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**SUBSTITUTE HOUSE BILL 1599**

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**State of Washington**

**66th Legislature**

**2019 Regular Session**

**By** House Education (originally sponsored by Representatives Stonier, Harris, Dolan, Ortiz-Self, MacEwen, Kilduff, Young, Valdez, Wylie, Volz, Bergquist, Stanford, Tharinger, Lekanoff, Pollet, Slatter, and Ormsby)

READ FIRST TIME 02/22/19.

1 AN ACT Relating to promoting career and college readiness through  
2 modified high school graduation requirements; amending RCW  
3 28A.655.065, 28A.230.090, 28A.155.045, 28A.655.061, 28A.155.170,  
4 28A.180.100, 28A.195.010, 28A.200.010, 28A.230.122, 28A.230.125,  
5 28A.320.190, 28A.320.208, 28A.600.310, 28A.700.080, 28A.415.360,  
6 28A.655.068, 28A.655.070, 28A.655.090, 28A.655.200, and 28A.655.063;  
7 adding new sections to chapter 28A.655 RCW; adding a new section to  
8 chapter 28A.230 RCW; creating a new section; repealing RCW  
9 28A.655.066; providing expiration dates; and declaring an emergency.

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

11 **PART I**

12 **DECOUPLING STATEWIDE ASSESSMENTS FROM GRADUATION REQUIREMENTS AND**  
13 **MAKING OTHER MODIFICATIONS**

14 **Sec. 101.** RCW 28A.655.065 and 2017 3rd sp.s. c 31 s 2 are each  
15 amended to read as follows:

16 (1) The legislature has made a commitment to rigorous academic  
17 standards for receipt of a high school diploma. The primary way that  
18 students will demonstrate that they meet the standards in reading,  
19 writing, mathematics, and science is through the statewide student  
20 assessment. Only objective assessments that are comparable in rigor

1 to the state assessment are authorized as an alternative assessment.  
2 Before seeking an alternative assessment, the legislature expects  
3 students to make a genuine effort to meet state standards, through  
4 regular and consistent attendance at school and participation in  
5 extended learning and other assistance programs.

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

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

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

34 (a) Using guidelines prepared by the superintendent of public  
35 instruction, a school district shall identify the group of students  
36 in the same school as the applicant who took the same high school  
37 courses as the applicant in the applicable content area. From the  
38 group of students identified in this manner, the district shall  
39 select the comparison cohort that shall be those students who met or

1 slightly exceeded the state standard on the statewide student  
2 assessment.

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

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

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

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

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

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

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

3 (B) Admission to a higher education institution or career  
4 preparation program;

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

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

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

11 (iii) A student in the class of 2018 or 2019 is eligible for the  
12 expedited appeal process in (c)(i) of this subsection if he or she  
13 has met all other graduation requirements established by the state  
14 and district and has attempted at least one alternative assessment  
15 option as established in (~~RCW 28A.655.065~~) this section.

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

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

27 (8) This section expires August 31, 2021.

28 **Sec. 102.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to  
29 read as follows:

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

38 (a) Any course in Washington state history and government used to  
39 fulfill high school graduation requirements shall consider including

1 information on the culture, history, and government of the American  
2 Indian peoples who were the first inhabitants of the state.

3 (b) Except as provided otherwise in this subsection, the  
4 certificate of academic achievement requirements under RCW  
5 28A.655.061 or the certificate of individual achievement requirements  
6 under RCW 28A.155.045 are required for graduation from a public high  
7 school but are not the only requirements for graduation. The  
8 requirement to earn a certificate of academic achievement or  
9 certificate of individual achievement to qualify for graduation from  
10 a public high school concludes with the graduating class of 2019 and  
11 does not apply to students in the graduating class of 2020 and  
12 subsequent classes.

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

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

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

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

36 (B) For students with an individualized education program, the  
37 high school and beyond plan must be updated in alignment with their  
38 school to postschool transition plan. The high school and beyond plan  
39 must be updated in a similar manner and with similar school personnel  
40 as for all other students.

