

2SHB 1599 - H AMD 304

By Representative Stonier

ADOPTED 03/08/2019

1 Strike everything after the enacting clause and insert the
2 following:

3 "PART I

4 **DECOUPLING STATEWIDE ASSESSMENTS FROM GRADUATION REQUIREMENTS AND**
5 **MAKING OTHER MODIFICATIONS**

6 NEW SECTION. **Sec. 101.** The legislature intends to continue
7 providing students with the opportunity to access a challenging
8 learning environment and a meaningful diploma that supports every
9 student in achieving his or her individualized career and college
10 goals.

11 In an ongoing effort to create an educational system focused on
12 individualized student learning that is culturally responsive to the
13 needs of our diverse student population, the legislature must provide
14 a system that allows each student to work with his or her teachers,
15 parents or guardians, and counselors to identify the best ways to
16 demonstrate appropriate readiness in furtherance of the student's
17 career and college goals.

18 The legislature further recognizes that student-focused
19 graduation pathways must be adaptable and allow students to change
20 pathways as their goals shift. While standardized tests may be a
21 graduation pathway option chosen by some to demonstrate career and
22 college readiness, students should have other rigorous and meaningful
23 pathway options to select from when demonstrating their
24 proficiencies. The legislature, therefore, intends to create a system
25 of multiple graduation pathway options that enable students to
26 support their individual goals for high school and beyond.

27 **Sec. 102.** RCW 28A.655.065 and 2017 3rd sp.s. c 31 s 2 are each
28 amended to read as follows:

29 (1) The legislature has made a commitment to rigorous academic
30 standards for receipt of a high school diploma. The primary way that

1 students will demonstrate that they meet the standards in reading,
2 writing, mathematics, and science is through the statewide student
3 assessment. Only objective assessments that are comparable in rigor
4 to the state assessment are authorized as an alternative assessment.
5 Before seeking an alternative assessment, the legislature expects
6 students to make a genuine effort to meet state standards, through
7 regular and consistent attendance at school and participation in
8 extended learning and other assistance programs.

9 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
10 and concluding with the graduating class of 2019, the superintendent
11 of public instruction shall implement objective alternative
12 assessment methods as provided in this section for students to
13 demonstrate achievement of the state standards in content areas in
14 which the student has not yet met the standard on the high school
15 statewide student assessment. A student may access an alternative if
16 the student meets applicable eligibility criteria in RCW 28A.655.061
17 and this section and other eligibility criteria established by the
18 superintendent of public instruction, including but not limited to
19 attendance criteria and participation in the remediation or
20 supplemental instruction contained in the student learning plan
21 developed under RCW 28A.655.061. A school district may waive
22 attendance and/or remediation criteria for special, unavoidable
23 circumstances.

24 (3) For the purposes of this section, "applicant" means a student
25 seeking to use one of the alternative assessment methods in this
26 section.

27 (4) One alternative assessment method shall be a combination of
28 the applicant's grades in applicable courses and the applicant's
29 highest score on the high school statewide student assessment, as
30 provided in this subsection. A student is eligible to apply for the
31 alternative assessment method under this subsection (4) if the
32 student has a cumulative grade point average of at least 3.2 on a
33 four point grading scale. The superintendent of public instruction
34 shall determine which high school courses are applicable to the
35 alternative assessment method and shall issue guidelines to school
36 districts.

37 (a) Using guidelines prepared by the superintendent of public
38 instruction, a school district shall identify the group of students
39 in the same school as the applicant who took the same high school
40 courses as the applicant in the applicable content area. From the

1 group of students identified in this manner, the district shall
2 select the comparison cohort that shall be those students who met or
3 slightly exceeded the state standard on the statewide student
4 assessment.

5 (b) The district shall compare the applicant's grades in high
6 school courses in the applicable content area to the grades of
7 students in the comparison cohort for the same high school courses.
8 If the applicant's grades are equal to or above the mean grades of
9 the comparison cohort, the applicant shall be deemed to have met the
10 state standard on the alternative assessment.

