
SUBSTITUTE SENATE BILL 5548

State of Washington**66th Legislature****2019 Regular Session**

By Senate Early Learning & K-12 Education (originally sponsored by Senators Wellman and Hunt; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/22/19.

1 AN ACT Relating to providing multiple pathways to a meaningful
2 high school diploma; amending RCW 28A.655.065, 28A.230.090,
3 28A.155.045, 28A.655.061, 28A.155.170, 28A.180.100, 28A.195.010,
4 28A.200.010, 28A.230.122, 28A.230.125, 28A.320.190, 28A.320.208,
5 28A.600.310, 28A.700.080, 28A.415.360, 28A.655.068, 28A.655.070,
6 28A.655.090, and 28A.655.200; adding new sections to chapter 28A.655
7 RCW; repealing RCW 28A.345.080 and 28A.655.066; providing an
8 effective; and providing expiration dates.

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

10 **Sec. 1.** RCW 28A.655.065 and 2017 3rd sp.s. c 31 s 2 are each
11 amended to read as follows:

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

1 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year
2 and through the 2018-19 school year, the superintendent of public
3 instruction shall implement objective alternative assessment methods
4 as provided in this section for students to demonstrate achievement
5 of the state standards in content areas in which the student has not
6 yet met the standard on the high school statewide student assessment.
7 A student may access an alternative if the student meets applicable
8 eligibility criteria in RCW 28A.655.061 and this section and other
9 eligibility criteria established by the superintendent of public
10 instruction, including but not limited to attendance criteria and
11 participation in the remediation or supplemental instruction
12 contained in the student learning plan developed under RCW
13 28A.655.061. A school district may waive attendance and/or
14 remediation criteria for special, unavoidable circumstances.

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

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

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

36 (b) The district shall compare the applicant's grades in high
37 school courses in the applicable content area to the grades of
38 students in the comparison cohort for the same high school courses.
39 If the applicant's grades are equal to or above the mean grades of

1 the comparison cohort, the applicant shall be deemed to have met the
2 state standard on the alternative assessment.

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

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

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

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

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

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

36 (B) Admission to a higher education institution or career
37 preparation program;

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

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

1 (ii) A student in the class of 2014, 2015, 2016, ((or)) 2017,
2 2018, or 2019 is eligible for the expedited appeal process in (c)(i)
3 of this subsection if he or she has met all other graduation
4 requirements established by the state and district.

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

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

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

21 (8) This section only applies to students in the graduating class
22 of 2019 and prior. This section no longer applies beginning with the
23 graduating class of 2020.

24 (9) This section expires January 1, 2020.

25 **Sec. 2.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to
26 read as follows:

27 (1) The state board of education shall establish high school
28 graduation requirements or equivalencies for students, except as
29 provided in RCW 28A.230.122 and section 20 of this act and except
30 those equivalencies established by local high schools or school
31 districts under RCW 28A.230.097. The purpose of a high school diploma
32 is to declare that a student is ready for success in postsecondary
33 education, gainful employment, and citizenship, and is equipped with
34 the skills to be a lifelong learner.

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

1 (b) Ending with the class of 2019, the certificate of academic
2 achievement requirements under RCW 28A.655.061 or the certificate of
3 individual achievement requirements under RCW 28A.155.045 are
4 required for graduation from a public high school but are not the
5 only requirements for graduation.

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

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

14 (B) For students with an individualized education program, the
15 high school and beyond plan must be developed in alignment with their
16 individualized education program. The high school and beyond plan
17 must be developed in a similar manner and with similar school
18 personnel as for all other students.

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

29 (B) For students with an individualized education program, the
30 high school and beyond plan must be updated in alignment with their
31 school to postschool transition plan. The high school and beyond plan
32 must be updated in a similar manner and with similar school personnel
33 as for all other students.

34 (iv) School districts are encouraged to involve parents and
35 guardians in the process of developing and updating the high school
36 and beyond plan, and the plan must be provided to the students'
37 parents or guardians in their native language if that language is one
38 of the two most frequently spoken non-English languages of students
39 in the district. Nothing in this subsection (1)(c)((iv)) (iv)
40 prevents districts from providing high school and beyond plans to

1 parents and guardians in additional languages that are not required
2 by this subsection.

