

CERTIFICATION OF ENROLLMENT

HOUSE BILL 1308

68th Legislature
2023 Regular Session

Passed by the House April 19, 2023
Yeas 77 Nays 21

**Speaker of the House of
Representatives**

Passed by the Senate April 5, 2023
Yeas 47 Nays 1

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **HOUSE BILL 1308** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

HOUSE BILL 1308

AS AMENDED BY THE SENATE

Passed Legislature - 2023 Regular Session

State of Washington

68th Legislature

2023 Regular Session

By Representatives Stonier, Dye, Ortiz-Self, Tharinger, Riccelli, Reed, and Pollet; by request of State Board of Education

Read first time 01/13/23. Referred to Committee on Education.

1 AN ACT Relating to high school graduation pathway options;
2 amending RCW 28A.655.250 and 28A.655.260; and creating a new section.

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

4 NEW SECTION. **Sec. 1.** (1) In 2019 the legislature created a
5 system of multiple graduation pathway options, which took effect
6 beginning with the class of 2020. The legislature intended for the
7 graduation pathways to be student-focused, adaptable, rigorous, and
8 meaningful ways for students to demonstrate appropriate readiness in
9 support of their individualized career and college goals.

10 (2) The legislature anticipated that school districts might face
11 barriers to implementing the pathways and students might face
12 barriers to accessing the pathway options. The legislature charged
13 the state board of education with research on the first three years
14 of implementation to identify barriers and provide recommendations
15 for changes to the existing pathways and additional pathway options.

16 (3) While implementation of the graduation pathway options was
17 significantly disrupted by the COVID-19 pandemic, the research on
18 early implementation identified access and equity barriers that would
19 exist even without the pandemic. The research shows that the initial
20 set of graduation pathway options do not meet the needs of all
21 students. The research found some students completing pathways that

1 do not align with their individual goals for after high school, in
2 which case the pathway is not serving its intended purpose. Overall,
3 students, families, and educators report a need for additional
4 relevant and authentic options.

5 (4) The legislature recognizes that students can demonstrate
6 readiness in multiple ways and recognizes the need to expand
7 graduation pathways in order to provide options that are student-
8 focused, individualized, relevant, and that support all student
9 needs. Research shows that performance-based assessments are valid
10 ways of measuring students' readiness for success in college and
11 careers. Further, research shows that performance-based assessments
12 are associated with increased student engagement, skill development,
13 critical thinking, and postsecondary success. The legislature
14 recognizes that a performance-based graduation pathway option
15 supports the state's transition to mastery-based learning.

16 (5) Therefore, the legislature intends to create graduation
17 pathway options that allow students to demonstrate their readiness in
18 performance-based ways, in addition to the existing test-based and
19 course-based options. Further, the legislature intends to create
20 ongoing requirements to monitor the graduation pathway options
21 implementation at both the state and local levels to ensure
22 accountability and equitable offerings. In providing a wider variety
23 of graduation pathway options, the state maintains its commitment to
24 high standards for earning a meaningful high school diploma that
25 prepares students for success in postsecondary education, gainful
26 employment, civic engagement, and lifelong learning.

27 **Sec. 2.** RCW 28A.655.250 and 2021 c 7 s 3 are each amended to
28 read as follows:

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

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

36 (ii) Satisfying credit requirements for graduation;

37 (iii) Demonstrating career and college readiness through
38 completion of the high school and beyond plan as required by RCW
39 28A.230.090; and

1 (iv) Meeting the requirements of at least one graduation pathway
2 option established in this section.

3 (b) Successful completion of the components in (a) of this
4 subsection together signals a student's readiness to graduate with a
5 meaningful high school diploma that fulfills the diploma purpose
6 established in RCW 28A.230.090.

7 (2) The pathway options established in this section are intended
8 to provide a student with multiple ((pathways to graduating with a
9 meaningful high school diploma that are tailored to the goals of the
10 student)) ways, including test-based, course-based, and performance-
11 based options, to demonstrate readiness in furtherance of the
12 student's individual goals for high school and beyond. For the
13 purposes of this section, "demonstrate readiness" means the student
14 meets or exceeds state learning standards addressed in the pathway
15 option. A student may choose to pursue one or more of the pathway
16 options under ((b)) subsection (3) of this ((subsection)) section,
17 but any pathway option used by a student to demonstrate career and
18 college readiness must be in alignment with the student's high school
19 and beyond plan.

