1162-S2 AMH YBAR MOET 109

**2SHB 1162** - H AMD **1124**

By Representative Ybarra

**NOT ADOPTED 02/14/2022**

 On page 3, beginning on line 33, strike all of section 2

 On page 6, after line 38, insert the following:

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

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

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

(ii) Satisfying credit requirements for graduation;

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

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

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

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

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

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

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

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

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

(B) Complete a performance exhibition demonstrating authentic evidence that the student meets or exceeds the graduation standard established by the state board of education under RCW 28A.305.130 in either English language arts, mathematics, or both. Prior to offering the performance exhibition option to students, the board of directors of the school district shall adopt a written policy in conformity with applicable state requirements that describes the school district's processes for evaluating student performance exhibitions;

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

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

(2) While the legislature encourages school districts to make all pathway options established in this section available to their high school students, and to expand their pathway options until that goal is met, school districts have discretion in determining which pathway options under this section they will offer to students. School districts, however, must annually provide students in grades 9 through 12 and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district.

(3) School districts shall determine if there is disproportionality among student subgroups participating in and completing each graduation pathway option offered by the school district and, if so, take appropriate corrective actions to ensure the pathway options are equitable. At a minimum, the subgroups to be examined must include those referenced in RCW 28A.300.042(3). If further disaggregation of subgroups is available, the school district shall also examine those subgroups.

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

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|  |  EFFECT: (1) Removes provisions establishing and governing a performance exhibition graduation pathway, including related duties of the State Board of Education (SBE). (2) Modifies an existing graduation pathway that permits students to meet pathway requirements in English language arts (ELA) and mathematics through a combination of pathway options by permitting students to satisfy pathway requirements by completing a performance exhibition that meets or exceeds the graduation standard established by the SBE for statewide student assessments and the SAT or the ACT in ELA, mathematics, or both. (3) Requires school districts, prior to offering the performance exhibition option to students, to adopt a written policy in conformity with applicable requirements that describes the district's processes for evaluating student performance exhibitions. (4) Requires school districts to annually provide students in grades 9-12 and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district. |

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