10 school;

11 ~~((e))~~ (d) Language development instruction for English language  
12 learners;

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

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

23 **Sec. 114.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each  
24 amended to read as follows:

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

33 (a) When each assessment will be administered;

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

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

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

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

7        (2) The office of the superintendent of public instruction shall  
8 provide information to the school districts to enable the districts  
9 to provide the information to the parents and guardians in accordance  
10 with subsection (1) of this section.

11        **Sec. 115.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to  
12 read as follows:

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

18        (b) The course sections and programs offered as running start  
19 courses must also be open for registration to matriculated students  
20 at the participating institution of higher education and may not be a  
21 course consisting solely of high school students offered at a high  
22 school campus.

23        (c) A student receiving home-based instruction enrolling in a  
24 public high school for the sole purpose of participating in courses  
25 or programs offered by institutions of higher education shall not be  
26 counted by the school district in any required state or federal  
27 accountability reporting if the student's parents or guardians filed  
28 a declaration of intent to provide home-based instruction and the  
29 student received home-based instruction during the school year before  
30 the school year in which the student intends to participate in  
31 courses or programs offered by the institution of higher education.  
32 Students receiving home-based instruction under chapter 28A.200 RCW  
33 and students attending private schools approved under chapter 28A.195  
34 RCW shall not be required to meet the student learning goals(~~(7~~  
35 ~~obtain a certificate of academic achievement or a certificate of~~  
36 ~~individual achievement to graduate from high school,~~) or to  
37 ~~((master))~~ learn the ~~((essential—academic))~~ state learning  
38 ~~((requirements))~~ standards. However, students are eligible to enroll  
39 in courses or programs in participating universities only if the

1 board of directors of the student's school district has decided to  
2 participate in the program. Participating institutions of higher  
3 education, in consultation with school districts, may establish  
4 admission standards for these students. If the institution of higher  
5 education accepts a secondary school pupil for enrollment under this  
6 section, the institution of higher education shall send written  
7 notice to the pupil and the pupil's school district within ten days  
8 of acceptance. The notice shall indicate the course and hours of  
9 enrollment for that pupil.

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

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

18 (ii) All other institutions of higher education operating a  
19 running start program may charge running start students a fee of up  
20 to ten percent of tuition and fees as defined in RCW 28B.15.020 and  
21 28B.15.041 in addition to technology fees.

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

24 (c) Students may pay fees under this subsection with advanced  
25 college tuition payment program tuition units at a rate set by the  
26 advanced college tuition payment program governing body under chapter  
27 28B.95 RCW.

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

38 (b) Institutions of higher education, in collaboration with  
39 relevant student associations, shall aim to have students who can  
40 benefit from fee waivers take advantage of these waivers.

1 Institutions shall make every effort to communicate to students and  
2 their families the benefits of the waivers and provide assistance to  
3 students and their families on how to apply. Information about  
4 waivers shall, to the greatest extent possible, be incorporated into  
5 financial aid counseling, admission information, and individual  
6 billing statements. Institutions also shall, to the greatest extent  
7 possible, use all means of communication, including but not limited  
8 to web sites, online catalogues, admission and registration forms,  
9 mass email messaging, social media, and outside marketing to ensure  
10 that information about waivers is visible, compelling, and reaches  
11 the maximum number of students and families that can benefit.

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

33 **Sec. 116.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended  
34 to read as follows:

35 (1) Subject to funds appropriated for this purpose, the office of  
36 the superintendent of public instruction shall develop and conduct an  
37 ongoing campaign for career and technical education to increase  
38 awareness among teachers, counselors, students, parents, principals,  
39 school administrators, and the general public about the opportunities

1 offered by rigorous career and technical education programs. Messages  
2 in the campaign shall emphasize career and technical education as a  
3 high quality educational pathway for students, including for students  
4 who seek advanced education that includes a bachelor's degree or  
5 beyond. In particular, the office shall provide information about the  
6 following:

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

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

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

13 ~~(d))~~ The availability of scholarships for postsecondary  
14 workforce education, including the Washington award for vocational  
15 excellence, and apprenticeships through the opportunity grant program  
16 under RCW 28B.50.271, grants under RCW 28A.700.090, and other  
17 programs; and

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

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

25 (3) The office shall seek advice, participation, and financial  
26 assistance from the workforce training and education coordinating  
27 board, higher education institutions, foundations, employers,  
28 apprenticeship and training councils, workforce development councils,  
29 and business and labor organizations for the campaign.

