

**HB 1308** - S COMM AMD

By Committee on Early Learning & K-12 Education

**ADOPTED AND ENGROSSED 04/05/2023**

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

3 "NEW SECTION. **Sec. 1.** (1) In 2019 the legislature created a  
4 system of multiple graduation pathway options, which took effect  
5 beginning with the class of 2020. The legislature intended for the  
6 graduation pathways to be student-focused, adaptable, rigorous, and  
7 meaningful ways for students to demonstrate appropriate readiness in  
8 support of their individualized career and college goals.

9 (2) The legislature anticipated that school districts might face  
10 barriers to implementing the pathways and students might face  
11 barriers to accessing the pathway options. The legislature charged  
12 the state board of education with research on the first three years  
13 of implementation to identify barriers and provide recommendations  
14 for changes to the existing pathways and additional pathway options.

15 (3) While implementation of the graduation pathway options was  
16 significantly disrupted by the COVID-19 pandemic, the research on  
17 early implementation identified access and equity barriers that would  
18 exist even without the pandemic. The research shows that the initial  
19 set of graduation pathway options do not meet the needs of all  
20 students. The research found some students completing pathways that  
21 do not align with their individual goals for after high school, in  
22 which case the pathway is not serving its intended purpose. Overall,  
23 students, families, and educators report a need for additional  
24 relevant and authentic options.

25 (4) The legislature recognizes that students can demonstrate  
26 readiness in multiple ways and recognizes the need to expand  
27 graduation pathways in order to provide options that are student-  
28 focused, individualized, relevant, and that support all student  
29 needs. Research shows that performance-based assessments are valid  
30 ways of measuring students' readiness for success in college and  
31 careers. Further, research shows that performance-based assessments  
32 are associated with increased student engagement, skill development,

1 critical thinking, and postsecondary success. The legislature  
2 recognizes that a performance-based graduation pathway option  
3 supports the state's transition to mastery-based learning.

4 (5) Therefore, the legislature intends to create graduation  
5 pathway options that allow students to demonstrate their readiness in  
6 performance-based ways, in addition to the existing test-based and  
7 course-based options. Further, the legislature intends to create  
8 ongoing requirements to monitor the graduation pathway options  
9 implementation at both the state and local levels to ensure  
10 accountability and equitable offerings. In providing a wider variety  
11 of graduation pathway options, the state maintains its commitment to  
12 high standards for earning a meaningful high school diploma that  
13 prepares students for success in postsecondary education, gainful  
14 employment, civic engagement, and lifelong learning.

15 **Sec. 2.** RCW 28A.655.250 and 2021 c 7 s 3 are each amended to  
16 read as follows:

17 (1)(a) Beginning with the class of 2020, except as provided in  
18 RCW 28A.230.320, graduation from a public high school and the earning  
19 of a high school diploma must include the following:

20 (i) Satisfying the graduation requirements established by the  
21 state board of education under RCW 28A.230.090 and any graduation  
22 requirements established by the applicable public high school or  
23 school district;

24 (ii) Satisfying credit requirements for graduation;

25 (iii) Demonstrating career and college readiness through  
26 completion of the high school and beyond plan as required by RCW  
27 28A.230.090; and

28 (iv) Meeting the requirements of at least one graduation pathway  
29 option established in this section.

30 (b) Successful completion of the components in (a) of this  
31 subsection together signals a student's readiness to graduate with a  
32 meaningful high school diploma that fulfills the diploma purpose  
33 established in RCW 28A.230.090.

34 (2) The pathway options established in this section are intended  
35 to provide a student with multiple ((pathways to graduating with a  
36 meaningful high school diploma that are tailored to the goals of the  
37 student)) ways, including test-based, course-based, and performance-  
38 based options, to demonstrate readiness in furtherance of the  
39 student's individual goals for high school and beyond. For the

1 purposes of this section, "demonstrate readiness" means the student  
2 meets or exceeds state learning standards addressed in the pathway  
3 option. A student may choose to pursue one or more of the pathway  
4 options under ~~((b))~~ subsection (3) of this ~~((subsection))~~ section,  
5 but any pathway option used by a student to demonstrate career and  
6 college readiness must be in alignment with the student's high school  
7 and beyond plan.

