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**SUBSTITUTE SENATE BILL 5327**

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**State of Washington**

**69th Legislature**

**2025 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators Wellman, Nobles, and C. Wilson)

READ FIRST TIME 02/12/25.

1 AN ACT Relating to learning standards and graduation  
2 requirements; amending RCW 28A.300.468 and 28A.655.070; creating new  
3 sections; and providing expiration dates.

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

5 NEW SECTION. **Sec. 1.** (1) As the state board of education  
6 reviews potential changes to graduation requirements, the board  
7 shall, at minimum, include in its recommendations adjustments  
8 necessary to ensure that students have adequate opportunity to  
9 demonstrate competency of the foundational skills established in the  
10 high school computer science state learning standards and state  
11 financial education learning standards.

12 (2) In developing the recommendations, the state board of  
13 education must:

14 (a) Consult with students, parents and legal guardians,  
15 educators, K-12 education partners, postsecondary partners,  
16 employers, and community members; and

17 (b) Consider how to incorporate the competencies described in  
18 subsection (1) of this section into the framework of graduation  
19 requirements, including consideration of credit options and  
20 competency-based options.

1 (3) The state board of education shall, in accordance with RCW  
2 43.01.036, report its recommendations to the governor and the  
3 education committees of the legislature by December 31, 2026.

4 (4) This section expires August 1, 2027.

5 NEW SECTION. **Sec. 2.** (1) The office of the superintendent of  
6 public instruction shall initiate a review and update of the state  
7 computer science learning standards for students in grades  
8 kindergarten through 12. In developing the update of the state  
9 computer science learning standards, the office of the superintendent  
10 of public instruction shall review computer science learning  
11 standards adopted by other states and consult with nonprofit  
12 organizations that have a demonstrated expertise in assisting states  
13 in developing computer science learning standards. In developing the  
14 state learning standards and supporting documents for grades nine  
15 through 12, the office of the superintendent of public instruction  
16 must identify any standards considered to be foundational for  
17 graduation purposes as established in section 1 of this act.

18 (2) The office of the superintendent of public instruction shall  
19 initiate a review of the state financial education learning standards  
20 adopted under authority of RCW 28A.300.469 and identify any standards  
21 considered to be foundational for graduation purposes as established  
22 in section 1 of this act.

23 (3) The state board of education shall collect information from  
24 school districts about the courses and other learning opportunities  
25 currently offered in computer science and financial education for  
26 high school students in their district, how the district already  
27 assesses or plans to assess competency of the computer science or  
28 financial education state learning standards, and what the district  
29 may need to implement the state board of education's recommendations  
30 established under section 1 of this act. The data collection required  
31 by this subsection may be conducted concurrently with other oversight  
32 and monitoring activities conducted by the state board of education.  
33 The state board of education shall report a summary of the  
34 information collected to the legislature by December 31, 2026, and  
35 shall include any recommendations on what actions the legislature  
36 could take to assist school districts in meeting the needs identified  
37 by school districts, including whether exploring options for  
38 increasing the number of educators endorsed to teach computer science  
39 is necessary.

1 (4) This section expires August 1, 2027.

2 **Sec. 3.** RCW 28A.300.468 and 2015 c 211 s 4 are each amended to  
3 read as follows:

4 (1) After consulting with the financial education public-private  
5 partnership, the office of the superintendent of public instruction  
6 shall make available to all school districts a list of instructional  
7 materials that align with the state financial education learning  
8 standards (~~((integrated into the state learning standards pursuant to~~  
9 ~~RCW 28A.300.460(2)(d))~~) adopted in RCW 28A.300.469.

10 (2) School districts shall provide all students in grades nine  
11 through (~~(twelve)~~) 12 the opportunity to access the financial  
12 education learning standards, whether through a regularly scheduled  
13 class period; before or after school; during lunch periods; at  
14 library and study time; at home; via online learning opportunities;  
15 through career and technical education course equivalencies; or other  
16 opportunities. School districts shall publicize the availability of  
17 financial education opportunities to students and their families.  
18 School districts are encouraged to grant credit toward high school  
19 graduation to students who successfully complete financial education  
20 courses.

21 **Sec. 4.** RCW 28A.655.070 and 2024 c 157 s 4 are each amended to  
22 read as follows:

23 (1) The superintendent of public instruction shall develop state  
24 learning standards that identify the knowledge and skills all public  
25 school students need to know and be able to do based on the student  
26 learning goals in RCW 28A.150.210, develop student assessments, and  
27 implement the accountability recommendations and requests regarding  
28 assistance, rewards, and recognition of the state board of education.

29 (2) The superintendent of public instruction shall:

30 (a) Periodically revise the state learning standards, as needed,  
31 based on the student learning goals in RCW 28A.150.210. Goals one and  
32 two shall be considered primary. To the maximum extent possible, the  
33 superintendent shall integrate goals three and four (~~((and the~~  
34 ~~knowledge and skill areas in the other goals in))~~) into the state  
35 learning standards;

36 (b) Include a screening for biased content in each development or  
37 revision of a state learning standard and ensure that the concepts of  
38 diversity, equity, and inclusion, as those terms are defined in RCW

1 28A.415.443, are incorporated into each new or revised state learning  
2 standard. In meeting the requirements of this subsection (2)(b), the  
3 superintendent of public instruction shall consult with the  
4 applicable commissions established in Title 43 RCW and other persons  
5 and organizations with relevant expertise; and

6 (c) Review and prioritize the state learning standards and  
7 identify, with clear and concise descriptions, the grade level  
8 content expectations to be assessed on the statewide student  
9 assessment and used for state or federal accountability purposes. The  
10 review, prioritization, and identification shall result in more focus  
11 and targeting with an emphasis on depth over breadth in the number of  
12 grade level content expectations assessed at each grade level. Grade  
13 level content expectations shall be articulated over the grades as a  
14 sequence of expectations and performances that are logical, build  
15 with increasing depth after foundational knowledge and skills are  
16 acquired, and reflect, where appropriate, the sequential nature of  
17 the discipline. The office of the superintendent of public  
18 instruction, within seven working days, shall post on its website any  
19 grade level content expectations provided to an assessment vendor for  
20 use in constructing the statewide student assessment.