30 **Sec. 117.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended  
31 to read as follows:

32 (1) Subject to funds appropriated for this purpose, targeted  
33 professional development programs, to be known as learning  
34 improvement days, are authorized to further the development of  
35 outstanding mathematics, science, and reading teaching and learning  
36 opportunities in the state of Washington. The intent of this section  
37 is to provide guidance for the learning improvement days in the  
38 omnibus appropriations act. The learning improvement days authorized



1 in this section shall not be considered part of the definition of  
2 basic education.

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

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

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

10 (c) Increased use of curriculum materials with supporting  
11 diagnostic and supplemental materials that align with state  
12 standards;

13 (d) ~~((Skillful guidance for students participating in alternative  
14 assessment activities;~~

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

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

19 ~~((g))~~ (f) Increased student success on state achievement  
20 measures; and

21 ~~((h))~~ (g) Increased student appreciation of the value and uses  
22 of mathematics, science, and reading knowledge and exploration of  
23 related careers.

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

33 **Sec. 118.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each  
34 amended to read as follows:

35 (1) ~~((Beginning in the 2011-12 school year,))~~ The statewide high  
36 school assessment in science shall be ((an end-of-course)) a  
37 comprehensive assessment ((for biology)) that measures the state  
38 standards for the application of science and engineering practices,  
39 disciplinary core ideas, and crosscutting concepts in the domains of

1 physical sciences, life sciences, (~~(in addition to systems, inquiry,~~  
2 ~~and application as they pertain to life sciences)) Earth and space  
3 sciences, and engineering design.~~

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

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

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

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

38 (4) The statewide high school assessment under this section shall  
39 be used to demonstrate that a student meets the state standards in

1 the science content area of the statewide student assessment until a  
2 comprehensive science assessment is required under RCW 28A.655.061.

3 **Sec. 119.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended  
4 to read as follows:

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

12 (2) The superintendent of public instruction shall:

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

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

36 (3) (a) In consultation with the state board of education, the  
37 superintendent of public instruction shall maintain and continue to  
38 develop and revise a statewide academic assessment system in the  
39 content areas of reading, writing, mathematics, and science for use

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

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

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

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

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

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

1 (d) The statewide academic assessment system must also include  
2 the Washington access to instruction and measurement assessment for  
3 students with significant cognitive challenges.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 (c) Prior to adoption by the superintendent of any new or revised  
2 (~~essential-academic~~) state learning (~~(requirements)~~) standards, the  
3 superintendent shall submit the proposed new or revised (~~essential~~  
4 ~~academic~~) state learning (~~(requirements)~~) standards to the state  
5 board of education in advance in writing for review at a regularly  
6 scheduled or special board meeting. The state board of education may  
7 provide a response to the superintendent's proposal for consideration  
8 prior to final adoption.

9 (17) The state board of education may propose new or revised  
10 (~~essential-academic~~) state learning (~~(requirements)~~) standards to  
11 the superintendent. The superintendent must respond to the state  
12 board of education's proposal in writing.

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

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

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

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

25 (b) The percentage of students performing at each level of the  
26 assessment;

27 (c) Disaggregation of results by at least the following subgroups  
28 of students: White, Black, Hispanic, American Indian/Alaskan Native,  
29 Asian, Pacific Islander/Hawaiian Native, low income, transitional  
30 bilingual, migrant, special education, and, beginning with the  
31 2009-10 school year, students covered by section 504 of the federal  
32 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and

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

37 (3) The reports shall contain data regarding the different  
38 characteristics of schools, such as poverty levels, percent of  
39 English as a second language students, dropout rates, attendance,

1 percent of students in special education, and student mobility so  
2 that districts and schools can learn from the improvement efforts of  
3 other schools and districts with similar characteristics.

