

E2SHB 1599 - S COMM AMD

By Committee on Early Learning & K-12 Education

OUT OF ORDER 04/15/2019

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

3 "PART I

4 **DECOUPLING STATEWIDE ASSESSMENTS FROM GRADUATION REQUIREMENTS AND**
5 **MAKING OTHER MODIFICATIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17 (B) Identification of educational goals;

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

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

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

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

28 (II) Satisfies state and local graduation requirements;

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

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

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

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

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

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

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

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

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

1 school and beyond plan with agreement of the student's parent or
2 guardian or agreement of the school counselor or principal.

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

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

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

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

36 (c) The state board shall forward any proposed changes to the
37 high school graduation requirements to the education committees of
38 the legislature for review. The legislature shall have the
39 opportunity to act during a regular legislative session before the
40 changes are adopted through administrative rule by the state board.

1 Changes that have a fiscal impact on school districts, as identified
2 by a fiscal analysis prepared by the office of the superintendent of
3 public instruction, shall take effect only if formally authorized and
4 funded by the legislature through the omnibus appropriations act or
5 other enacted legislation.

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

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

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

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

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

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

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

38 Beginning with the graduating class of 2008, and concluding with
39 the graduating class of 2021, students served under this chapter, who

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

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

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

39 This section expires August 31, 2024.

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

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

13 (2) Subject to the conditions in this section, and concluding
14 with the graduating class of 2019, a certificate of academic
15 achievement shall be obtained and is evidence that the students have
16 successfully met the state standard in the content areas included in
17 the certificate. With the exception of students satisfying the
18 provisions of RCW 28A.155.045 (~~(or 28A.655.0611)~~), acquisition of the
19 certificate is required for graduation from a public high school but
20 is not the only requirement for graduation.

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

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

38 (i) Students in the graduating class of 2016 may use the results
39 from:

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

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

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

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

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

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

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

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

1 objective alternative assessments then the student shall earn a
2 certificate of academic achievement.

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

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

16 ~~((6))~~ (5) A student may retain and use the highest result from
17 each successfully completed content area of the high school
18 assessment.

19 ~~((7))~~ (6) School districts must make available to students the
20 following options:

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

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

31 ~~((8))~~ (7) Students who achieve the standard in a content area
32 of the high school assessment but who wish to improve their results
33 shall pay for retaking the assessment, using a uniform cost
34 determined by the superintendent of public instruction.

35 ~~((9))~~ (8) Opportunities to retake the assessment at least twice
36 a year shall be available to each school district.

37 ~~((10))~~ (9)(a) The office of the superintendent of public
38 instruction shall develop options for implementing objective
39 alternative assessments, which may include an appeals process for
40 students' scores, for students to demonstrate achievement of the

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

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

28 (ii) A student who scores at least a three on the grading scale
29 of one to five for selected AP examinations may use the score as an
30 objective alternative assessment under this section for demonstrating
31 that a student has met or exceeded state standards for the
32 certificate of academic achievement. A score of three on the AP
33 examinations in calculus or statistics may be used as an alternative
34 assessment for the mathematics portion of the statewide student
35 assessment. A score of three on the AP examinations in English
36 language and composition may be used as an alternative assessment for
37 the writing portion of the statewide student assessment; and for the
38 English language arts portion of the assessment developed with the
39 multistate consortium, once established in the 2014-15 school year. A
40 score of three on the AP examinations in English literature and

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

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

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

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

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

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

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

39 ~~((11))~~ (10) To help assure continued progress in academic
40 achievement as a foundation for high school graduation and to assure

1 that students are on track for high school graduation, each school
2 district shall:

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

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

- 24 (i) The student's results on the state assessment;
- 25 (ii) If the student is in the transitional bilingual program, the
26 score on his or her Washington language proficiency test II;
- 27 (iii) Any credit deficiencies;
- 28 (iv) The student's attendance rates over the previous two years;
- 29 (v) The student's progress toward meeting state and local
30 graduation requirements;
- 31 (vi) The courses, competencies, and other steps needed to be
32 taken by the student to meet state academic standards and stay on
33 track for graduation;
- 34 (vii) Remediation strategies and alternative education options
35 available to students, including informing students of the option to
36 continue to receive instructional services after grade twelve or
37 until the age of twenty-one;
- 38 (viii) The alternative assessment options available to students
39 under this section and RCW 28A.655.065;

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

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

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

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

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

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

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

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

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

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

31 The office of the superintendent of public instruction and the
32 state board for community and technical colleges shall jointly
33 develop a program plan to provide a continuing education option for
34 students who are eligible for the state transitional bilingual
35 instruction program and who need more time to develop language
36 proficiency but who are more age-appropriately suited for a
37 postsecondary learning environment than for a high school. ~~((In~~
38 ~~developing the plan, the superintendent of public instruction shall~~

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

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

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

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

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

8 (2) The school day shall be the same as defined in RCW
9 28A.150.203.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 the nonresident district. Parents may apply for transfer under RCW
2 28A.225.220;

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

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

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

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

38 (1) A student who fulfills the requirements specified in
39 subsection (3) of this section toward completion of an international

1 baccalaureate diploma programme is considered to have met the
2 requirements of the graduation pathway option established in section
3 201(1)(b)(iv) of this act and to have satisfied state minimum
4 requirements for graduation from a public high school, except that ((
5 ~~(a) The provisions of RCW 28A.655.061 regarding the certificate~~
6 ~~of academic achievement or RCW 28A.155.045 regarding the certificate~~
7 ~~of individual achievement apply to students under this section; and~~
8 ~~(b))~~) the provisions of RCW 28A.230.170 regarding study of the
9 United States Constitution and the Washington state Constitution
10 apply to students under this section.

11 (2) School districts may require students under this section to
12 complete local graduation requirements that are in addition to state
13 minimum requirements before issuing a high school diploma under RCW
14 28A.230.120. However, school districts are encouraged to waive local
15 requirements as necessary to encourage students to pursue an
16 international baccalaureate diploma.

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

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

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

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

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

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

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

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

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

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

24 (4) For purposes of statewide accountability:

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

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

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

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

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

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

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

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

22 (d) Include in the biennial report required under RCW
23 28A.305.035, information on the progress that has been made in
24 achieving goals adopted by the board;

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

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

38 (7) Hire an executive director and an administrative assistant to
39 reside in the office of the superintendent of public instruction for
40 administrative purposes. Any other personnel of the board shall be

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

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

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

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

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

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

38 (a) Individual or small group instruction;

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

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

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

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

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

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

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

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

30 (a) When each assessment will be administered;

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

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

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

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

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

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

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

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

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

1 admission standards for these students. If the institution of higher
2 education accepts a secondary school pupil for enrollment under this
3 section, the institution of higher education shall send written
4 notice to the pupil and the pupil's school district within ten days
5 of acceptance. The notice shall indicate the course and hours of
6 enrollment for that pupil.

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

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

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

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

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

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

35 (b) Institutions of higher education, in collaboration with
36 relevant student associations, shall aim to have students who can
37 benefit from fee waivers take advantage of these waivers.
38 Institutions shall make every effort to communicate to students and
39 their families the benefits of the waivers and provide assistance to
40 students and their families on how to apply. Information about

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

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

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

32 (1) Subject to funds appropriated for this purpose, the office of
33 the superintendent of public instruction shall develop and conduct an
34 ongoing campaign for career and technical education to increase
35 awareness among teachers, counselors, students, parents, principals,
36 school administrators, and the general public about the opportunities
37 offered by rigorous career and technical education programs. Messages
38 in the campaign shall emphasize career and technical education as a
39 high quality educational pathway for students, including for students

1 who seek advanced education that includes a bachelor's degree or
2 beyond. In particular, the office shall provide information about the
3 following:

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

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

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

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

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

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

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

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

29 (1) Subject to funds appropriated for this purpose, targeted
30 professional development programs, to be known as learning
31 improvement days, are authorized to further the development of
32 outstanding mathematics, science, and reading teaching and learning
33 opportunities in the state of Washington. The intent of this section
34 is to provide guidance for the learning improvement days in the
35 omnibus appropriations act. The learning improvement days authorized
36 in this section shall not be considered part of the definition of
37 basic education.

