
SENATE BILL 5249

State of Washington

67th Legislature

2021 Regular Session

By Senators Wellman, Nobles, Das, Dhingra, Hasegawa, Kuderer, Nguyen, Saldaña, and Wilson, C.; by request of State Board of Education

Read first time 01/18/21. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to supporting mastery-based learning; amending
2 RCW 28A.655.260; amending 2019 c 252 s 301 (uncodified); creating a
3 new section; providing an effective date; providing expiration dates;
4 and declaring an emergency.

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

6 **Sec. 1.** 2019 c 252 s 301 (uncodified) is amended to read as
7 follows:

8 (1) By August 1, 2019, the state board of education shall convene
9 a work group to inform the governor, the legislature, and the public
10 about barriers to mastery-based learning in Washington state whereby:

11 (a) Students advance upon demonstrated mastery of content;

12 (b) Competencies include explicit, measurable, transferable
13 learning objectives that empower students;

14 (c) Assessments are meaningful and a positive learning experience
15 for students;

16 (d) Students receive rapid, differentiated support based on their
17 individual learning needs; and

18 (e) Learning outcomes emphasize competencies that include
19 application and creation of knowledge along with the development of
20 important skills and dispositions.

1 (2) The work group shall examine opportunities to increase
2 student access to relevant and robust mastery-based academic pathways
3 aligned to personal career goals and postsecondary education. The
4 work group shall also review the role of the high school and beyond
5 plan in supporting mastery-based learning. The work group shall
6 consider:

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

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

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

14 (d) Expansion of mastery-based credits to meet graduation
15 requirements.

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

20 (4) By December 10, 2021, the work group shall develop a
21 Washington state profile of a graduate describing the cross-
22 disciplinary skills a student should have developed by the time they
23 graduate high school. In developing the profile, the work group shall
24 consult with students, families, and educators who have been
25 underserved by the education system, examples of which include
26 communities of color, English language learners, and students with
27 disabilities. The work group shall seek guidance from the educational
28 opportunity gap oversight and accountability committee regarding how
29 to meaningfully engage with these communities. In addition, the work
30 group shall consult with representatives from postsecondary education
31 and training programs, labor, and industry.

32 (5) The work group must include the following members:

33 (a) Four legislators: One from each of the two largest caucuses
34 in the house of representatives, appointed by the speaker of the
35 house; and one from each of the two largest caucuses in the senate,
36 appointed by the president of the senate;

37 (b) Two students as selected by the association of Washington
38 student leaders;

1 (c) One representative from the educational opportunity gap
2 oversight and accountability committee as selected by the educational
3 opportunity gap oversight and accountability committee;

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

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

8 (f) One high school counselor as selected by the Washington
9 education association;

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

13 (h) One representative from the office of the superintendent of
14 public instruction as selected by the superintendent of public
15 instruction; ~~((and))~~

16 (i) One representative from the state board of education as
17 selected by the chair of the state board of education; and

18 (j) One representative from a Washington professional educator
19 standards board-approved teacher preparation program with experience
20 in mastery-based learning as selected by a state association
21 representing teacher preparation programs.

22 ~~((+5))~~ (6) The state board of education shall:

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

24 (b) Coordinate work group membership to ensure member diversity,
25 including racial, ethnic, gender, geographic, community size, and
26 expertise diversity; ~~((and))~~

27 (c) Submit an interim report outlining preliminary findings and
28 potential recommendations to the governor and the education
29 committees of the house of representatives and the senate by December
30 1, 2019, ~~((and))~~ a ~~((final))~~ second interim report, provided to the
31 same recipients, detailing all findings and recommendations related
32 to the work group's purpose and tasks by December 1, 2020, and a
33 final report, provided to the same recipients, on a profile of a
34 graduate developed under subsection (4) of this section and related
35 recommendations for supporting implementation of mastery-based
36 learning by December 10, 2021; and

37 (d) Recommend by December 10, 2021, a profile of a graduate
38 developed under subsection (4) of this section to the state board of
39 education for its consideration.

40 ~~((+6))~~ (7) This section expires ~~((March 1, 2021))~~ June 30, 2022.

1 NEW SECTION. **Sec. 2.** (1) The state board of education shall
2 consider for adoption the profile of a graduate recommended by the
3 mastery-based learning work group under section 1 of this act. The
4 state board of education may consider modifications to the profile
5 and must adopt the recommended or modified profile by April 30, 2022.

6 (2) (a) The state board of education shall propose rules by
7 December 31, 2022, to align graduation requirements under RCW
8 28A.230.090 and 28A.655.250 to support implementation of the adopted
9 profile of a graduate.

10 (b) In developing the rules, the state board of education shall
11 consider:

12 (i) Whether changes to the core subject area requirements,
13 flexible credits, and noncredit requirements should be made and what
14 those changes should be;

15 (ii) The relationship between credits and core subject area
16 requirements; and

17 (iii) How the following components of the high school diploma
18 work together as a system of graduation requirements designed to
19 declare that a student is ready for success in postsecondary
20 education, gainful employment, and civic engagement and is equipped
21 with the skills to be a lifelong learner: The high school and beyond
22 plan and the credit and subject area graduation requirements under
23 RCW 28A.230.090 and the graduation pathway options under RCW
24 28A.655.250.

25 (c) By December 31, 2022, the state board shall forward the
26 proposed rules to the education committees of the legislature in
27 accordance with the process described in RCW 28A.230.090.

28 (3) This section expires December 31, 2023.

29 **Sec. 3.** RCW 28A.655.260 and 2019 c 252 s 202 are each amended to
30 read as follows:

31 (1) The superintendent of public instruction shall collect the
32 following information from school districts: Which of the graduation
33 pathways under RCW 28A.655.250 are available to students at each of
34 the school districts; and the number of students using each
35 graduation pathway for graduation purposes. This information shall be
36 reported annually to the education committees of the legislature
37 beginning January 10, 2021. To the extent feasible, data on student
38 participation in each of the graduation pathways shall be

1 disaggregated by race, ethnicity, gender, and receipt of free or
2 reduced-price lunch.

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

20 (3) Using the data reported by the superintendent of public
21 instruction under subsection (1) of this section, the state board of
22 education shall survey a sampling of the school districts unable to
23 provide all of the graduation pathways under RCW 28A.655.250 in order
24 to identify the types of barriers to implementation school districts
25 have. Using the survey results from this subsection and the survey
26 results collected under subsection (2) of this section, the state
27 board of education shall review the existing graduation pathways,
28 suggested changes to those graduation pathways, and the options for
29 additional graduation pathways, and shall provide a report to the
30 education committees of the legislature by December 10, 2022, on the
31 following:

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

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

37 (c) Whether all students have equitable access to all of the
38 graduation pathways and, if not, recommendations for reducing the
39 barriers students may have to accessing all of the graduation
40 pathways; and

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

3 NEW SECTION. **Sec. 4.** Section 1 of this act is necessary for the
4 immediate preservation of the public peace, health, or safety, or
5 support of the state government and its existing public institutions,
6 and takes effect March 1, 2021.

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