11 (c) An applicant may not use the alternative assessment under
12 this subsection (4) if there are fewer than six students in the
13 comparison cohort.

14 (5) The superintendent of public instruction shall implement:

15 (a) By June 1, 2006, a process for students to appeal the score
16 they received on the high school assessments;

17 (b) By January 1, 2007, guidelines and appeal processes for
18 waiving specific requirements in RCW 28A.655.061 pertaining to the
19 certificate of academic achievement and to the certificate of
20 individual achievement for students who: (i) Transfer to a Washington
21 public school in their junior or senior year with the intent of
22 obtaining a public high school diploma, or (ii) have special,
23 unavoidable circumstances;

24 (c) (i) For the graduating classes of 2014, 2015, 2016, 2017,
25 ~~((and))~~ 2018, and 2019, an expedited appeal process for waiving
26 specific requirements in RCW 28A.655.061 pertaining to the
27 certificate of academic achievement and the certificate of individual
28 achievement for eligible students who have not met the state standard
29 on the English language arts statewide student assessment, the
30 mathematics high school statewide student assessment, or both. The
31 student or the student's parent, guardian, or principal may initiate
32 an appeal with the district and the district has the authority to
33 determine which appeals are submitted to the superintendent of public
34 instruction for review and approval. The superintendent of public
35 instruction may only approve an appeal if it has been demonstrated
36 that the student has the necessary skills and knowledge to meet the
37 high school graduation standard and that the student has the skills
38 necessary to successfully achieve the college or career goals
39 established in his or her high school and beyond plan. Pathways for

1 demonstrating the necessary skills and knowledge may include, but are
2 not limited to:

3 (A) Successful completion of a college-level class in the
4 relevant subject area;

5 (B) Admission to a higher education institution or career
6 preparation program;

7 (C) Award of a scholarship for higher education; or

8 (D) Enlistment in a branch of the military.

9 (ii) A student in the class of 2014, 2015, 2016, or 2017 is
10 eligible for the expedited appeal process in (c)(i) of this
11 subsection if he or she has met all other graduation requirements
12 established by the state and district.

13 (iii) A student in the class of 2018 is eligible for the
14 expedited appeal process in (c)(i) of this subsection if he or she
15 has met all other graduation requirements established by the state
16 and district and has attempted at least one alternative assessment
17 option as established in (~~RCW 28A.655.065~~) this section.

18 (6) The state board of education shall examine opportunities for
19 additional alternative assessments, including the possible use of one
20 or more standardized norm-referenced student achievement tests and
21 the possible use of the reading, writing, or mathematics portions of
22 the ACT ASSET and ACT COMPASS test instruments as objective
23 alternative assessments for demonstrating that a student has met the
24 state standards for the certificate of academic achievement. The
25 state board shall submit its findings and recommendations to the
26 education committees of the legislature by January 10, 2008.

27 (7) The superintendent of public instruction shall adopt rules to
28 implement this section.

29 (8) This section expires August 31, 2022.

30 **Sec. 103.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to
31 read as follows:

32 (1) The state board of education shall establish high school
33 graduation requirements or equivalencies for students, except as
34 provided in RCW 28A.230.122 and except those equivalencies
35 established by local high schools or school districts under RCW
36 28A.230.097. The purpose of a high school diploma is to declare that
37 a student is ready for success in postsecondary education, gainful
38 employment, and citizenship, and is equipped with the skills to be a
39 lifelong learner.

1 (a) Any course in Washington state history and government used to
2 fulfill high school graduation requirements shall consider including
3 information on the culture, history, and government of the American
4 Indian peoples who were the first inhabitants of the state.