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

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

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

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

11 ~~((Skillful guidance for students participating in alternative
12 assessment activities;~~

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

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

17 ~~((g))~~ (f) Increased student success on state achievement
18 measures; and

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

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

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

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

1 and application as they pertain to life sciences)) Earth and space
2 sciences, and engineering design.

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

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

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

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

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

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

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

10 (2) The superintendent of public instruction shall:

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

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

34 (3)(a) In consultation with the state board of education, the
35 superintendent of public instruction shall maintain and continue to
36 develop and revise a statewide academic assessment system in the
37 content areas of reading, writing, mathematics, and science for use
38 in the elementary, middle, and high school years designed to
39 determine if each student has mastered the (~~essential academic~~)
40 state learning (~~requirements~~) standards identified in subsection

1 (1) of this section. School districts shall administer the
2 assessments under guidelines adopted by the superintendent of public
3 instruction. The academic assessment system may include a variety of
4 assessment methods, including criterion-referenced and performance-
5 based measures.

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

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

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

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

30 ~~((iii) During the transition period specified in RCW~~
31 ~~28A.655.061, the superintendent of public instruction shall use test~~
32 ~~items and other resources from the consortium assessment to develop~~
33 ~~and administer a tenth grade high school English language arts~~
34 ~~assessment, an end-of-course mathematics assessment to assess the~~
35 ~~standards common to algebra I and integrated mathematics I, and an~~
36 ~~end-of-course mathematics assessment to assess the standards common~~
37 ~~to geometry and integrated mathematics II.))~~

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

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

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

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

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

24 (a) Information on classroom-based and other assessments that may
25 provide additional achievement information for individual students;
26 and

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

32 (8) To the maximum extent possible, the superintendent shall
33 integrate knowledge and skill areas in development of the
34 assessments.

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

38 (10) The superintendent shall develop assessments that are
39 directly related to the (~~essential-academic~~) state learning
40 (~~requirements~~) standards, and are not biased toward persons with

1 different learning styles, racial or ethnic backgrounds, or on the
2 basis of gender.

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

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

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

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

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

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

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

30 (ii) The reason or reasons the superintendent is initiating the
31 development or revision; and

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

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

37 (c) Prior to adoption by the superintendent of any new or revised
38 (~~essential-academic~~) state learning (~~requirements~~) standards, the
39 superintendent shall submit the proposed new or revised (~~essential~~
40 ~~academic~~) state learning (~~requirements~~) standards to the state

1 board of education in advance in writing for review at a regularly
2 scheduled or special board meeting. The state board of education may
3 provide a response to the superintendent's proposal for consideration
4 prior to final adoption.

5 (17) The state board of education may propose new or revised
6 (~~essential academic~~) state learning (~~requirements~~) standards to
7 the superintendent. The superintendent must respond to the state
8 board of education's proposal in writing.

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

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

16 (2) The reports shall include the assessment results by school
17 and school district, and include changes over time. For the
18 (~~Washington assessment of student learning~~) statewide student
19 assessment, results shall be reported as follows:

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

21 (b) The percentage of students performing at each level of the
22 assessment;

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

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

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

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

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

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

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

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

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

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

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

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

35 (4) Subject to the availability of amounts appropriated for this
36 purpose, beginning September 1, 2007, the office of the
37 superintendent of public instruction shall make diagnostic
38 assessments in reading, writing, mathematics, and science in
39 elementary, middle, and high school grades available to school

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

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

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

12 (c) Administered efficiently to provide results either
13 immediately or within two weeks;

14 (d) Capable of measuring individual student growth over time and
15 allowing student progress to be compared to other students across the
16 country;

17 (e) Readily available to parents; and

18 (f) Cost-effective.