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

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

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

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

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

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

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

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

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

38 (4) Subject to the availability of amounts appropriated for this  
39 purpose, beginning September 1, 2007, the office of the



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

- 13 (a) Aligned to the state's grade level expectations;
- 14 (b) Individualized to each student's performance level;
- 15 (c) Administered efficiently to provide results either  
16 immediately or within two weeks;
- 17 (d) Capable of measuring individual student growth over time and  
18 allowing student progress to be compared to other students across the  
19 country;
- 20 (e) Readily available to parents; and
- 21 (f) Cost-effective.

22 (5) The office of the superintendent of public instruction shall  
23 offer training at statewide and regional staff development activities  
24 in:

- 25 (a) The interpretation of diagnostic assessments; and
- 26 (b) Application of instructional strategies that will increase  
27 student learning based on diagnostic assessment data.

28 **PART II**  
29 **GRADUATION PATHWAY OPTIONS FOR THE GRADUATING CLASS OF 2020 AND**  
30 **SUBSEQUENT CLASSES**

31 NEW SECTION. **Sec. 201.** A new section is added to chapter  
32 28A.655 RCW to read as follows:

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

36 (i) Satisfying the graduation requirements established by the  
37 state board of education under RCW 28A.230.090 and any graduation

1 requirements established by the applicable public high school or  
2 school district;

3 (ii) Satisfying credit requirements for graduation;

4 (iii) Demonstrating career and college readiness through  
5 completion of the high school and beyond plan as required by RCW  
6 28A.230.090; and

7 (iv) Meeting the requirements of at least one graduation pathway  
8 option established in this section. The pathway options established  
9 in this section are intended to provide a student with multiple  
10 pathways to graduating with a meaningful high school diploma that are  
11 tailored to the goals of the student. A student may choose to pursue  
12 one or more of the pathway options under (b) of this subsection, but  
13 any pathway option used by a student to demonstrate career and  
14 college readiness must be in alignment with the student's high school  
15 and beyond plan.

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

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

23 (ii) Complete and qualify for college credit in dual credit  
24 courses in English language arts and mathematics. For the purposes of  
25 this subsection, "dual credit course" means a course in which a  
26 student qualifies for college and high school credit in English  
27 language arts or mathematics upon successfully completing the course;

28 (iii) Earn high school credit in a high school transition course  
29 in English language arts and mathematics, an example of which  
30 includes a bridge to college course. For the purposes of this  
31 subsection (1)(b)(iii), "high school transition course" means an  
32 English language arts or mathematics course offered in high school  
33 where successful completion by a high school student ensures the  
34 student college-level placement at participating institutions of  
35 higher education as defined in RCW 28B.10.016. High school transition  
36 courses must satisfy core or elective credit graduation requirements  
37 established by the state board of education. A student's successful  
38 completion of a high school transition course does not entitle the  
39 student to be admitted to an institution of higher education as  
40 defined in RCW 28B.10.016;

1 (iv) Earn high school credit, with a C+ grade, or receiving a  
2 three or higher on the AP exam, or equivalent, in AP, international  
3 baccalaureate, or Cambridge international courses in English language  
4 arts and mathematics; or receiving a four or higher on international  
5 baccalaureate exams. For English language arts, successfully  
6 completing any of the following courses meets the standard: AP  
7 English language and composition literature, macroeconomics,  
8 microeconomics, psychology, United States history, world history,  
9 United States government and politics, or comparative government and  
10 politics; or any of the international baccalaureate individuals and  
11 societies courses. For mathematics, successfully completing any of  
12 the following courses meets the standard: AP statistics, computer  
13 science, computer science principles, or calculus; or any of the  
14 international baccalaureate mathematics courses;

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

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

21 (vii) Meet standard in the armed services vocational aptitude  
22 battery; and

23 (viii) Complete a sequence of career and technical education  
24 courses that are relevant to a student's postsecondary pathway,  
25 including those leading to workforce entry, state or nationally  
26 approved apprenticeships, or postsecondary education, and that meet  
27 either: The curriculum requirements of core plus programs for  
28 aerospace, maritime, health care, information technology, or  
29 construction and manufacturing; or the minimum criteria identified in  
30 RCW 28A.700.030. Nothing in this subsection (1)(b)(viii) requires a  
31 student to enroll in a preparatory course that is approved under RCW  
32 28A.700.030 for the purposes of demonstrating career and college  
33 readiness under this section.