5 (b) Except as provided otherwise in this subsection, the
6 certificate of academic achievement requirements under RCW
7 28A.655.061 or the certificate of individual achievement requirements
8 under RCW 28A.155.045 are required for graduation from a public high
9 school but are not the only requirements for graduation. The
10 requirement to earn a certificate of academic achievement to qualify
11 for graduation from a public high school concludes with the
12 graduating class of 2019. The obligation of qualifying students to
13 earn a certificate of individual achievement as a prerequisite for
14 graduation from a public high school concludes with the graduating
15 class of 2021.

16 (c)(i) Each student must have a high school and beyond plan to
17 guide the student's high school experience and ~~((prepare))~~ inform
18 course taking that is aligned with the student's goals for
19 ~~((postsecondary))~~ education or training and career after high school.

20 (ii)(A) A high school and beyond plan must be initiated for each
21 student during the seventh or eighth grade. In preparation for
22 initiating that plan, each student must first be administered a
23 career interest and skills inventory.

24 (B) For students with an individualized education program, the
25 high school and beyond plan must be developed in alignment with their
26 individualized education program. The high school and beyond plan
27 must be developed in a similar manner and with similar school
28 personnel as for all other students.

29 (iii)(A) The high school and beyond plan must be updated to
30 reflect high school assessment results in RCW 28A.655.070(3)(b) and
31 to review transcripts, assess progress toward identified goals, and
32 revised as necessary for changing interests, goals, and needs. The
33 plan must identify available interventions and academic support,
34 courses, or both, that are designed for students who ~~((have not met~~
35 ~~the high school graduation standard))~~ are not on track to graduate,
36 to enable them to ~~((meet the standard))~~ fulfill high school
37 graduation requirements. Each student's high school and beyond plan
38 must be updated to inform junior year course taking.

39 (B) For students with an individualized education program, the
40 high school and beyond plan must be updated in alignment with their

1 school to postschool transition plan. The high school and beyond plan
2 must be updated in a similar manner and with similar school personnel
3 as for all other students.

4 (iv) School districts are encouraged to involve parents and
5 guardians in the process of developing and updating the high school
6 and beyond plan, and the plan must be provided to the students'
7 parents or guardians in their native language if that language is one
8 of the two most frequently spoken non-English languages of students
9 in the district. Nothing in this subsection (1)(c)~~((iii))~~ (iv)
10 prevents districts from providing high school and beyond plans to
11 parents and guardians in additional languages that are not required
12 by this subsection.

13 ~~((iv))~~ (v) All high school and beyond plans must, at a minimum,
14 include the following elements:

15 (A) Identification of career goals, aided by a skills and
16 interest assessment;

17 (B) Identification of educational goals;

18 (C) Identification of dual credit programs and the opportunities
19 they create for students, including but not limited to career and
20 technical education programs, running start programs, and college in
21 the high school programs;

22 (D) Information about the college bound scholarship program
23 established in chapter 28B.118 RCW;

24 (E) A four-year plan for course taking that:

25 (I) Includes information about options for satisfying state and
26 local graduation requirements;

27 (II) Satisfies state and local graduation requirements;

28 (III) Aligns with the student's secondary and postsecondary
29 goals, which can include education, training, and career;

30 (IV) Identifies ~~((dual credit programs and the opportunities they~~
31 ~~create for students))~~ course sequences to inform academic
32 acceleration, as described in RCW 28A.320.195 that include dual
33 credit courses or programs and are aligned with the student's goals;
34 and

35 (V) Includes information about the college bound scholarship
36 program; ~~((and))~~

37 (F) Evidence that the student has received the following
38 information on federal and state financial aid programs that help pay
39 for the costs of a postsecondary program:

1 (I) Information about the documentation necessary for completing
2 the applications; application timeliness and submission deadlines;
3 the importance of submitting applications early; information specific
4 to students who are or have been in foster care; information specific
5 to students who are, or are at risk of being, homeless; information
6 specific to students whose family member or guardians will be
7 required to provide financial and tax information necessary to
8 complete applications; and

9 (II) Opportunities to participate in sessions that assist
10 students and, when necessary, their family members or guardians, fill
11 out financial aid applications; and

12 (G) By the end of the twelfth grade, a current resume or activity
13 log that provides a written compilation of the student's education,
14 any work experience, and any community service and how the school
15 district has recognized the community service pursuant to RCW
16 28A.320.193.