19 (5) The office of the superintendent of public instruction shall
20 offer training at statewide and regional staff development activities
21 in:

22 (a) The interpretation of diagnostic assessments; and

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

25 PART II

26 GRADUATION PATHWAY OPTIONS FOR THE GRADUATING CLASS OF 2020 AND 27 SUBSEQUENT CLASSES

28 NEW SECTION. **Sec. 201.** A new section is added to chapter
29 28A.655 RCW to read as follows:

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

33 (i) Satisfying the graduation requirements established by the
34 state board of education under RCW 28A.230.090 and any graduation
35 requirements established by the applicable public high school or
36 school district;

37 (ii) Satisfying credit requirements for graduation;

1 (iii) Demonstrating career and college readiness through
2 completion of the high school and beyond plan as required by RCW
3 28A.230.090; and

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

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

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

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

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

38 (iv) Earn high school credit, with a C+ grade or equivalent, in
39 AP, international baccalaureate, or Cambridge international courses
40 in English language arts and mathematics. For English language arts,

1 successfully completing any of the following courses meets the
2 standard: AP English language and composition; macroeconomics;
3 microeconomics; psychology; United States history; world history;
4 United States government and politics; comparative government and
5 politics; and any of the international baccalaureate individuals and
6 societies courses. For mathematics, successfully completing any of
7 the following courses meets the standard: AP statistics or calculus;
8 and any of the international baccalaureate mathematics courses;

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

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

15 (vii) Meet standard in the armed services vocational aptitude
16 battery; and

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

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

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

35 NEW SECTION. **Sec. 202.** A new section is added to chapter
36 28A.655 RCW to read as follows:

37 (1) The superintendent of public instruction shall collect the
38 following information from school districts: Which of the graduation
39 pathways under section 201 of this act are available to students at

1 each of the school districts; and the number of students using each
2 graduation pathway for graduation purposes. This information shall be
3 reported annually to the education committees of the legislature
4 beginning January 10, 2021. To the extent feasible, data on student
5 participation in each of the graduation pathways shall be
6 disaggregated by race, ethnicity, gender, and receipt of free or
7 reduced-price lunch.

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

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

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

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

1 (c) Whether all students have equitable access to all of the
2 graduation pathways and, if not, recommendations for reducing the
3 barriers students may have to accessing all of the graduation
4 pathways; and

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

7 NEW SECTION. **Sec. 203.** A new section is added to chapter
8 28A.655 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 the standard on
14 the high school assessments in English language arts or mathematics
15 under RCW 28A.655.070, with the opportunity to access any combination
16 of interventions, academic supports, or courses, that are designed to
17 support students in meeting high school graduation requirements.
18 These interventions, supports, and 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 must
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 instruction
37 program, the score on his or her Washington language proficiency test
38 II;

39 (c) Any credit deficiencies;

- 1 (d) The student's attendance rates over the previous two years;
- 2 (e) The student's progress toward meeting state and local
3 graduation requirements;
- 4 (f) The courses, competencies, and other steps the student needs
5 to take to meet state academic standards and stay on track for
6 graduation;
- 7 (g) Remediation strategies and alternative education options
8 available to students, including informing students of the option to
9 continue to receive instructional services after grade twelve or
10 until age twenty-one;
- 11 (h) School district programs, high school courses, and career and
12 technical education options available for students to meet graduation
13 requirements; and
- 14 (i) Available programs offered through skill centers or community
15 and technical colleges, including diploma options under RCW
16 28B.50.535.

17 **PART III**

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

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

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

33 (2) The work group shall examine opportunities to increase
34 student access to relevant and robust mastery-based academic pathways
35 aligned to personal career goals and postsecondary education. The
36 work group shall also review the role of the high school and beyond
37 plan in supporting mastery-based learning. The work group shall
38 consider:

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

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

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

8 (d) Expansion of mastery-based credits to meet graduation
9 requirements.