34 (2) While the legislature encourages school districts to make all  
35 pathway options established in this section available to their high  
36 school students, and to expand their pathway options until that goal  
37 is met, school districts have discretion in determining which pathway  
38 options under this section they will offer to students.

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

1        NEW SECTION.     **Sec. 202.**     A new section is added to chapter  
2 28A.655 RCW to read as follows:

3        (1) The superintendent of public instruction shall collect the  
4 following information from school districts: Which of the graduation  
5 pathways under section 201 of this act are available to students at  
6 each of the school districts; and the number of students using each  
7 graduation pathway for graduation purposes. This information shall be  
8 reported annually to the education committees of the legislature  
9 beginning January 10, 2021. To the extent feasible, data on student  
10 participation in each of the graduation pathways shall be  
11 disaggregated by race, ethnicity, gender, and receipt of free or  
12 reduced-price lunch.

13        (2) Beginning August 1, 2019, the state board of education shall  
14 conduct a survey of interested parties regarding what additional  
15 graduation pathways should be added to the existing graduation  
16 pathways identified in section 201 of this act and whether  
17 modifications should be made to any of the existing pathways.  
18 Interested parties shall include at a minimum: Representatives from  
19 the state board for community and technical colleges and four-year  
20 higher education institutions; representatives from the  
21 apprenticeship and training council; associations representing  
22 business; members of the educational opportunity gap oversight and  
23 accountability committee; and associations representing educators,  
24 school board members, school administrators, superintendents, and  
25 parents. The state board of education shall provide a report to the  
26 education committees of the legislature by August 1, 2020,  
27 summarizing the information collected in the surveys.

28        (3) Using the data reported by the superintendent of public  
29 instruction under subsection (1) of this section, the state board of  
30 education shall survey a sampling of the school districts unable to  
31 provide all of the graduation pathways under section 201 of this act  
32 in order to identify the types of barriers to implementation school  
33 districts have. Using the survey results from this subsection and the  
34 survey results collected under subsection (2) of this section, the  
35 state board of education shall review the existing graduation  
36 pathways, suggested changes to those graduation pathways, and the  
37 options for additional graduation pathways, and shall provide a  
38 report to the education committees of the legislature by December 10,  
39 2022, on the following:

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

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

6 (c) Whether all students have equitable access to all of the  
7 graduation pathways and, if not, recommendations for reducing the  
8 barriers students may have to accessing all of the graduation  
9 pathways; and

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

12 NEW SECTION. **Sec. 203.** A new section is added to chapter  
13 28A.655 RCW to read as follows:

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

18 (1) Provide students who did not meet or exceed the standard on  
19 the high school assessments in English language arts or mathematics  
20 under RCW 28A.655.070, with the opportunity to access any combination  
21 of interventions, academic supports, or courses, that are designed to  
22 support students in meeting high school graduation requirements.  
23 These interventions, supports, and courses must be rigorous and  
24 consistent with the student's educational and career goals identified  
25 in his or her high school and beyond plan, and may include career and  
26 technical education equivalencies in English language arts or  
27 mathematics adopted under RCW 28A.230.097; and

28 (2) Prepare student learning plans and notify students and their  
29 parents or legal guardians as provided in this subsection. Student  
30 learning plans are required for eighth grade students who were not  
31 successful on any or all of the content areas of the state assessment  
32 during the previous school year or who are not on track to graduate  
33 due to credit deficiencies or absences. The parent or legal guardian  
34 shall be notified about the information in the student learning plan,  
35 preferably through a parent conference and at least annually. To the  
36 extent feasible, schools serving English language learner students  
37 and their parents shall translate the student learning plan into the  
38 primary language of the family. The student learning plan must  
39 include the following information as applicable:

- 1 (a) The student's results on the state assessment;
- 2 (b) If the student is in the transitional bilingual instruction  
3 program, the score on his or her Washington language proficiency test  
4 II;
- 5 (c) Any credit deficiencies;
- 6 (d) The student's attendance rates over the previous two years;
- 7 (e) The student's progress toward meeting state and local  
8 graduation requirements;
- 9 (f) The courses, competencies, and other steps the student needs  
10 to take to meet state academic standards and stay on track for  
11 graduation;
- 12 (g) Remediation strategies and alternative education options  
13 available to students, including informing students of the option to  
14 continue to receive instructional services after grade twelve or  
15 until age twenty-one;
- 16 (h) School district programs, high school courses, and career and  
17 technical education options available for students to meet graduation  
18 requirements; and
- 19 (i) Available programs offered through skill centers or community  
20 and technical colleges, including diploma options under RCW  
21 28B.50.535.

22 **PART III**

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

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

- 28 (a) Students advance upon demonstrated mastery of content;
- 29 (b) Competencies include explicit, measurable, transferable  
30 learning objectives that empower students;
- 31 (c) Assessments are meaningful and a positive learning experience  
32 for students;
- 33 (d) Students receive rapid, differentiated support based on their  
34 individual learning needs; and
- 35 (e) Learning outcomes emphasize competencies that include  
36 application and creation of knowledge along with the development of  
37 important skills and dispositions.

1 (2) The work group shall examine opportunities to increase  
2 student access to relevant and robust mastery-based academic pathways  
3 aligned to personal career goals and postsecondary education. The  
4 work group shall also review the role of the high school and beyond  
5 plan in supporting mastery-based learning. The work group shall  
6 consider:

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

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

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

14 (d) Expansion of mastery-based credits to meet graduation  
15 requirements.

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

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

21 (a) Four legislators: One from each of the two largest caucuses  
22 in the house of representatives, appointed by the speaker of the  
23 house; and one from each of the two largest caucuses in the senate,  
24 appointed by the president of the senate;

25 (b) Two students as selected by the association of Washington  
26 student leaders;

27 (c) One representative from the educational opportunity gap  
28 oversight and accountability committee as selected by the educational  
29 opportunity gap oversight and accountability committee;

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

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

34 (f) One high school counselor as selected by the Washington  
35 education association;

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

1 (h) One representative from the office of the superintendent of  
2 public instruction as selected by the superintendent of public  
3 instruction; and

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

6 (5) The state board of education shall:

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

8 (b) Coordinate work group membership to ensure member diversity,  
9 including racial, ethnic, gender, geographic, community size, and  
10 expertise diversity; and

11 (c) Submit an interim report outlining preliminary findings and  
12 potential recommendations to the governor and the education  
13 committees of the house of representatives and the senate by December  
14 1, 2019, and a final report, provided to the same recipients,  
15 detailing all findings and recommendations related to the work  
16 group's purpose and tasks by December 1, 2020.

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

18 **PART IV**

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

21 NEW SECTION. **Sec. 401.** A new section is added to chapter  
22 28A.655 RCW to read as follows:

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

26 **PART V**

27 **ADDITIONAL AND REPEALED PROVISIONS**

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

30 (1) Subject to the availability of funds appropriated for this  
31 purpose, the office of the superintendent of public instruction shall  
32 provide funds to school districts to reimburse students for the cost  
33 of taking the tests in RCW 28A.655.061(~~((+10))~~) (9)(b) when the  
34 students take the tests for the purpose of using the results as an  
35 objective alternative assessment. The office of the superintendent of  
36 public instruction may, as an alternative to providing funds to



1 school districts, arrange for students to receive a testing fee  
2 waiver or make other arrangements to compensate the students.

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

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

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

9 (2) Under an academic acceleration policy:

10 (a) The district shall automatically enroll(~~s~~) any student who  
11 meets or exceeds the state standard on the eighth grade or high  
12 school English language arts or mathematics statewide student  
13 assessment in the next most rigorous level of advanced courses or  
14 program offered by the high school(~~. Students who successfully~~  
15 ~~complete such an advanced course are then enrolled in the next most~~  
16 ~~rigorous level of advanced course, with the objective that students~~  
17 ~~will eventually be automatically enrolled in courses that offer the~~  
18 ~~opportunity to earn dual credit for high school and college)) that  
19 aligns with the student's high school and beyond plan goals.~~

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

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

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

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

38 (d) Beginning in the 2021-22 school year, students who meet or  
39 exceed the state standard on the Washington comprehensive assessment

1 of science are eligible for enrollment in advanced courses in  
2 science.