17 (d) Any decision on whether a student has met the state board's
18 high school graduation requirements for a high school and beyond plan
19 shall remain at the local level. Effective with the graduating class
20 of 2015, the state board of education may not establish a requirement
21 for students to complete a culminating project for graduation. A
22 district may establish additional, local requirements for a high
23 school and beyond plan to serve the needs and interests of its
24 students and the purposes of this section.

25 (e) (i) The state board of education shall adopt rules to
26 implement the career and college ready graduation requirement
27 proposal adopted under board resolution on November 10, 2010, and
28 revised on January 9, 2014, to take effect beginning with the
29 graduating class of 2019 or as otherwise provided in this subsection
30 (1) (e). The rules must include authorization for a school district to
31 waive up to two credits for individual students based on ~~((unusual))~~
32 a student's circumstances ((and in accordance with)), provided that
33 none of the waived credits are identified as mandatory core credits
34 by the state board of education. School districts must adhere to
35 written policies authorizing the waivers that must be adopted by each
36 board of directors of a school district that grants diplomas. The
37 rules must also provide that the content of the third credit of
38 mathematics and the content of the third credit of science may be
39 chosen by the student based on the student's interests and high

1 school and beyond plan with agreement of the student's parent or
2 guardian or agreement of the school counselor or principal.

3 (ii) School districts may apply to the state board of education
4 for a waiver to implement the career and college ready graduation
5 requirement proposal beginning with the graduating class of 2020 or
6 2021 instead of the graduating class of 2019. In the application, a
7 school district must describe why the waiver is being requested, the
8 specific impediments preventing timely implementation, and efforts
9 that will be taken to achieve implementation with the graduating
10 class proposed under the waiver. The state board of education shall
11 grant a waiver under this subsection (1)(e) to an applying school
12 district at the next subsequent meeting of the board after receiving
13 an application.

14 (iii) A school district must update the high school and beyond
15 plans for each student who has not earned a score of level 3 or level
16 4 on the middle school mathematics assessment identified in RCW
17 28A.655.070 by ninth grade, to ensure that the student takes a
18 mathematics course in both ninth and tenth grades. This course may
19 include career and technical education equivalencies in mathematics
20 adopted pursuant to RCW 28A.230.097.

21 (2)(a) In recognition of the statutory authority of the state
22 board of education to establish and enforce minimum high school
23 graduation requirements, the state board shall periodically
24 reevaluate the graduation requirements and shall report such findings
25 to the legislature in a timely manner as determined by the state
26 board.

27 (b) The state board shall reevaluate the graduation requirements
28 for students enrolled in vocationally intensive and rigorous career
29 and technical education programs, particularly those programs that
30 lead to a certificate or credential that is state or nationally
31 recognized. The purpose of the evaluation is to ensure that students
32 enrolled in these programs have sufficient opportunity to earn a
33 certificate of academic achievement, complete the program and earn
34 the program's certificate or credential, and complete other state and
35 local graduation requirements.

36 (c) The state board shall forward any proposed changes to the
37 high school graduation requirements to the education committees of
38 the legislature for review. The legislature shall have the
39 opportunity to act during a regular legislative session before the
40 changes are adopted through administrative rule by the state board.

1 Changes that have a fiscal impact on school districts, as identified
2 by a fiscal analysis prepared by the office of the superintendent of
3 public instruction, shall take effect only if formally authorized and
4 funded by the legislature through the omnibus appropriations act or
5 other enacted legislation.