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

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

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

14        (B) Identification of educational goals;

15        (C) Identification of dual credit programs and the opportunities  
16 they create for students, including but not limited to career and  
17 technical education programs, running start programs, and college in  
18 the high school programs;

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

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

22        (I) Includes information about options for satisfying state and  
23 local graduation requirements;

24        (II) Satisfies state and local graduation requirements;

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

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

32        (V) Includes information about the college bound scholarship  
33 program; ~~((and))~~

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

37        (I) Information about the documentation necessary for completing  
38 the applications; application timeliness and submission deadlines;  
39 the importance of submitting applications early; information specific  
40 to students who are or have been in foster care; information specific

1 to students who are, or are at risk of being, homeless; information  
2 specific to students whose family member or guardians will be  
3 required to provide financial and tax information necessary to  
4 complete applications; and

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

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

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

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

38 (ii) School districts may apply to the state board of education  
39 for a waiver to implement the career and college ready graduation  
40 requirement proposal beginning with the graduating class of 2020 or

1 2021 instead of the graduating class of 2019. In the application, a  
2 school district must describe why the waiver is being requested, the  
3 specific impediments preventing timely implementation, and efforts  
4 that will be taken to achieve implementation with the graduating  
5 class proposed under the waiver. The state board of education shall  
6 grant a waiver under this subsection (1)(e) to an applying school  
7 district at the next subsequent meeting of the board after receiving  
8 an application.

9 (iii) A school district must update the high school and beyond  
10 plans for each student who has not earned a score of level 3 or level  
11 4 on the middle school mathematics assessment identified in RCW  
12 28A.655.070 by ninth grade, to ensure that the student takes a  
13 mathematics course in both ninth and tenth grades. This course may  
14 include career and technical education equivalencies in mathematics  
15 adopted pursuant to RCW 28A.230.097.

16 (2)(a) In recognition of the statutory authority of the state  
17 board of education to establish and enforce minimum high school  
18 graduation requirements, the state board shall periodically  
19 reevaluate the graduation requirements and shall report such findings  
20 to the legislature in a timely manner as determined by the state  
21 board.

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

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



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

9 (4) (~~It~~) Unless requested otherwise by the student and (~~his or~~  
10 ~~her~~) the student's family, a student who has completed high school  
11 courses before attending high school shall be given high school  
12 credit which shall be applied to fulfilling high school graduation  
13 requirements if:

14 (a) The course was taken with high school students, if the  
15 academic level of the course exceeds the requirements for seventh and  
16 eighth grade classes, and the student has successfully passed by  
17 completing the same course requirements and examinations as the high  
18 school students enrolled in the class; or

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

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

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

31 **Sec. 103.** RCW 28A.155.045 and 2007 c 354 s 3 are each amended to  
32 read as follows:

33 Beginning with the graduating class of 2008, and concluding with  
34 the graduating class of 2019, students served under this chapter, who  
35 are not appropriately assessed by the high school Washington  
36 assessment system as defined in RCW 28A.655.061, even with  
37 accommodations, may earn a certificate of individual achievement. The  
38 certificate may be earned using multiple ways to demonstrate skills  
39 and abilities commensurate with their individual education programs.

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

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

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

22 This section expires August 31, 2021.

23 **Sec. 104.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each  
24 amended to read as follows:

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

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

1 provisions of RCW 28A.155.045 (~~or 28A.655.0611~~), acquisition of the  
2 certificate is required for graduation from a public high school but  
3 is not the only requirement for graduation.

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

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

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

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

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

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

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

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

39 (c) Beginning with the graduating class of 2019, a student who  
40 meets the high school graduation standard on the high school English

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

9 (iii) Any credit deficiencies;

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

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

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

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

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

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

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

28 (11) This section expires August 31, 2021.

29 **Sec. 105.** RCW 28A.155.170 and 2007 c 318 s 2 are each amended to  
30 read as follows:

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

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

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

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

10 ~~(b) A certificate of individual achievement pursuant to RCW~~  
11 ~~28A.155.045)).~~

12 **Sec. 106.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended  
13 to read as follows:

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

29 **Sec. 107.** RCW 28A.195.010 and 2018 c 177 s 201 are each amended  
30 to read as follows:

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

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

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

31 (2) The school day shall be the same as defined in RCW  
32 28A.150.203.

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

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

38 (b) In exceptional cases, people of unusual competence but  
39 without certification may teach students so long as a certified  
40 person exercises general supervision. Annual written statements shall

1 be submitted to the state board of education reporting and explaining  
2 such circumstances.