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

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

12 (5) The district must notify students and parents or guardians  
13 regarding the academic acceleration policy and the advanced courses  
14 or programs available to students, including dual credit courses or  
15 programs.

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

21 NEW SECTION. Sec. 503. RCW 28A.655.066 (Statewide end-of-course  
22 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,  
23 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

24 NEW SECTION. Sec. 504. A new section is added to chapter  
25 28A.230 RCW to read as follows:

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

35 (2) Subject to the availability of amounts appropriated for this  
36 specific purpose, the office of the superintendent of public  
37 instruction shall facilitate the creation of a list of available  
38 electronic platforms for the high school and beyond plan. Platforms

1 eligible to be included on the list must meet the following  
2 requirements:

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

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

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

11 (d) Comply with state and federal requirements for student  
12 privacy;

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

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

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

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

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

28 NEW SECTION. **Sec. 506.** Section 203 of this act takes effect  
29 August 31, 2022."

**E2SHB 1599** - S COMM AMD  
By Committee on Ways & Means

**ADOPTED 04/15/2019**

30 On page 1, line 2 of the title, after "requirements;" strike the  
31 remainder of the title and insert "amending RCW 28A.655.065,  
32 28A.230.090, 28A.155.045, 28A.655.061, 28A.155.170, 28A.180.100,

1 28A.195.010, 28A.200.010, 28A.230.122, 28A.230.125, 28A.305.130,  
2 28A.320.190, 28A.320.208, 28A.600.310, 28A.700.080, 28A.415.360,  
3 28A.655.068, 28A.655.070, 28A.655.090, 28A.655.200, 28A.655.063, and  
4 28A.320.195; adding new sections to chapter 28A.655 RCW; adding a new  
5 section to chapter 28A.230 RCW; creating new sections; repealing RCW  
6 28A.655.066; providing effective dates; providing expiration dates;  
7 and declaring an emergency."

EFFECT: (1) Extends the expedited appeal process for waiving specific graduation requirements through the Class of 2020.

(2) Requires OSPI to consult the State Special Education Advisory Council in developing guidelines for certificates of individual achievement and graduation pathways.

(3) Modifies provisions relating to the career and technical education graduation pathway.

(4) Requires OSPI to collect and report information on the availability of graduation pathways.

(5) Requires the SBE to survey interested parties regarding potential additional pathways and report to the Legislature.

(6) Requires the SBE to survey school districts regarding barriers to implementation of pathways and report to the Legislature.

(7) Directs school districts to provide intervention and academic supports to students who do not meet or exceed state standard.

(8) Requires districts to prepare student learning plans for eighth grade students who were not successful on any or all of the state content assessments.

(9) Modifies provisions of the mastery-based learning work group to include consulting previously approved pathways and to require the SBE to develop enrollment reporting guidelines.

(10) Changes requirements for online platforms for high school and beyond plans to include platforms already in place.

(11) Modifies provisions relating to academic acceleration programs, including identification of eligibility as a required element for high school and beyond plans, and requires all school districts to adopt an academic acceleration policy by the 2021-22 school year.

(12) Corrects internal cross-references and makes technical modifications.

(13) Specifies that career and technical courses taken as a graduation pathway must be completed in a sequence.

(14) Provides that section 102 of the act is to take effect on May 15, 2019.

(15) Changes the date by which the mastery-based learning work group must convene to August 1, 2019.

(16) Adds that high school and beyond plans must include identification of advanced placement (AP) and international baccalaureate programs.

(17) Allows passing AP exams with a score of 3 or higher as a graduation pathway option to demonstrate career and college readiness.

(18) Adds AP literature as a credit option for English language arts.

(19) Adds AP Computer Science and Computer Science Principles as a credit option for math.

(20) Allows passing international baccalaureate exams with a score of 4 or higher as a graduation pathway option to demonstrate career and college readiness.

--- END ---