6 (3) Pursuant to any requirement for instruction in languages
7 other than English established by the state board of education or a
8 local school district, or both, for purposes of high school
9 graduation, students who receive instruction in American sign
10 language or one or more American Indian languages shall be considered
11 to have satisfied the state or local school district graduation
12 requirement for instruction in one or more languages other than
13 English.

14 (4) (~~It~~) Unless requested otherwise by the student and (~~his or~~
15 ~~her~~) the student's family, a student who has completed high school
16 courses before attending high school shall be given high school
17 credit which shall be applied to fulfilling high school graduation
18 requirements if:

19 (a) The course was taken with high school students, if the
20 academic level of the course exceeds the requirements for seventh and
21 eighth grade classes, and the student has successfully passed by
22 completing the same course requirements and examinations as the high
23 school students enrolled in the class; or

24 (b) The academic level of the course exceeds the requirements for
25 seventh and eighth grade classes and the course would qualify for
26 high school credit, because the course is similar or equivalent to a
27 course offered at a high school in the district as determined by the
28 school district board of directors.

29 (5) Students who have taken and successfully completed high
30 school courses under the circumstances in subsection (4) of this
31 section shall not be required to take an additional competency
32 examination or perform any other additional assignment to receive
33 credit.

34 (6) At the college or university level, five quarter or three
35 semester hours equals one high school credit.

36 **Sec. 104.** RCW 28A.155.045 and 2007 c 354 s 3 are each amended to
37 read as follows:

38 Beginning with the graduating class of 2008, and concluding with
39 the graduating class of 2021, students served under this chapter, who

1 are not appropriately ~~((assessed))~~ served by the ~~((high school~~
2 ~~Washington assessment system as defined in RCW 28A.655.061))~~
3 graduation pathway options established in section 201 of this act,
4 even with accommodations, may earn a certificate of individual
5 achievement. The certificate may be earned using multiple ~~((ways))~~
6 measures to demonstrate skills and abilities commensurate with their
7 ~~((individual))~~ individualized education programs. The determination
8 of whether the ~~((high school assessment system is))~~ graduation
9 pathway options established in section 201 of this act or the
10 multiple measures authorized in this section are appropriate shall be
11 made by the student's ~~((individual))~~ individualized education program
12 team. ~~((Except as provided in RCW 28A.655.0611,))~~ For ~~((these))~~ the
13 students who use the multiple measures authorized by this section,
14 the certificate of individual achievement is required for graduation
15 from a public high school ~~((, but need not be the only requirement for~~
16 ~~graduation. When measures other than the high school assessment~~
17 ~~system as defined in RCW 28A.655.061 are used,))~~. The multiple
18 measures ~~((shall))~~ that may be used to demonstrate skills and
19 abilities of students under this section must be in agreement with
20 the appropriate educational opportunity provided for the student as
21 required by this chapter. The superintendent of public instruction
22 shall develop the guidelines for determining ~~((which students should~~
23 ~~not be required to participate in the high school assessment system~~
24 ~~and))~~ which types of ~~((assessments))~~ multiple measures to demonstrate
25 skills and abilities under this section are appropriate to use.

26 ~~((When measures other than the high school assessment system as~~
27 ~~defined in RCW 28A.655.061 are used for high school graduation~~
28 ~~purposes, the student's high school transcript shall note whether~~
29 ~~that student has earned a certificate of individual achievement.))~~

30 Nothing in this section shall be construed to deny a student the
31 right to participation in the ~~((high school assessment system as~~
32 ~~defined in RCW 28A.655.061, and, upon successfully meeting the high~~
33 ~~school standard, receipt of the certificate of academic achievement))~~
34 graduation pathway options established in section 201 of this act.