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

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

7 (B) Identification of educational goals;

8 (C) Identification of dual credit programs and the opportunities
9 they create for students, including but not limited to career and
10 technical education programs, running start programs, and college in
11 the high school programs;

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

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

15 (I) Includes information about options for satisfying state and
16 local graduation requirements;

17 (II) Satisfies state and local graduation requirements;

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

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

25 (V) Includes information about the college bound scholarship
26 program; ((and))

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

30 (I) Information about the documentation necessary for completing
31 the applications; application timeliness and submission deadlines;
32 the importance of submitting applications early; information specific
33 to students who are or have been in foster care; information specific
34 to students who are, or are at risk of being, homeless; information
35 specific to students whose family member or guardians will be
36 required to provide financial and tax information necessary to
37 complete applications; and

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

1 (G) By the end of the twelfth grade, a current resume or activity
2 log that provides a written compilation of the student's education,
3 any work experience, and any community service and how the school
4 district has recognized the community service pursuant to RCW
5 28A.320.193.

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

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

32 (ii) School districts may apply to the state board of education
33 for a waiver to implement the career and college ready graduation
34 requirement proposal beginning with the graduating class of 2020 or
35 2021 instead of the graduating class of 2019. In the application, a
36 school district must describe why the waiver is being requested, the
37 specific impediments preventing timely implementation, and efforts
38 that will be taken to achieve implementation with the graduating
39 class proposed under the waiver. The state board of education shall
40 grant a waiver under this subsection (1)(e) to an applying school

1 district at the next subsequent meeting of the board after receiving
2 an application.

3 (iii) A school district must update the high school and beyond
4 plans for each student who has not earned a score of level 3 or level
5 4 on the middle school mathematics assessment identified in RCW
6 28A.655.070 by ninth grade, to ensure that the student takes a
7 mathematics course in both ninth and tenth grades. This course may
8 include career and technical education equivalencies in mathematics
9 adopted pursuant to RCW 28A.230.097.

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

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

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

35 (3) Pursuant to any requirement for instruction in languages
36 other than English established by the state board of education or a
37 local school district, or both, for purposes of high school
38 graduation, students who receive instruction in American sign
39 language or one or more American Indian languages shall be considered
40 to have satisfied the state or local school district graduation

1 requirement for instruction in one or more languages other than
2 English.

3 (4) ((If requested by the)) (a) Unless a student and his or her
4 ((family)) parents or guardians request otherwise, a student who has
5 completed high school courses before attending high school shall be
6 given high school credit which shall be applied to fulfilling high
7 school graduation requirements if:

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

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

18 (b) The school district's transcript policy governs the
19 incorporation of credits under this subsection.

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

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

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

29 ((Beginning with)) Through the ((graduating)) class of ((2008))
30 2021, students served under this chapter, who are not appropriately
31 ((assessed by the high school Washington assessment system as defined
32 in RCW 28A.655.061)) served by the other pathways to graduation as
33 provided under section 20 of this act, even with accommodations, may
34 ((earn a certificate of individual achievement. The certificate may
35 be earned)) graduate using one of the multiple ((ways)) measures
36 previously used as a way to earn the certificate of individual
37 achievement and to demonstrate skills and abilities commensurate with
38 their individual education programs. The determination of whether the
39 ((high school assessment system is)) other pathways under section 20

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

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

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

24 This section expires January 1, 2022.

25 **Sec. 4.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each
26 amended to read as follows:

27 (1) Through the graduating class of 2019, the high school
28 assessment system shall include but need not be limited to the
29 statewide student assessment, opportunities for a student to retake
30 the content areas of the assessment in which the student was not
31 successful, and, if approved by the legislature pursuant to
32 subsection ((10)) (9) of this section, one or more objective
33 alternative assessments for a student to demonstrate achievement of
34 state academic standards. The objective alternative assessments for
35 each content area shall be comparable in rigor to the skills and
36 knowledge that the student must demonstrate on the statewide student
37 assessment for each content area.

38 (2) Subject to the conditions in this section, a certificate of
39 academic achievement shall be obtained and is evidence that the

1 students have successfully met the state standard in the content
2 areas included in the certificate. With the exception of students
3 satisfying the provisions of RCW 28A.155.045 (~~(or 28A.655.0611)~~), and
4 only through the graduating class of 2019, acquisition of the
5 certificate is required for graduation from a public high school but
6 is not the only requirement for graduation.