20 ((b)) (3) The following graduation pathway options may be used
21 to demonstrate career and college readiness in accordance with
22 ((a)(iv)) subsection (1)(a)(iv) of this ((subsection)) section:

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

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

33 ((iii)) (c) Earn high school credit in a high school transition
34 course in English language arts and mathematics, an example of which
35 includes a bridge to college course. For the purposes of this
36 subsection ((1)(b)(iii)) (3)(c), "high school transition course"
37 means an English language arts or mathematics course offered in high
38 school where successful completion by a high school student ensures
39 the student college-level placement at participating institutions of
40 higher education as defined in RCW 28B.10.016. High school transition

1 courses must satisfy core or elective credit graduation requirements
2 established by the state board of education. A student's successful
3 completion of a high school transition course does not entitle the
4 student to be admitted to an institution of higher education as
5 defined in RCW 28B.10.016;

6 ~~((iv))~~ (d) Earn high school credit, with a C+ grade ~~(, or~~
7 ~~receiving a three or higher on the AP exam, or equivalent,)~~ or
8 higher in AP, international baccalaureate, or Cambridge international
9 courses in English language arts and mathematics; or ~~((receiving a~~
10 ~~four or higher on international baccalaureate exams. For English~~
11 ~~language arts, successfully completing any of the following courses~~
12 ~~meets the standard: AP English language and composition literature,~~
13 ~~macroeconomics, microeconomics, psychology, United States history,~~
14 ~~world history, United States government and politics, or comparative~~
15 ~~government and politics; or any of the international baccalaureate~~
16 ~~individuals and societies courses. For mathematics, successfully~~
17 ~~completing any of the following courses meets the standard: AP~~
18 ~~statistics, computer science, computer science principles, or~~
19 ~~calculus; or any of the international baccalaureate mathematics~~
20 ~~courses))~~ earn at least the minimum scores outlined in RCW
21 28B.10.054(1) on the corresponding exams. The state board of
22 education shall establish by rule the list of AP, international
23 baccalaureate, and Cambridge international courses of which
24 successful completion meets the standard in this subsection for
25 English language arts and for mathematics;

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

29 ~~((vi))~~ (f)(i) Complete a performance-based learning experience
30 through which the student demonstrates knowledge and skills in a
31 real-world context, providing evidence that the student meets or
32 exceeds state learning standards in English language arts and
33 mathematics. The performance-based learning experience may take a
34 variety of forms, such as a project, practicum, work-related
35 experience, community service, or cultural activity, and may result
36 in a variety of products that can be evaluated, such as a
37 performance, presentation, portfolio, report, film, or exhibit.

38 (ii) The performance-based learning experience must conform to
39 state requirements established in rule by the state board of
40 education addressing the safety and quality of the performance-based

1 learning experience and the authentic performance-based assessment
2 criteria for determining the student has demonstrated the applicable
3 learning standards. The rules adopted by the state board of education
4 may allow external parties, including community leaders and
5 professionals, to participate in the evaluation of the student's
6 performance and must include at least one certificated teacher with
7 an endorsement in each relevant subject area or with other applicable
8 qualifications as permitted by the professional educator standards
9 board.

10 (iii) To support implementation of the performance-based learning
11 experience graduation pathway option, the state board of education,
12 in collaboration with the office of the superintendent of public
13 instruction, shall establish graduation proficiency targets and
14 associated rubrics aligned with state learning standards in English
15 language arts and mathematics.

16 (iv) Prior to offering the performance-based learning experience
17 graduation pathway option in this subsection (3)(f) to students, the
18 school district board of directors shall adopt a written policy in
19 conformity with applicable state requirements;

20 (g) Meet any combination of at least one English language arts
21 option and at least one mathematics option established in (~~(b)(i)~~)
22 through (~~v~~)) (a) through (f) of this subsection (~~(1)~~);

23 (~~(vii)~~) (h) Meet standard in the armed services vocational
24 aptitude battery; and

25 (~~(viii)~~) (i) Complete a sequence of career and technical
26 education courses that are relevant to a student's postsecondary
27 pathway, including those leading to workforce entry, state or
28 nationally approved apprenticeships, or postsecondary education, and
29 that meet either: The curriculum requirements of core plus programs
30 for aerospace, maritime, health care, information technology, or
31 construction and manufacturing; or the minimum criteria identified in
32 RCW 28A.700.030. Nothing in this subsection (~~(1)(b)(viii)~~) (3)(i)
33 requires a student to enroll in a preparatory course that is approved
34 under RCW 28A.700.030 for the purposes of demonstrating career and
35 college readiness under this section.