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

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

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

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

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

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

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

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

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

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

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

7 **Sec. 108.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended  
8 to read as follows:

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

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

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

34 (c) Ensure that a standardized achievement test approved by the  
35 state board of education is administered annually to the child by a  
36 qualified individual or that an annual assessment of the student's  
37 academic progress is written by a certificated person who is  
38 currently working in the field of education. The state board of  
39 education shall not require these children to meet the student

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

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

17 **Sec. 109.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to  
18 read as follows:

19 (1) A student who fulfills the requirements specified in  
20 subsection (3) of this section toward completion of an international  
21 baccalaureate diploma programme is considered to have satisfied state  
22 minimum requirements for graduation from a public high school, except  
23 that (~~÷~~

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

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

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

36 (3) To receive a high school diploma under this section, a  
37 student must complete and pass all required international  
38 baccalaureate diploma programme courses as scored at the local level;  
39 pass all internal assessments as scored at the local level;

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

5 **Sec. 110.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to  
6 read as follows:

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

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

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

21 **Sec. 111.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to  
22 read as follows:

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

31 (2) Under the extended learning opportunities program and to the  
32 extent funds are available for that purpose, districts shall make  
33 available to students in grade twelve who have failed to meet one or  
34 more local or state graduation requirements the option of continuing  
35 enrollment in the school district in accordance with RCW 28A.225.160.  
36 Districts are authorized to use basic education program funding to  
37 provide instruction to eligible students under RCW 28A.150.220(~~(3))~~)  
38 (5).

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

9 (a) Individual or small group instruction;

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

13 ~~(c))~~ Attendance in a public high school or public alternative  
14 school classes or at a skill center;

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

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

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

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

29 **Sec. 112.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each  
30 amended to read as follows:

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

39 (a) When each assessment will be administered;



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

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

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

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

12 (2) The office of the superintendent of public instruction shall  
13 provide information to the school districts to enable the districts  
14 to provide the information to the parents and guardians in accordance  
15 with subsection (1) of this section.

16 **Sec. 113.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to  
17 read as follows:

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

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

28 (c) A student receiving home-based instruction enrolling in a  
29 public high school for the sole purpose of participating in courses  
30 or programs offered by institutions of higher education shall not be  
31 counted by the school district in any required state or federal  
32 accountability reporting if the student's parents or guardians filed  
33 a declaration of intent to provide home-based instruction and the  
34 student received home-based instruction during the school year before  
35 the school year in which the student intends to participate in  
36 courses or programs offered by the institution of higher education.  
37 Students receiving home-based instruction under chapter 28A.200 RCW  
38 and students attending private schools approved under chapter 28A.195  
39 RCW shall not be required to meet the student learning goals(~~(7~~

1 ~~obtain a certificate of academic achievement or a certificate of~~  
2 ~~individual achievement to graduate from high school,~~) or to  
3 ((~~master~~)) learn the essential academic learning requirements.  
4 However, students are eligible to enroll in courses or programs in  
5 participating universities only if the board of directors of the  
6 student's school district has decided to participate in the program.  
7 Participating institutions of higher education, in consultation with  
8 school districts, may establish admission standards for these  
9 students. If the institution of higher education accepts a secondary  
10 school pupil for enrollment under this section, the institution of  
11 higher education shall send written notice to the pupil and the  
12 pupil's school district within ten days of acceptance. The notice  
13 shall indicate the course and hours of enrollment for that pupil.

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

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

22 (ii) All other institutions of higher education operating a  
23 running start program may charge running start students a fee of up  
24 to ten percent of tuition and fees as defined in RCW 28B.15.020 and  
25 28B.15.041 in addition to technology fees.

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

28 (c) Students may pay fees under this subsection with advanced  
29 college tuition payment program tuition units at a rate set by the  
30 advanced college tuition payment program governing body under chapter  
31 28B.95 RCW.

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

1 deemed eligible for free or reduced-price lunches in the last five  
2 years, or other criteria established in the institution's policy.

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

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

38 **Sec. 114.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended  
39 to read as follows:

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

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

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

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

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

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

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

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

35 **Sec. 115.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended  
36 to read as follows:

37 (1) Subject to funds appropriated for this purpose, targeted  
38 professional development programs, to be known as learning  
39 improvement days, are authorized to further the development of

1 outstanding mathematics, science, and reading teaching and learning  
2 opportunities in the state of Washington. The intent of this section  
3 is to provide guidance for the learning improvement days in the  
4 omnibus appropriations act. The learning improvement days authorized  
5 in this section shall not be considered part of the definition of  
6 basic education.