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

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

24 (i) Students in the graduating class of 2016 may use the results
25 from:

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

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

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

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

38 (B) The end-of-course assessment for the first year of high
39 school mathematics, the end-of-course assessment for the second year

1 of high school mathematics, or the comprehensive mathematics
2 assessment developed with the multistate consortium.

3 (c) Beginning with the graduating class of 2019, a student who
4 meets the high school graduation standard on the high school English
5 language arts assessment developed with the multistate consortium and
6 the comprehensive mathematics assessment developed with the
7 multistate consortium shall earn a certificate of academic
8 achievement.

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

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

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

37 (5)) The state board of education may not require the
38 acquisition of the certificate of academic achievement for students
39 in home-based instruction under chapter 28A.200 RCW, for students

1 enrolled in private schools under chapter 28A.195 RCW, or for
2 students satisfying the provisions of RCW 28A.155.045.

3 ((+6)) (5) A student may retain and use the highest result from
4 each successfully completed content area of the high school
5 assessment.

6 ((+7)) (6) School districts must make available to students the
7 following options:

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

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

18 ((+8)) (7) Students who achieve the standard in a content area
19 of the high school assessment but who wish to improve their results
20 shall pay for retaking the assessment, using a uniform cost
21 determined by the superintendent of public instruction.

22 ((+9)) (8) Opportunities to retake the assessment at least twice
23 a year shall be available to each school district.

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

39 (b) (i) A student's score on the mathematics, reading or English,
40 or writing portion of the SAT or the ACT may be used as an objective

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

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

38 (iii) A student who scores at least a four on selected externally
39 administered international baccalaureate (IB) examinations may use
40 the score as an objective alternative assessment under this section

1 for demonstrating that the student has met or exceeded state
2 standards for the certificate of academic achievement. A score of
3 four on the higher level IB examinations for any of the IB English
4 language and literature courses or for any of the IB individuals and
5 societies courses may be used as an alternative assessment for the
6 reading, writing, or English language arts portions of the statewide
7 student assessment. A score of four on the higher level IB
8 examinations for any of the IB mathematics courses may be used as an
9 alternative assessment for the mathematics portion of the statewide
10 student assessment. A score of four on the higher level IB
11 examinations for IB biology, chemistry, or physics may be used as an
12 alternative assessment for the science portion of the statewide
13 student assessment.

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

35 (B) The office of the superintendent of public instruction shall
36 develop a process by which local school districts can submit
37 assessments for review and approval for use as objective alternative
38 assessments for graduation as allowed by (b)(iv) of this subsection.
39 This process shall establish means to determine whether a local
40 school district-administered assessment is comparable in rigor to the

1 skills and knowledge that the student must demonstrate on the
2 statewide student assessment and is objective in its determination of
3 student achievement of the state standards. The office of the
4 superintendent of public instruction shall post on its agency web
5 site a compiled list of local school district-administered
6 assessments approved as objective alternative assessments, including
7 the comparable scores on these assessments necessary to meet the
8 standard.

9 (C) For the purpose of this section, "high school transition
10 course" means an English language arts or mathematics course offered
11 in high school where successful completion by a high school student
12 ensures the student college-level placement at participating
13 institutions of higher education as defined in RCW 28B.10.016. High
14 school transition courses must, in accordance with this section,
15 satisfy core or elective credit graduation requirements established
16 by the state board of education. A student's successful completion of
17 a high school transition course does not entitle the student to be
18 admitted to any institution of higher education as defined in RCW
19 28B.10.016.

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

26 ((11)) (10) To help assure continued progress in academic
27 achievement as a foundation for high school graduation and to assure
28 that students are on track for high school graduation, each school
29 district shall:

30 (a) Provide students who have not earned a certificate of
31 academic achievement before the beginning of grade eleven with the
32 opportunity to access interventions and academic supports, courses,
33 or both, designed to enable students to meet the high school
34 graduation standard. These interventions, supports, or courses must
35 be rigorous and consistent with the student's educational and career
36 goals identified in his or her high school and beyond plan, and may
37 include career and technical education equivalencies in English
38 language arts or mathematics adopted pursuant to RCW 28A.230.097; and
39 (b) Prepare student learning plans and notify students and their
40 parents or legal guardians as provided in this subsection. Student

1 learning plans are required for eighth grade students who were not
2 successful on any or all of the content areas of the state assessment
3 during the previous school year or who may not be on track to
4 graduate due to credit deficiencies or absences. The parent or legal
5 guardian shall be notified about the information in the student
6 learning plan, preferably through a parent conference and at least
7 annually. To the extent feasible, schools serving English language
8 learner students and their parents shall translate the plan into the
9 primary language of the family. The plan shall include the following
10 information as applicable:

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

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

14 (iii) Any credit deficiencies;

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

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

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

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

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

27 (ix) School district programs, high school courses, and career
28 and technical education options available for students to meet
29 graduation requirements; and

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

33 (11) This section expires January 1, 2020.