8 ~~((b))~~ (3) The following graduation pathway options may be used  
9 to demonstrate career and college readiness in accordance with  
10 ~~((a-iv))~~ subsection (1)(a)(iv) of this ~~((subsection))~~ section:

11 ~~((i))~~ (a) Meet or exceed the graduation standard established by  
12 the state board of education under RCW 28A.305.130 on the statewide  
13 high school assessments in English language arts and mathematics as  
14 provided for under RCW 28A.655.070;

15 ~~((ii))~~ (b) Complete and qualify for college credit in dual  
16 credit courses in English language arts and mathematics. For the  
17 purposes of this subsection, "dual credit course" means a course in  
18 which a student qualifies for college and high school credit in  
19 English language arts or mathematics upon successfully completing the  
20 course;

21 ~~((iii))~~ (c) Earn high school credit in a high school transition  
22 course in English language arts and mathematics, an example of which  
23 includes a bridge to college course. For the purposes of this  
24 subsection ~~((1)(b)(iii))~~ (3)(c), "high school transition course"  
25 means an English language arts or mathematics course offered in high  
26 school where successful completion by a high school student ensures  
27 the student college-level placement at participating institutions of  
28 higher education as defined in RCW 28B.10.016. High school transition  
29 courses must satisfy core or elective credit graduation requirements  
30 established by the state board of education. A student's successful  
31 completion of a high school transition course does not entitle the  
32 student to be admitted to an institution of higher education as  
33 defined in RCW 28B.10.016;

34 ~~((iv))~~ (d) Earn high school credit, with a C+ grade ~~((, or~~  
35 ~~receiving a three or higher on the AP exam, or equivalent,))~~ or  
36 higher in AP, international baccalaureate, or Cambridge international  
37 courses in English language arts and mathematics; or ~~((receiving a~~  
38 ~~four or higher on international baccalaureate exams. For English~~  
39 ~~language arts, successfully completing any of the following courses~~  
40 ~~meets the standard: AP English language and composition literature,~~

1 ~~macroeconomics, microeconomics, psychology, United States history,~~  
2 ~~world history, United States government and politics, or comparative~~  
3 ~~government and politics; or any of the international baccalaureate~~  
4 ~~individuals and societies courses. For mathematics, successfully~~  
5 ~~completing any of the following courses meets the standard: AP~~  
6 ~~statistics, computer science, computer science principles, or~~  
7 ~~calculus; or any of the international baccalaureate mathematics~~  
8 ~~courses)) earn at least the minimum scores outlined in RCW~~  
9 ~~28B.10.054(1) on the corresponding exams. The state board of~~  
10 ~~education shall establish by rule the list of AP, international~~  
11 ~~baccalaureate, and Cambridge international courses of which~~  
12 ~~successful completion meets the standard in this subsection for~~  
13 ~~English language arts and for mathematics;~~

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

17 ~~((~~vi~~))~~ (f) (i) Complete a performance-based learning experience  
18 through which the student demonstrates knowledge and skills in a  
19 real-world context, providing evidence that the student meets or  
20 exceeds state learning standards in English language arts and  
21 mathematics. The performance-based learning experience may take a  
22 variety of forms, such as a project, practicum, work-related  
23 experience, community service, or cultural activity, and may result  
24 in a variety of products that can be evaluated, such as a  
25 performance, presentation, portfolio, report, film, or exhibit.

26 (ii) The performance-based learning experience must conform to  
27 state requirements established in rule by the state board of  
28 education addressing the safety and quality of the performance-based  
29 learning experience and the authentic performance-based assessment  
30 criteria for determining the student has demonstrated the applicable  
31 learning standards. The rules adopted by the state board of education  
32 may allow external parties, including community leaders and  
33 professionals, to participate in the evaluation of the student's  
34 performance and must include at least one certificated teacher with  
35 an endorsement in each relevant subject area or with other applicable  
36 qualifications as permitted by the professional educator standards  
37 board.

38 (iii) To support implementation of the performance-based learning  
39 experience graduation pathway option, the state board of education,  
40 in collaboration with the office of the superintendent of public

1 instruction, shall establish graduation proficiency targets and  
2 associated rubrics aligned with state learning standards in English  
3 language arts and mathematics.

4 (iv) Prior to offering the performance-based learning experience  
5 graduation pathway option in this subsection (3)(f) to students, the  
6 school district board of directors shall adopt a written policy in  
7 conformity with applicable state requirements;

8 (g) Meet any combination of at least one English language arts  
9 option and at least one mathematics option established in ~~((b)(i)~~  
10 through ~~(v)~~) (a) through (f) of this subsection ~~((1))~~;

11 ~~((vii))~~ (h) Meet standard in the armed services vocational  
12 aptitude battery; and

13 ~~((viii))~~ (i) Complete a sequence of career and technical  
14 education courses that are relevant to a student's postsecondary  
15 pathway, including those leading to workforce entry, state or  
16 nationally approved apprenticeships, or postsecondary education, and  
17 that meet either: The curriculum requirements of core plus programs  
18 for aerospace, maritime, health care, information technology, or  
19 construction and manufacturing; or the minimum criteria identified in  
20 RCW 28A.700.030. Nothing in this subsection ~~((1)(b)(viii))~~ (3)(i)  
21 requires a student to enroll in a preparatory course that is approved  
22 under RCW 28A.700.030 for the purposes of demonstrating career and  
23 college readiness under this section.