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

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

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

14 (c) Increased use of curriculum materials with supporting  
15 diagnostic and supplemental materials that align with state  
16 standards;

17 ~~((Skillful guidance for students participating in alternative  
18 assessment activities;~~

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

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

23 ~~((g))~~ (f) Increased student success on state achievement  
24 measures; and

25 ~~((h))~~ (g) Increased student appreciation of the value and uses  
26 of mathematics, science, and reading knowledge and exploration of  
27 related careers.

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

37 **Sec. 116.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each  
38 amended to read as follows:

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

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

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

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

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

1 have opportunities for review before the modifications are adopted,  
2 as provided under RCW 28A.655.070.

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

7 **Sec. 117.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended  
8 to read as follows:

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

16 (2) The superintendent of public instruction shall:

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

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

38 (3) (a) In consultation with the state board of education, the  
39 superintendent of public instruction shall maintain and continue to

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

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

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

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

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

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



1 ~~end-of-course mathematics assessment to assess the standards common~~  
2 ~~to geometry and integrated mathematics II.)~~)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

30 (i) The subject matter of the essential academic learning  
31 requirements;

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

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

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

39 (c) Prior to adoption by the superintendent of any new or revised  
40 essential academic learning requirements, the superintendent shall

1 submit the proposed new or revised essential academic learning  
2 requirements to the state board of education in advance in writing  
3 for review at a regularly scheduled or special board meeting. The  
4 state board of education may provide a response to the  
5 superintendent's proposal for consideration prior to final adoption.

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

10 **Sec. 118.** RCW 28A.655.090 and 2008 c 165 s 3 are each amended to  
11 read as follows:

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

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

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

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

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

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

34 (3) The reports shall contain data regarding the different  
35 characteristics of schools, such as poverty levels, percent of  
36 English as a second language students, dropout rates, attendance,  
37 percent of students in special education, and student mobility so  
38 that districts and schools can learn from the improvement efforts of  
39 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. 119.** 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 PATHWAYS FOR THE GRADUATING CLASS OF 2020 AND SUBSEQUENT**  
27 **CLASSES**

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

30 (1) Beginning with the class of 2020, the pathway to graduation  
31 from a public high school and a meaningful diploma must include:

32 (a) Demonstration of career and college readiness through  
33 successful completion of the high school and beyond plan, as  
34 described in RCW 28A.230.090;

35 (b) Earning required credits towards graduation; and

36 (c) Demonstration of career and college readiness by successfully  
37 completing one or more of the pathways described in subsection (2) of  
38 this section.

1 (2) (a) The following pathway options may be used to demonstrate a  
2 student's career and college readiness in accordance with subsection  
3 (1) (c) of this section:

4 (i) Earn high school credit in a high school transition course  
5 such as bridge to college courses;

6 (ii) Complete a dual credit course in English language arts or  
7 mathematics in which the student earns college credit;

8 (iii) Earn high school credit in a career and technical education  
9 sequence of courses or program of study that may meet the  
10 requirements in RCW 28A.700.030;

11 (iv) Earn high school credit through an apprenticeship  
12 preparation program;

13 (v) Be accepted into a registered apprenticeship program;

14 (vi) Meet or exceed standard on the statewide high school  
15 assessment in English language arts required by RCW 28A.655.070;

16 (vii) Meet or exceed standard on the statewide high school  
17 assessment in mathematics required by RCW 28A.655.070;

18 (viii) Meet or exceed the scores set by the state board of  
19 education for the mathematics, reading or English, or writing  
20 portions of the SAT or ACT;

21 (ix) Meet or exceed scores necessary to earn college credit on  
22 advanced placement, international baccalaureate, or Cambridge  
23 international exams in English language arts or mathematics. The  
24 superintendent of public instruction shall identify the specific  
25 exams that meet the requirements of this subsection (2) (a) (ix);

26 (x) Pass the armed services vocational aptitude battery;

27 (xi) Pass an industry-based credential exam;

28 (xii) Be accepted to an institution of higher education; and

29 (xiii) Be employed in an occupation identified in the student's  
30 high school and beyond plan under RCW 28A.230.090.

31 (b) While the legislature encourages school districts to make all  
32 pathway options under (a) of this subsection available to their high  
33 school students, and to expand their pathway options until that goal  
34 is met, school districts have discretion in determining which pathway  
35 options under (a) of this subsection they will offer to students.