34 **Sec. 5.** RCW 28A.155.170 and 2007 c 318 s 2 are each amended to
35 read as follows:

36 (1) Beginning July 1, 2007, each school district that operates a
37 high school shall establish a policy and procedures that permit any
38 student who is receiving special education or related services under
39 an individualized education program pursuant to state and federal law

1 and who will continue to receive such services between the ages of
2 eighteen and twenty-one to participate in the graduation ceremony and
3 activities after four years of high school attendance with his or her
4 age-appropriate peers and receive a certificate of attendance.

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

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

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

14 (b) ~~A certificate of individual achievement pursuant to RCW~~
15 ~~28A.155.045~~)).

16 **Sec. 6.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended to
17 read as follows:

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

33 **Sec. 7.** RCW 28A.195.010 and 2018 c 177 s 201 are each amended to
34 read as follows:

35 The legislature hereby recognizes that private schools should be
36 subject only to those minimum state controls necessary to insure the
37 health and safety of all the students in the state and to insure a
38 sufficient basic education to meet usual graduation requirements. The

1 state, any agency or official thereof, shall not restrict or dictate
2 any specific educational or other programs for private schools except
3 as hereinafter in this section provided.

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

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

34 (2) The school day shall be the same as defined in RCW
35 28A.150.203.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14 (a) File annually a signed declaration of intent that he or she
15 is planning to cause his or her child to receive home-based
16 instruction. The statement shall include the name and age of the
17 child, shall specify whether a certificated person will be
18 supervising the instruction, and shall be written in a format
19 prescribed by the superintendent of public instruction. Each parent
20 shall file the statement by September 15th of the school year or
21 within two weeks of the beginning of any public school quarter,
22 trimester, or semester with the superintendent of the public school
23 district within which the parent resides or the district that accepts
24 the transfer, and the student shall be deemed a transfer student of
25 the nonresident district. Parents may apply for transfer under RCW
26 28A.225.220;

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

37 (c) Ensure that a standardized achievement test approved by the
38 state board of education is administered annually to the child by a
39 qualified individual or that an annual assessment of the student's

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

14 (2) Failure of a parent to comply with the duties in this section
15 shall be deemed a failure of such parent's child to attend school
16 without valid justification under RCW 28A.225.020. Parents who do
17 comply with the duties set forth in this section shall be presumed to
18 be providing home-based instruction as set forth in RCW
19 28A.225.010(4).

20 **Sec. 9.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to
21 read as follows:

22 (1) A student who fulfills the requirements specified in
23 subsection (3) of this section toward completion of an international
24 baccalaureate diploma programme is considered to have met the
requirements of the pathway to graduation identified in section
26 20(2)(c)(iv) and to have satisfied state minimum requirements for
27 graduation from a public high school, except that((
28 (a) ~~The provisions of RCW 28A.655.061 regarding the certificate~~
~~of academic achievement or RCW 28A.155.045 regarding the certificate~~
~~of individual achievement apply to students under this section;~~ and
29 (b))) the provisions of RCW 28A.230.170 regarding study of the
30 United States Constitution and the Washington state Constitution
31 apply to students under this section.

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

1 (3) To receive a high school diploma under this section, a
2 student must complete and pass all required international
3 baccalaureate diploma programme courses as scored at the local level;
4 pass all internal assessments as scored at the local level;
5 successfully complete all required projects and products as scored at
6 the local level; and complete the final examinations administered by
7 the international baccalaureate organization in each of the required
8 subjects under the diploma programme.

9 **Sec. 10.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to
10 read as follows:

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

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

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

25 **Sec. 11.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
26 read as follows:

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

35 (2) Under the extended learning opportunities program and to the
36 extent funds are available for that purpose, districts shall make
37 available to students in grade twelve who have failed to meet one or
38 more local or state graduation requirements the option of continuing

enrollment in the school district in accordance with RCW 28A.225.160. Districts are authorized to use basic education program funding to provide instruction to eligible students under RCW 28A.150.220((+3)) (5).