24 ~~((2))~~ (4) While the legislature encourages school districts to  
25 make all pathway options established in this section available to  
26 their high school students, and to expand their pathway options until  
27 that goal is met, school districts have discretion in determining  
28 which pathway options under this section they will offer to students.

29 ~~((3))~~ School districts, however, must annually provide students  
30 in grades eight through 12 and their parents or legal guardians with  
31 comprehensive information about the graduation pathway options  
32 offered by the school district and are strongly encouraged to begin  
33 providing this information beginning in sixth grade. School districts  
34 must provide this information in a manner that conforms with the  
35 school district's language access policy and procedures as required  
36 under RCW 28A.183.040.

37 (5) The state board of education shall adopt rules to implement  
38 the graduation pathway options established in this section.

1       **Sec. 3.** RCW 28A.655.260 and 2021 c 144 s 3 are each amended to  
2 read as follows:

3       (1) The superintendent of public instruction shall collect the  
4 following information from school districts: Which of the graduation  
5 pathways under RCW 28A.655.250 are available to students at each of  
6 the school districts; and the number of students using each  
7 graduation pathway for graduation purposes. This information shall be  
8 reported annually to the education committees of the legislature  
9 beginning January 10, 2021. To the extent feasible, data on student  
10 participation in each of the graduation pathways shall be  
11 disaggregated by race, ethnicity, gender, and receipt of free or  
12 reduced-price lunch.

13       (2) ~~((Beginning August 1, 2019, the state board of education  
14 shall survey interested parties regarding what additional graduation  
15 pathways should be added to the existing graduation pathways  
16 identified in RCW 28A.655.250 and whether modifications should be  
17 made to any of the existing pathways. Interested parties shall  
18 include at a minimum: High school students; recent high school  
19 graduates; representatives from the state board for community and  
20 technical colleges and four-year higher education institutions;  
21 representatives from the apprenticeship and training council;  
22 associations representing business; members of the educational  
23 opportunity gap oversight and accountability committee; and  
24 associations representing educators, school board members, school  
25 administrators, superintendents, and parents. The state board of  
26 education shall provide reports to the education committees of the  
27 legislature by August 1, 2020, and December 10, 2022, summarizing the  
28 information collected in the surveys.~~

29       ~~(3) Using the data reported by the superintendent of public  
30 instruction under subsection (1) of this section, the state board of  
31 education shall survey a sampling of the school districts unable to  
32 provide all of the graduation pathways under RCW 28A.655.250 in order  
33 to identify the types of barriers to implementation school districts  
34 have. Using the survey results from this subsection and the survey  
35 results collected under subsection (2) of this section, the state  
36 board of education shall review the existing graduation pathways,  
37 suggested changes to those graduation pathways, and the options for  
38 additional graduation pathways, and shall provide a report to the  
39 education committees of the legislature by December 10, 2022, on the  
40 following:~~

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

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

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

10 ~~(d) Whether additional graduation pathways should be included and~~  
11 ~~recommendations for what those pathways should be)) The state board~~  
12 ~~of education shall review and monitor the implementation of the~~  
13 ~~graduation pathway options to ensure school district compliance with~~  
14 ~~requirements established under RCW 28A.655.250 and subsection (3) of~~  
15 ~~this section. The reviews and monitoring required by this subsection~~  
16 ~~may be conducted concurrently with other oversight and monitoring~~  
17 ~~conducted by the state board of education. The information shall be~~  
18 ~~collected annually and reported to the education committees of the~~  
19 ~~legislature by January 10, 2025, and biennially thereafter.~~

20 (3) (a) At least annually, school districts shall examine data on  
21 student groups participating in and completing each graduation  
22 pathway option offered by the school district. At a minimum, the data  
23 on graduation pathway participation and completion must be  
24 disaggregated by the student groups described in RCW 28A.300.042 (1)  
25 and (3), and by:

26 (i) Gender;

27 (ii) Students who are the subject of a dependency proceeding  
28 pursuant to chapter 13.34 RCW;

29 (iii) Students who are experiencing homelessness as defined in  
30 RCW 28A.300.542(4); and

31 (iv) Multilingual/English learners.

32 (b) If the results of the analysis required under (a) of this  
33 subsection show disproportionate participation and completion rates  
34 by student groups, then the school district shall identify reasons  
35 for the observed disproportionality and implement strategies as  
36 appropriate to ensure the graduation pathway options are equitably  
37 available to all students in the school district."

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**ADOPTED 04/05/2023**

1        On page 1, line 1 of the title, after "options;" strike the  
2 remainder of the title and insert "amending RCW 28A.655.250 and  
3 28A.655.260; and creating a new section."

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