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

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

15 (a) Four legislators: One from each of the two largest caucuses
16 in the house of representatives, appointed by the speaker of the
17 house; and one from each of the two largest caucuses in the senate,
18 appointed by the president of the senate;

19 (b) Two students as selected by the association of Washington
20 student leaders;

21 (c) One representative from the educational opportunity gap
22 oversight and accountability committee as selected by the educational
23 opportunity gap oversight and accountability committee;

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

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

28 (f) One high school counselor as selected by the Washington
29 education association;

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

33 (h) One representative from the office of the superintendent of
34 public instruction as selected by the superintendent of public
35 instruction; and

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

38 (5) The state board of education shall:

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

1 (b) Coordinate work group membership to ensure member diversity,
2 including racial, ethnic, gender, geographic, community size, and
3 expertise diversity; and

4 (c) Submit an interim report outlining preliminary findings and
5 potential recommendations to the governor and the education
6 committees of the house of representatives and the senate by December
7 1, 2019, and a final report, provided to the same recipients,
8 detailing all findings and recommendations related to the work
9 group's purpose and tasks by December 1, 2020.

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

11 **PART IV**

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

14 NEW SECTION. **Sec. 401.** A new section is added to chapter
15 28A.655 RCW to read as follows:

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

19 **PART V**

20 **ADDITIONAL AND REPEALED PROVISIONS**

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

23 (1) Subject to the availability of funds appropriated for this
24 purpose, the office of the superintendent of public instruction shall
25 provide funds to school districts to reimburse students for the cost
26 of taking the tests in RCW 28A.655.061(~~((+10))~~) (9)(b) when the
27 students take the tests for the purpose of using the results as an
28 objective alternative assessment. The office of the superintendent of
29 public instruction may, as an alternative to providing funds to
30 school districts, arrange for students to receive a testing fee
31 waiver or make other arrangements to compensate the students.

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

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

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

4 (2) Under an academic acceleration policy:

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

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

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

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

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

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

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

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

6 (5) The district must notify students and parents or guardians
7 regarding the academic acceleration policy and the advanced courses
8 or programs available to students, including dual credit courses or
9 programs.

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

15 NEW SECTION. Sec. 503. RCW 28A.655.066 (Statewide end-of-course
16 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,
17 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

18 NEW SECTION. Sec. 504. A new section is added to chapter
19 28A.230 RCW to read as follows:

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

29 (2) Subject to the availability of amounts appropriated for this
30 specific purpose, the office of the superintendent of public
31 instruction shall facilitate the creation of a list of available
32 electronic platforms for the high school and beyond plan. Platforms
33 eligible to be included on the list must meet the following
34 requirements:

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

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

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

5 (d) Comply with state and federal requirements for student
6 privacy;

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

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

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

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

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

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

E2SHB 1599 - S COMM AMD

By Committee on Early Learning & K-12 Education

OUT OF ORDER 04/15/2019

24 On page 1, line 2 of the title, after "requirements;" strike the
25 remainder of the title and insert "amending RCW 28A.655.065,
26 28A.230.090, 28A.155.045, 28A.655.061, 28A.155.170, 28A.180.100,
27 28A.195.010, 28A.200.010, 28A.230.122, 28A.230.125, 28A.305.130,
28 28A.320.190, 28A.320.208, 28A.600.310, 28A.700.080, 28A.415.360,
29 28A.655.068, 28A.655.070, 28A.655.090, 28A.655.200, 28A.655.063, and
30 28A.320.195; adding new sections to chapter 28A.655 RCW; adding a new
31 section to chapter 28A.230 RCW; creating new sections; repealing RCW

1 28A.655.066; providing effective dates; providing expiration dates;
2 and declaring an emergency."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

--- END ---