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

(a) Individual or small group instruction;

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

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

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

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

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

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

Sec. 12. RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each amended to read as follows:

(1) At the beginning of each school year, school districts must notify parents and guardians of enrolled students from eighth through twelfth grade about each student assessment required by the state, the minimum state-level graduation requirements, and any additional school district graduation requirements. The information may be

1 provided when the student is enrolled, contained in the student or
2 parent handbook, or posted on the school district's web site. The
3 notification must include the following:

4 (a) When each assessment will be administered;

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

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

10 (((d))) (c) When the assessment results will be released to
11 parents or guardians and whether there will be an opportunity for
12 parents and teachers to discuss strategic adjustments; and

13 (((e))) (d) Whether the assessment is required by the school
14 district, state, federal government, or more than one of these
15 entities.

16 (2) The office of the superintendent of public instruction shall
17 provide information to the school districts to enable the districts
18 to provide the information to the parents and guardians in accordance
19 with subsection (1) of this section.

20 **Sec. 13.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
21 read as follows:

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

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

32 (c) A student receiving home-based instruction enrolling in a
33 public high school for the sole purpose of participating in courses
34 or programs offered by institutions of higher education shall not be
35 counted by the school district in any required state or federal
36 accountability reporting if the student's parents or guardians filed
37 a declaration of intent to provide home-based instruction and the
38 student received home-based instruction during the school year before
39 the school year in which the student intends to participate in

1 courses or programs offered by the institution of higher education.
2 Students receiving home-based instruction under chapter 28A.200 RCW
3 and students attending private schools approved under chapter 28A.195
4 RCW shall not be required to meet the student learning goals((
5 obtain a certificate of academic achievement or a certificate of
6 individual achievement to graduate from high school,)) or to
7 ((master)) learn the essential academic learning requirements.
8 However, students are eligible to enroll in courses or programs in
9 participating universities only if the board of directors of the
10 student's school district has decided to participate in the program.
11 Participating institutions of higher education, in consultation with
12 school districts, may establish admission standards for these
13 students. If the institution of higher education accepts a secondary
14 school pupil for enrollment under this section, the institution of
15 higher education shall send written notice to the pupil and the
16 pupil's school district within ten days of acceptance. The notice
17 shall indicate the course and hours of enrollment for that pupil.

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

20 (i) Running start students shall pay to the community or
21 technical college all other mandatory fees as established by each
22 community or technical college and, in addition, the state board for
23 community and technical colleges may authorize a fee of up to ten
24 percent of tuition and fees as defined in RCW 28B.15.020 and
25 28B.15.041; and

26 (ii) All other institutions of higher education operating a
27 running start program may charge running start students a fee of up
28 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
29 28B.15.041 in addition to technology fees.

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

32 (c) Students may pay fees under this subsection with advanced
33 college tuition payment program tuition units at a rate set by the
34 advanced college tuition payment program governing body under chapter
35 28B.95 RCW.

36 (3) (a) The institutions of higher education must make available
37 fee waivers for low-income running start students. Each institution
38 must establish a written policy for the determination of low-income
39 students before offering the fee waiver. A student shall be
40 considered low income and eligible for a fee waiver upon proof that

1 the student is currently qualified to receive free or reduced-price
2 lunch. Acceptable documentation of low-income status may also
3 include, but is not limited to, documentation that a student has been
4 deemed eligible for free or reduced-price lunches in the last five
5 years, or other criteria established in the institution's policy.

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

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

1 **Sec. 14.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
2 to read as follows:

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

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

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

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

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

25 ((e))) (d) Education, apprenticeship, and career opportunities
26 in emerging and high-demand programs.

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

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

37 **Sec. 15.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended
38 to read as follows:

1 (1) Subject to funds appropriated for this purpose, targeted
2 professional development programs, to be known as learning
3 improvement days, are authorized to further the development of
4 outstanding mathematics, science, and reading teaching and learning
5 opportunities in the state of Washington. The intent of this section
6 is to provide guidance for the learning improvement days in the
7 omnibus appropriations act. The learning improvement days authorized
8 in this section shall not be considered part of the definition of
9 basic education.

