

CERTIFICATION OF ENROLLMENT

SUBSTITUTE SENATE BILL 5249

67th Legislature
2021 Regular Session

Passed by the Senate March 3, 2021
Yeas 49 Nays 0

President of the Senate

Passed by the House April 7, 2021
Yeas 98 Nays 0

**Speaker of the House of
Representatives**

Approved

Governor of the State of Washington

CERTIFICATE

I, Brad Hendrickson, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SUBSTITUTE SENATE BILL 5249** as passed by the Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

**Secretary of State
State of Washington**

SUBSTITUTE SENATE BILL 5249

Passed Legislature - 2021 Regular Session

State of Washington

67th Legislature

2021 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Wellman, Nobles, Das, Dhingra, Hasegawa, Kuderer, Nguyen, Saldaña, and Wilson, C.; by request of State Board of Education)

READ FIRST TIME 02/08/21.

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, and seek input from the
32 council of presidents and the Washington association of colleges for
33 teacher education.

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

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

39 (b) Two students as selected by the association of Washington
40 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;

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 (k) One representative from the professional educator standards
23 board;

24 (l) One representative from the Washington student achievement
25 council; and

26 (m) One representative from the online learning community as
27 selected by the online learning advisory committee of the office of
28 the superintendent of public instruction.

29 ~~((+5))~~ (6) The state board of education shall:

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

31 (b) Coordinate work group membership to ensure member diversity,
32 including racial, ethnic, gender, geographic, community size, and
33 expertise diversity; ~~((and))~~

34 (c) Submit an interim report outlining preliminary findings and
35 potential recommendations to the governor and the education
36 committees of the house of representatives and the senate by December
37 1, 2019, ~~((and))~~ a ~~((final))~~ second interim report, provided to the
38 same recipients, detailing all findings and recommendations related
39 to the work group's purpose and tasks by December 1, 2020, and a
40 final report, provided to the same recipients, on a profile of a

1 graduate developed under subsection (4) of this section and related
2 recommendations for supporting implementation of mastery-based
3 learning by December 10, 2021; and

4 (d) Submit the final report on a profile of a graduate developed
5 under subsection (4) of this section to the state board of education
6 by December 10, 2021.

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

8 NEW SECTION. Sec. 2. (1) The state board of education shall
9 review the profile of a graduate recommended by the mastery-based
10 learning work group under section 1 of this act. The state board of
11 education may consider modifications to the profile based on public
12 comment and shall submit a report outlining its findings and
13 recommendations to the governor and the education committees of the
14 house of representatives and the senate by December 31, 2022.

15 (2)(a) As part of the report developed under subsection (1) of
16 this section, the state board of education may submit recommendations
17 to align graduation requirements under RCW 28A.230.090 and
18 28A.655.250 with the profile of a graduate. Any recommended
19 additional graduation pathway options or changes to graduation
20 pathway options must be established by statute and cannot be added by
21 rule alone.

22 (b) In developing the recommendations, the state board of
23 education shall consider:

24 (i) Whether changes to the core subject area requirements,
25 flexible credits, and noncredit requirements should be made and what
26 those changes should be;

27 (ii) The relationship between credits and core subject area
28 requirements; and

29 (iii) How the following components of the high school diploma
30 work together as a system of graduation requirements designed to
31 declare that a student is ready for success in postsecondary
32 education, gainful employment, and civic engagement and is equipped
33 with the skills to be a lifelong learner: The high school and beyond
34 plan and the credit and subject area graduation requirements under
35 RCW 28A.230.090 and the graduation pathway options under RCW
36 28A.655.250.

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

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

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

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

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

1 education committees of the legislature by December 10, 2022, on the
2 following:

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

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

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

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

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

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