21 (3)(a) In consultation with the state board of education, the  
22 superintendent of public instruction shall maintain and continue to  
23 develop and revise a statewide academic assessment system in the  
24 content areas of reading, writing, mathematics, and science for use  
25 in the elementary, middle, and high school years designed to  
26 determine if each student has mastered the state learning standards  
27 identified in subsection (1) of this section. School districts shall  
28 administer the assessments under guidelines adopted by the  
29 superintendent of public instruction. The academic assessment system  
30 may include a variety of assessment methods, including criterion-  
31 referenced and performance-based measures.

32 (b) Effective with the 2009 administration of the Washington  
33 assessment of student learning and continuing with the statewide  
34 student assessment, the superintendent shall redesign the assessment  
35 in the content areas of reading, mathematics, and science in all  
36 grades except high school by shortening test administration and  
37 reducing the number of short answer and extended response questions.

38 (c) By the 2014-15 school year, the superintendent of public  
39 instruction, in consultation with the state board of education, shall  
40 modify the statewide student assessment system to transition to

1 assessments developed with a multistate consortium, as provided in  
2 this subsection:

3 (i) The assessments developed with a multistate consortium to  
4 assess student proficiency in English language arts and mathematics  
5 shall be administered beginning in the 2014-15 school year, and  
6 beginning with the graduating class of 2020, the assessments must be  
7 administered to students in the tenth grade. The reading and writing  
8 assessments shall not be administered by the superintendent of public  
9 instruction or schools after the 2013-14 school year.

10 (ii) The high school assessments in English language arts and  
11 mathematics in (c)(i) of this subsection shall be used for the  
12 purposes of federal and state accountability and for assessing  
13 student career and college readiness.

14 (d) The statewide academic assessment system must also include  
15 the Washington access to instruction and measurement assessment for  
16 students with significant cognitive challenges.

17 (4) If the superintendent proposes any modification to the state  
18 learning standards or the statewide assessments, then the  
19 superintendent shall, upon request, provide opportunities for the  
20 education committees of the house of representatives and the senate  
21 to review the assessments and proposed modifications to the state  
22 learning standards before the modifications are adopted.

23 (5) The assessment system shall be designed so that the results  
24 under the assessment system are used by educators as tools to  
25 evaluate instructional practices, and to initiate appropriate  
26 educational support for students who have not mastered the state  
27 learning standards at the appropriate periods in the student's  
28 educational development.

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

33 (7) To assist parents and teachers in their efforts to provide  
34 educational support to individual students, the superintendent of  
35 public instruction shall provide as much individual student  
36 performance information as possible within the constraints of the  
37 assessment system's item bank. The superintendent shall also provide  
38 to school districts:

1 (a) Information on classroom-based and other assessments that may  
2 provide additional achievement information for individual students;  
3 and

4 (b) A collection of diagnostic tools that educators may use to  
5 evaluate the academic status of individual students. The tools shall  
6 be designed to be inexpensive, easily administered, and quickly and  
7 easily scored, with results provided in a format that may be easily  
8 shared with parents and students.

9 (8) To the maximum extent possible, the superintendent shall  
10 integrate knowledge and skill areas in development of the  
11 assessments.

12 (9) Assessments for goals three and four of RCW 28A.150.210 shall  
13 be integrated in the state learning standards and assessments for  
14 goals one and two.

15 (10) The superintendent shall develop assessments that are  
16 directly related to the state learning standards, and are not biased  
17 toward persons with different learning styles, racial or ethnic  
18 backgrounds, or on the basis of gender.

19 (11) The superintendent shall review available and appropriate  
20 options for competency-based assessments that meet the state learning  
21 standards. In accordance with the review required by this subsection,  
22 the superintendent shall provide a report and recommendations to the  
23 education committees of the house of representatives and the senate  
24 by November 1, 2019.

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

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

31 (14) The superintendent shall post on the superintendent's  
32 website lists of resources and model assessments in social studies,  
33 the arts, and health and fitness.

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

37 (16)(a) The superintendent shall notify the state board of  
38 education in writing before initiating the development or revision of  
39 the state learning standards under subsections (1) and (2) of this  
40 section. The notification must be provided to the state board of

1 education in advance for review at a regularly scheduled or special  
2 board meeting and must include the following information:

3 (i) The subject matter of the state learning standards;

4 (ii) The reason or reasons the superintendent is initiating the  
5 development or revision; and

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

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

11 (c) Prior to adoption by the superintendent of any new or revised  
12 state learning standards, the superintendent shall submit the  
13 proposed new or revised state learning standards to the state board  
14 of education in advance in writing for review at a regularly  
15 scheduled or special board meeting. The state board of education may  
16 provide a response to the superintendent's proposal for consideration  
17 prior to final adoption.

18 (17) The state board of education may propose new or revised  
19 state learning standards to the superintendent. The superintendent  
20 must respond to the state board of education's proposal in writing.

21 (18) The superintendent shall produce and post on its website a  
22 schedule for the revision of state learning standards under  
23 subsection (2) of this section by September 1, 2025. In addition to  
24 notifying parents, schools, and the public of the revision schedules  
25 and timelines, the website posting must be updated as necessary to  
26 inform persons of the status of any pending revisions, and of any  
27 plans or actions related to developing new state learning standards  
28 under subsection (1) of this section.

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