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

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

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

17 (c) Increased use of curriculum materials with supporting
18 diagnostic and supplemental materials that align with state
19 standards;

20 (d) ~~((Skillful guidance for students participating in alternative
21 assessment activities;))~~

22 (e)) Increased rigor of course offerings especially in
23 mathematics, science, and reading;

24 ((f)) (e) Increased student opportunities for focused, applied
25 mathematics and science classes;

26 ((g)) (f) Increased student success on state achievement
27 measures; and

28 ((h)) (g) Increased student appreciation of the value and uses
29 of mathematics, science, and reading knowledge and exploration of
30 related careers.

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

1 **Sec. 16.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each
2 amended to read as follows:

3 (1) Beginning in the ((2011-12)) 2017-18 school year, the
4 statewide high school assessment in science shall be ((an end-of-
5 course)) a comprehensive assessment ((for biology)) that measures the
6 state standards for the application of science and engineering
7 practices, disciplinary core ideas, and crosscutting concepts in the
8 domains of physical sciences, life sciences, ((in addition to
9 systems, inquiry, and application as they pertain to life sciences))
10 Earth and spaces sciences, and engineering design.

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

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

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

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

1 according to the multistate common student learning standards and
2 assessments as long as the education committees of the legislature
3 have opportunities for review before the modifications are adopted,
4 as provided under RCW 28A.655.070.

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

9 **Sec. 17.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended
10 to read as follows:

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

18 (2) The superintendent of public instruction shall:

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

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

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

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

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

23 (i) The assessments developed with a multistate consortium to
24 assess student proficiency in English language arts and mathematics
25 shall be administered beginning in the 2014-15 school year, and
beginning with the graduating class of 2020, the assessments must be
administered to students in the tenth grade. The reading and writing
26 assessments shall not be administered by the superintendent of public
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~~
~~school graduation under the timeline established in RCW 28A.655.061))~~
30 federal and state accountability and for assessing student career and
31 college readiness.

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

1 standards common to algebra I and integrated mathematics I, and an
2 end-of-course mathematics assessment to assess the standards common
3 to geometry and integrated mathematics II.

4 (d) The statewide academic assessment system must include
5 assessments based on alternate achievement standards that are
6 developed for students with significant cognitive challenges.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

33 (i) The subject matter of the essential academic learning
34 requirements;

35 (ii) The reason or reasons the superintendent is initiating the
36 development or revision; and

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

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

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

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

15 **Sec. 18.** RCW 28A.655.090 and 2008 c 165 s 3 are each amended to
16 read as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

35 (3) Subject to the availability of amounts appropriated for this
36 purpose, the office of the superintendent of public instruction shall
37 post on its web site for voluntary use by school districts, a guide
38 of diagnostic assessments. The assessments in the guide, to the

1 extent possible, shall include the characteristics listed in
2 subsection (4) of this section.

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

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

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

19 (c) Administered efficiently to provide results either
20 immediately or within two weeks;

21 (d) Capable of measuring individual student growth over time and
22 allowing student progress to be compared to other students across the
23 country;

24 (e) Readily available to parents; and

25 (f) Cost-effective.

26 (5) The office of the superintendent of public instruction shall
27 offer training at statewide and regional staff development activities
28 in:

29 (a) The interpretation of diagnostic assessments; and

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

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

34 (1) (a) The legislature intends to continue providing students
35 with the opportunity to access a challenging learning environment and
36 a meaningful diploma that supports every student in achieving
37 whatever his or her individualized college or career goals are. Over
38 the last decade, the legislature has implemented numerous reforms
39 that have significantly strengthened our educational system,

1 including increased course requirements and more challenging learning
2 standards. Despite ongoing efforts to create an educational system
3 focused on individualized student learning that is cultural
4 responsive to the needs of our diverse student population, we
5 continue to rely on a high-stakes test as a single barrier to
6 graduation. This does not support the legislature's goal. The
7 legislature recognizes that research shows that high-stakes testing
8 is a one-size-fits-all approach that does not improve student
9 achievement or increase graduation rates. The negative impacts of
10 high-stakes testing often disproportionately affect our state's most
11 vulnerable students.