35 This section expires August 31, 2024.

36 **Sec. 105.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each
37 amended to read as follows:

38 (1) The high school assessment system shall include but need not
39 be limited to the statewide student assessment, opportunities for a

1 student to retake the content areas of the assessment in which the
2 student was not successful, and, if approved by the legislature
3 pursuant to subsection ~~((10))~~ (9) of this section, one or more
4 objective alternative assessments for a student to demonstrate
5 achievement of state academic standards. The objective alternative
6 assessments for each content area shall be comparable in rigor to the
7 skills and knowledge that the student must demonstrate on the
8 statewide student assessment for each content area.

9 (2) Subject to the conditions in this section, and concluding
10 with the graduating class of 2019, a certificate of academic
11 achievement shall be obtained and is evidence that the students have
12 successfully met the state standard in the content areas included in
13 the certificate. With the exception of students satisfying the
14 provisions of RCW 28A.155.045 ~~((or 28A.655.0611))~~, acquisition of the
15 certificate is required for graduation from a public high school but
16 is not the only requirement for graduation.

17 (3) (a) Beginning with the graduating class of 2008 through the
18 graduating class of 2015, with the exception of students satisfying
19 the provisions of RCW 28A.155.045, a student who meets the state
20 standards on the English language arts and mathematics high school
21 statewide student assessment shall earn a certificate of academic
22 achievement. The mathematics assessment shall be the end-of-course
23 assessment for the first year of high school mathematics that
24 assesses the standards common to algebra I and integrated mathematics
25 I or the end-of-course assessment for the second year of high school
26 mathematics that assesses standards common to geometry and integrated
27 mathematics II.

28 (b) As the state transitions from reading and writing assessments
29 to an English language arts assessment and from end-of-course
30 assessments to a comprehensive assessment for high school
31 mathematics, a student in a graduating class of 2016 through 2018
32 shall earn a certificate of academic achievement if the student meets
33 the high school graduation standard as follows:

34 (i) Students in the graduating class of 2016 may use the results
35 from:

36 (A) The reading and writing assessment or the English language
37 arts assessment developed with the multistate consortium; and

38 (B) The end-of-course assessment for the first year of high
39 school mathematics, the end-of-course assessment for the second year

1 of high school mathematics, or the comprehensive mathematics
2 assessment developed with the multistate consortium.

3 (ii) Students in the graduating classes of 2017 and 2018 may use
4 the results from:

5 (A) The tenth grade English language arts assessment developed by
6 the superintendent of public instruction using resources from the
7 multistate consortium or the English language arts assessment
8 developed with the multistate consortium; and

9 (B) The end-of-course assessment for the first year of high
10 school mathematics, the end-of-course assessment for the second year
11 of high school mathematics, or the comprehensive mathematics
12 assessment developed with the multistate consortium.

13 (c) Beginning with the graduating class of 2019, a student who
14 meets the high school graduation standard on the high school English
15 language arts assessment developed with the multistate consortium and
16 the comprehensive mathematics assessment developed with the
17 multistate consortium shall earn a certificate of academic
18 achievement.

19 ~~(d) ((Beginning with the graduating class of 2020, a student who~~
20 ~~meets the high school graduation standard on the high school English~~
21 ~~language arts assessment developed with the multistate consortium and~~
22 ~~the comprehensive mathematics assessment developed with the~~
23 ~~multistate consortium to be administered in tenth grade shall earn a~~
24 ~~certificate of academic achievement.~~

25 ~~(e))~~ If a student does not successfully meet the state standards
26 in one or more content areas required for the certificate of academic
27 achievement, then the student may retake the assessment in the
28 content area at least twice a year at no cost to the student. If the
29 student successfully meets the state standards on a retake of the
30 assessment then the student shall earn a certificate of academic
31 achievement. Once objective alternative assessments are authorized
32 pursuant to subsection ~~((10))~~ (9) of this section, a student may
33 use the objective alternative assessments to demonstrate that the
34 student successfully meets the state standards for that content area
35 if the student has taken the statewide student assessment at least
36 once. If the student successfully meets the state standards on the
37 objective alternative assessments then the student shall earn a
38 certificate of academic achievement.