36 (~~(2)~~) (4) While the legislature encourages school districts to
37 make all pathway options established in this section available to
38 their high school students, and to expand their pathway options until
39 that goal is met, school districts have discretion in determining
40 which pathway options under this section they will offer to students.

1 ~~((3))~~ School districts, however, must annually provide students
2 in grades eight through 12 and their parents or legal guardians with
3 comprehensive information about the graduation pathway options
4 offered by the school district and are strongly encouraged to begin
5 providing this information beginning in sixth grade. School districts
6 must provide this information in a manner that conforms with the
7 school district's language access policy and procedures as required
8 under RCW 28A.183.040.

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

11 **Sec. 3.** RCW 28A.655.260 and 2021 c 144 s 3 are each amended to
12 read as follows:

13 (1) The superintendent of public instruction shall collect the
14 following information from school districts: Which of the graduation
15 pathways under RCW 28A.655.250 are available to students at each of
16 the school districts; and the number of students using each
17 graduation pathway for graduation purposes. This information shall be
18 reported annually to the education committees of the legislature
19 beginning January 10, 2021. To the extent feasible, data on student
20 participation in each of the graduation pathways shall be
21 disaggregated by race, ethnicity, gender, and receipt of free or
22 reduced-price lunch.

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

1 ~~(3) Using the data reported by the superintendent of public~~
2 ~~instruction under subsection (1) of this section, the state board of~~
3 ~~education shall survey a sampling of the school districts unable to~~
4 ~~provide all of the graduation pathways under RCW 28A.655.250 in order~~
5 ~~to identify the types of barriers to implementation school districts~~
6 ~~have. Using the survey results from this subsection and the survey~~
7 ~~results collected under subsection (2) of this section, the state~~
8 ~~board of education shall review the existing graduation pathways,~~
9 ~~suggested changes to those graduation pathways, and the options for~~
10 ~~additional graduation pathways, and shall provide a report to the~~
11 ~~education committees of the legislature by December 10, 2022, on the~~
12 ~~following:~~

13 ~~(a) Recommendations on whether changes to the existing pathways~~
14 ~~should be made and what those changes should be;~~

15 ~~(b) The barriers school districts have to offering all of the~~
16 ~~graduation pathways and recommendations for ways to eliminate or~~
17 ~~reduce those barriers for school districts;~~

18 ~~(c) Whether all students have equitable access to all of the~~
19 ~~graduation pathways and, if not, recommendations for reducing the~~
20 ~~barriers students may have to accessing all of the graduation~~
21 ~~pathways; and~~

22 ~~(d) Whether additional graduation pathways should be included and~~
23 ~~recommendations for what those pathways should be)) The state board~~
24 ~~of education shall review and monitor the implementation of the~~
25 ~~graduation pathway options to ensure school district compliance with~~
26 ~~requirements established under RCW 28A.655.250 and subsection (3) of~~
27 ~~this section. The reviews and monitoring required by this subsection~~
28 ~~may be conducted concurrently with other oversight and monitoring~~
29 ~~conducted by the state board of education. The information shall be~~
30 ~~collected annually and reported to the education committees of the~~
31 ~~legislature by January 10, 2025, and biennially thereafter.~~

32 (3) (a) At least annually, school districts shall examine data on
33 student groups participating in and completing each graduation
34 pathway option offered by the school district. At a minimum, the data
35 on graduation pathway participation and completion must be
36 disaggregated by the student groups described in RCW 28A.300.042 (1)
37 and (3), and by:

38 (i) Gender;

39 (ii) Students who are the subject of a dependency proceeding
40 pursuant to chapter 13.34 RCW;

1 (iii) Students who are experiencing homelessness as defined in
2 RCW 28A.300.542(4); and
3 (iv) Multilingual/English learners.
4 (b) If the results of the analysis required under (a) of this
5 subsection show disproportionate participation and completion rates
6 by student groups, then the school district shall identify reasons
7 for the observed disproportionality and implement strategies as
8 appropriate to ensure the graduation pathway options are equitably
9 available to all students in the school district.

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