12 (b) The legislature recognizes that to truly have an education
13 system that supports student-focused learning and is responsive to
14 the needs of each student, we must provide a system that allows each
15 student to work with his or her teachers, parents, and counselors to
16 identify the best way to demonstrate readiness to pursue his or her
17 career or college goals. The legislature further recognizes that
18 student-focused graduation pathways must be adaptable and allow
19 students to change pathways as their goals shift. While standardized
20 tests may be one option chosen by some students to show academic
21 success, it should not be the only option for students to choose
22 from. The legislature therefore intends to create a system of
23 multiple pathways to graduation that each student may choose from in
24 order to tailor the student's educational experience in a way that
25 supports his or her individual goals for high school and beyond.

26 (2) Beginning with the class of 2020, in addition to the
27 graduation requirements established by the state board of education
28 under RCW 28A.230.090 or by local high schools or school districts, a
29 student shall, at minimum, meet the requirements of (a) and (b) of
30 this subsection and at least one of the pathways provided in (c) of
31 this subsection in order to obtain a high school diploma. The options
32 under (c) of this subsection are intended to provide a student with
33 multiple pathways to graduating with a meaningful high school diploma
34 that are tailored to the goals of the student. A student may choose
35 to pursue one or more of the pathways under (c) of this subsection.

36 (a) Demonstrate career and college readiness through successful
37 completion of the high school and beyond plan, as described in RCW
38 28A.230.090.

39 (b) Earn required credits towards graduation.

40 (c) Successfully complete one or more of the following pathways:

1 (i) Meet or exceed the graduation standard on the high school
2 assessments in English language arts and mathematics as provided for
3 under RCW 28A.655.070. The state board of education shall establish
4 the high school graduation cut score for the tenth grade statewide
5 student assessments in English language arts and mathematics;

6 (ii) Complete and earn college credit in dual credit courses in
7 English language arts and mathematics. For the purposes of this
8 subsection, "a dual credit course" means a course in which a student
9 earns college credit and high school credit in English language arts
10 or mathematics;

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

23 (iv) Meet or exceed the scores comparable in rigor to the
24 graduation cut score set by the state board of education on advanced
25 placement, international baccalaureate, or Cambridge international
exams in English language arts and mathematics;

27 (v) Meet or exceed the scores set by the state board of education
28 for the mathematics portion and the reading, English, or writing
29 portion of the SAT or ACT;

30 (vi) Meet any combination of the English language arts and
31 mathematics portions of (i) through (v) of this subsection;

32 (vii) Meet standard in the armed services vocational aptitude
battery;

34 (viii) Complete a sequence of career and technical education
35 courses, including those leading to workforce entry, state or
36 nationally approved apprenticeships, or postsecondary education, that
37 meet the minimum criteria identified in RCW 28A.700.030. However,
38 nothing in this section requires that a student must enroll in a
39 preparatory course that is approved under RCW 28A.700.030 for the
40 purposes of meeting the graduation requirements under this section;

1 (ix) Ending with the class of 2021, for students eligible under
2 chapter 28A.155 RCW, earn a certificate of individual achievement
3 under RCW 28A.155.045.

4 (3) For the pathway under subsection (2)(c)(vii) of this section,
5 the office of the superintendent of public instruction shall adopt in
6 rule what is considered meeting standard.

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

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

13 (1) Provide students who did not meet or exceed standard on the
14 high school assessments in English language arts or mathematics as
15 provided for under RCW 28A.655.070 with the opportunity to access
16 interventions and academic supports, courses, or both, designed to
17 support students in meeting high school graduation requirements.
18 These interventions, supports, or courses must be rigorous and
19 consistent with the student's educational and career goals identified
20 in his or her high school and beyond plan, and may include career and
21 technical education equivalencies in English language arts or
22 mathematics adopted under RCW 28A.230.097; and

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

- 35 (a) The student's results on the state assessment;
- 36 (b) If the student is in the transitional bilingual program, the
37 score on his or her Washington language proficiency test II;
- 38 (c) Any credit deficiencies;
- 39 (d) The student's attendance rates over the previous two years;

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

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

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

10 (h) School district programs, high school courses, and career and
11 technical education options available for students to meet graduation
12 requirements; and

13 (i) Available programs offered through skill centers or community
14 and technical colleges, including diploma options under RCW
15 28B.50.535.

16 NEW SECTION. **Sec. 22.** The following acts or parts of acts are
17 each repealed:

18 (1) RCW 28A.345.080 (Model policy and procedure for granting
19 waivers of credit for high school graduation) and 2014 c 217 s 203;
20 and

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

24 NEW SECTION. **Sec. 23.** Section 21 of this act takes effect
25 January 1, 2020.

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