39 ~~(4) ((Beginning with the graduating class of 2021, a student must~~
40 ~~meet the state standards in science in addition to the other content~~

1 ~~areas required under subsection (3) of this section on the statewide~~
2 ~~student assessment, a retake, or the objective alternative~~
3 ~~assessments in order to earn a certificate of academic achievement.~~
4 ~~The assessment under this subsection must be a comprehensive~~
5 ~~assessment of the science essential academic learning requirements~~
6 ~~adopted by the superintendent of public instruction in 2013.~~

7 ~~(5))~~ The state board of education may not require the
8 acquisition of the certificate of academic achievement for students
9 in home-based instruction under chapter 28A.200 RCW, for students
10 enrolled in private schools under chapter 28A.195 RCW, or for
11 students satisfying the provisions of RCW 28A.155.045.

12 ~~((6))~~ (5) A student may retain and use the highest result from
13 each successfully completed content area of the high school
14 assessment.

15 ~~((7))~~ (6) School districts must make available to students the
16 following options:

17 (a) To retake the statewide student assessment at least twice a
18 year in the content areas in which the student did not meet the state
19 standards if the student is enrolled in a public school; or

20 (b) To retake the statewide student assessment at least twice a
21 year in the content areas in which the student did not meet the state
22 standards if the student is enrolled in a high school completion
23 program at a community or technical college. The superintendent of
24 public instruction and the state board for community and technical
25 colleges shall jointly identify means by which students in these
26 programs can be assessed.

27 ~~((8))~~ (7) Students who achieve the standard in a content area
28 of the high school assessment but who wish to improve their results
29 shall pay for retaking the assessment, using a uniform cost
30 determined by the superintendent of public instruction.

31 ~~((9))~~ (8) Opportunities to retake the assessment at least twice
32 a year shall be available to each school district.

33 ~~((10))~~ (9)(a) The office of the superintendent of public
34 instruction shall develop options for implementing objective
35 alternative assessments, which may include an appeals process for
36 students' scores, for students to demonstrate achievement of the
37 state academic standards. The objective alternative assessments shall
38 be comparable in rigor to the skills and knowledge that the student
39 must demonstrate on the statewide student assessment and be objective
40 in its determination of student achievement of the state standards.

1 Before any objective alternative assessments in addition to those
2 authorized in RCW 28A.655.065 or (b) of this subsection are used by a
3 student to demonstrate that the student has met the state standards
4 in a content area required to obtain a certificate, the legislature
5 shall formally approve the use of any objective alternative
6 assessments through the omnibus appropriations act or by statute or
7 concurrent resolution.

8 (b) (i) A student's score on the mathematics, reading or English,
9 or writing portion of the SAT or the ACT may be used as an objective
10 alternative assessment under this section for demonstrating that a
11 student has met or exceeded the state standards for the certificate
12 of academic achievement. The state board of education shall identify
13 the scores students must achieve on the relevant portion of the SAT
14 or ACT to meet or exceed the state standard in the relevant content
15 area on the statewide student assessment. A student's score on the
16 science portion of the ACT or the science subject area tests of the
17 SAT may be used as an objective alternative assessment under this
18 section as soon as the state board of education determines that
19 sufficient data is available to identify reliable equivalent scores
20 for the science content area of the statewide student assessment.
21 After the first scores are established, the state board may increase
22 but not decrease the scores required for students to meet or exceed
23 the state standards.