36 (3) For the purpose of this section, "high school transition  
37 course" means an English language arts or mathematics course offered  
38 in high school where successful completion by a high school student  
39 ensures the student college-level placement at participating  
40 institutions of higher education as defined in RCW 28B.10.016.

1 **PART III**

2 **ESTABLISHING A COMPETENCY-BASED EDUCATION WORK GROUP AND OPTIONAL**  
3 **ASSESSMENTS FOR DEMONSTRATING COLLEGE AND CAREER READINESS**

4 NEW SECTION. **Sec. 301.** (1) The state board of education shall  
5 convene and lead a competency-based education work group by June 1,  
6 2019. The purpose of the work group is to facilitate student access  
7 to relevant and robust pathways aligned to their personal goals for  
8 their career and further education as reflected in their high school  
9 and beyond plans. The work group shall coordinate the:

10 (a) Development of a competency-based pathway to the earning of a  
11 high school diploma; and

12 (b) Expansion of options for competency-based credit that meet  
13 graduation requirements.

14 (2) The work group may not exceed twelve members and must include  
15 the following members:

16 (a) Two students as selected by the association of Washington  
17 student leaders;

18 (b) One representative from the educational opportunity gap  
19 oversight and accountability committee as selected by the educational  
20 opportunity gap oversight and accountability committee;

21 (c) One high school principal as selected by the association of  
22 Washington school principals;

23 (d) One high school certificated teacher as selected by the  
24 Washington education association;

25 (e) One high school counselor as selected by the Washington  
26 education association;

27 (f) One school district board member or superintendent as  
28 selected jointly by the Washington state school directors'  
29 association and the Washington association of school administrators;

30 (g) One representative from the office of the superintendent of  
31 public instruction as selected by the superintendent of public  
32 instruction;

33 (h) One representative from the state board of education as  
34 selected by the chair of the state board of education; and

35 (i) Three representatives from business or industry as selected  
36 by the workforce training and education coordinating board.

37 (3) The state board of education shall:

38 (a) Provide leadership of 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;

4 (c) Provide staff support to the work group; and

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

11 (4) This section expires March 1, 2021.

12 NEW SECTION. **Sec. 302.** A new section is added to chapter  
13 28A.655 RCW to read as follows:

14 (1) Beginning with the graduating class of 2022, school districts  
15 must make the following optional assessments available to students in  
16 grade ten:

17 (a) The SAT test;

18 (b) The ACT test;

19 (c) The STEM literacy and high technology assessment developed in  
20 accordance with section 303 of this act. This subsection (1)(c) does  
21 not apply if the assessment has not been approved for use by the  
22 superintendent of public instruction;

23 (d) The trade skills aptitude assessment developed in accordance  
24 with section 303 of this act. This subsection (1)(d) does not apply  
25 if the assessment has not been approved for use by the superintendent  
26 of public instruction;

27 (e) The armed forces qualification test of the armed services  
28 vocational aptitude battery; and

29 (f) An assessment developed by the school district that has been  
30 approved for use by the superintendent of public instruction.

31 (2)(a) Beginning with the graduating class of 2021, students may  
32 complete one or more of the assessments in subsection (1) of this  
33 section to demonstrate career and college readiness, and school  
34 districts must provide students with an opportunity to retake an  
35 assessment offered in accordance with this section at least annually.

36 (b)(i) If a student elects to complete only one assessment  
37 offered in accordance with this section, that assessment must align  
38 with personalized pathway requirements or a specific posthigh school



1 career or educational outcome identified by the student in his or her  
2 high school and beyond plan.

3 (ii) If a student elects to complete two or more assessments  
4 offered in accordance with this section, at least one of the  
5 assessments must comply with (b)(i) of this subsection.

6 (c) Except as provided otherwise by this subsection (2)(c),  
7 assessments completed in accordance with this section must be  
8 administered at no cost to the student. Students who have completed  
9 an assessment but who wish to improve their results may be  
10 responsible for the costs of retaking the assessment.

11 (3) Assessment scores earned by students in accordance with this  
12 section may not be used, in whole or part, to determine whether a  
13 student is eligible to graduate from high school.

14 NEW SECTION. **Sec. 303.** A new section is added to chapter  
15 28A.655 RCW to read as follows:

16 (1) In consultation with the state board of education, the  
17 superintendent of public instruction shall convene two advisory  
18 boards:

19 (a) One for evaluating options and recommending a high school  
20 STEM literacy and high technology assessment as provided in section  
21 302(1)(c) of this act; and

22 (b) One for evaluating options and recommending a high school  
23 trade skills aptitude assessment as provided in section 302(1)(d) of  
24 this act.

25 (2) The advisory boards convened in accordance with this section:

26 (a) Must include representatives of business, labor, the  
27 workforce training and education coordinating board, the student  
28 achievement council, and the state board for community and technical  
29 colleges;

30 (b) Must include public outreach and opportunities for the public  
31 to participate in the recommendation development process;

32 (c) Must provide a preliminary report to the governor and the  
33 education committees of the house of representatives and the senate  
34 by November 15, 2019, with a final report of recommendations,  
35 including a schedule for implementing the recommendations, due to the  
36 same recipients by November 15, 2020; and

37 (d) May recommend the complete or partial use of existing  
38 assessments, the development of complete or partial assessments, or  
39 both.

1 (3) The superintendent of public instruction, in consultation  
2 with the state board of education, shall adopt the recommended  
3 assessments by rule. However, before each assessment is implemented,  
4 the superintendent and the board must present each assessment to the  
5 education committees of the house of representatives and the senate  
6 for the committees' review and comment in a time frame that will  
7 permit the legislature to take statutory action related to one or  
8 both assessments if such action is deemed necessary by the  
9 legislature.

10 NEW SECTION. **Sec. 304.** A new section is added to chapter  
11 28A.655 RCW to read as follows:

12 (1) School districts must establish and publicize goals for the  
13 percentage of students that meet standard on an assessment  
14 administered in accordance with section 302 of this act.

15 (2) School districts must also collect and annually submit to the  
16 superintendent of public instruction and the state board of education  
17 the number and percentage of graduating students that met standard on  
18 an assessment administered in accordance with section 302 of this  
19 act. Data collected and submitted in accordance with this subsection,  
20 and any resulting reports or reporting, must comply with RCW  
21 28A.300.042.

22 **PART IV**  
23 **CONTINUED APPLICABILITY OF GRADUATION REQUIREMENTS FOR STUDENTS IN**  
24 **THE GRADUATING CLASS OF 2019 AND PRIOR GRADUATING CLASSES**

25 NEW SECTION. **Sec. 401.** A new section is added to chapter  
26 28A.655 RCW to read as follows:

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

30 **PART V**  
31 **ADDITIONAL AND REPEALED PROVISIONS**

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

34 (1) Subject to the availability of funds appropriated for this  
35 purpose, the office of the superintendent of public instruction shall

1 provide funds to school districts to reimburse students for the cost  
2 of taking the tests in RCW 28A.655.061(~~((10))~~) (9)(b) when the  
3 students take the tests for the purpose of using the results as an  
4 objective alternative assessment. The office of the superintendent of  
5 public instruction may, as an alternative to providing funds to  
6 school districts, arrange for students to receive a testing fee  
7 waiver or make other arrangements to compensate the students.

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

9 NEW SECTION. **Sec. 502.** RCW 28A.655.066 (Statewide end-of-course  
10 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,  
11 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

12 NEW SECTION. **Sec. 503.** A new section is added to chapter  
13 28A.230 RCW to read as follows:

14 (1) Subject to the availability of amounts appropriated for this  
15 specific purpose, the office of the superintendent of public  
16 instruction shall select and contract with a vendor to develop and  
17 implement a statewide online electronic platform for high school and  
18 beyond plans required by RCW 28A.230.090. Beginning in the 2020-21  
19 school year, the platform must be available to all students who are  
20 required to have a high school and beyond plan.

21 (2) At a minimum, the platform must:

22 (a) Enable students to create, personalize, review, and revise  
23 their high school and beyond plans;

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

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

30 (d) Be capable of being maintained by the office of the  
31 superintendent of public instruction within two years after its  
32 initial implementation; and

33 (e) Comply with state and federal requirements for student  
34 privacy.

35 (3) The office of the superintendent of public instruction may  
36 adopt and revise rules as necessary to implement this section.

1        NEW SECTION.    **Sec. 504.**    Sections 101, 102, and 301 of this act  
2    are necessary for the immediate preservation of the public peace,  
3    health, or safety, or support of the state government and its  
4    existing public institutions, and take effect immediately.

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