24 (ii) A student who scores at least a three on the grading scale
25 of one to five for selected AP examinations may use the score as an
26 objective alternative assessment under this section for demonstrating
27 that a student has met or exceeded state standards for the
28 certificate of academic achievement. A score of three on the AP
29 examinations in calculus or statistics may be used as an alternative
30 assessment for the mathematics portion of the statewide student
31 assessment. A score of three on the AP examinations in English
32 language and composition may be used as an alternative assessment for
33 the writing portion of the statewide student assessment; and for the
34 English language arts portion of the assessment developed with the
35 multistate consortium, once established in the 2014-15 school year. A
36 score of three on the AP examinations in English literature and
37 composition, macroeconomics, microeconomics, psychology, United
38 States history, world history, United States government and politics,
39 or comparative government and politics may be used as an alternative
40 assessment for the reading portion of the statewide student

1 assessment; and for the English language arts portion of the
2 assessment developed with the multistate consortium, once established
3 in the 2014-15 school year. A score of three on the AP examination in
4 biology, physics, chemistry, or environmental science may be used as
5 an alternative assessment for the science portion of the statewide
6 student assessment.

7 (iii) A student who scores at least a four on selected externally
8 administered international baccalaureate (IB) examinations may use
9 the score as an objective alternative assessment under this section
10 for demonstrating that the student has met or exceeded state
11 standards for the certificate of academic achievement. A score of
12 four on the higher level IB examinations for any of the IB English
13 language and literature courses or for any of the IB individuals and
14 societies courses may be used as an alternative assessment for the
15 reading, writing, or English language arts portions of the statewide
16 student assessment. A score of four on the higher level IB
17 examinations for any of the IB mathematics courses may be used as an
18 alternative assessment for the mathematics portion of the statewide
19 student assessment. A score of four on the higher level IB
20 examinations for IB biology, chemistry, or physics may be used as an
21 alternative assessment for the science portion of the statewide
22 student assessment.

23 (iv) (A) (~~(Beginning)~~) In the 2018-19 school year, high school
24 students who have not earned a certificate of academic achievement
25 due to not meeting the high school graduation standard on the
26 mathematics or English language arts assessment may take and pass a
27 locally determined course in the content area in which the student
28 was not successful, and may use the passing score on a locally
29 administered assessment tied to that course and approved under the
30 provisions of this subsection (~~((+10))~~) (9)(b)(iv), as an objective
31 alternative assessment for demonstrating that the student has met or
32 exceeded the high school graduation standard. High school transition
33 courses and the assessments offered in association with high school
34 transition courses shall be considered an approved locally determined
35 course and assessment for demonstrating that the student met or
36 exceeded the high school graduation standard. The course must be
37 rigorous and consistent with the student's educational and career
38 goals identified in his or her high school and beyond plan, and may
39 include career and technical education equivalencies in English
40 language arts or mathematics adopted pursuant to RCW 28A.230.097.

1 School districts shall record students' participation in locally
2 determined courses under this section in the statewide individual
3 data system.

4 (B) The office of the superintendent of public instruction shall
5 develop a process by which local school districts can submit
6 assessments for review and approval for use as objective alternative
7 assessments for graduation as allowed by (b)(iv) of this subsection.
8 This process shall establish means to determine whether a local
9 school district-administered assessment is comparable in rigor to the
10 skills and knowledge that the student must demonstrate on the
11 statewide student assessment and is objective in its determination of
12 student achievement of the state standards. The office of the
13 superintendent of public instruction shall post on its agency web
14 site a compiled list of local school district-administered
15 assessments approved as objective alternative assessments, including
16 the comparable scores on these assessments necessary to meet the
17 standard.

18 (C) For the purpose of this section, "high school transition
19 course" means an English language arts or mathematics course offered
20 in high school where successful completion by a high school student
21 ensures the student college-level placement at participating
22 institutions of higher education as defined in RCW 28B.10.016. High
23 school transition courses must, in accordance with this section,
24 satisfy core or elective credit graduation requirements established
25 by the state board of education. A student's successful completion of
26 a high school transition course does not entitle the student to be
27 admitted to any institution of higher education as defined in RCW
28 28B.10.016.

29 (v) A student who completes a dual credit course in English
30 language arts or mathematics in which the student earns college
31 credit may use passage of the course as an objective alternative
32 assessment under this section for demonstrating that the student has
33 met or exceeded the high school graduation standard for the
34 certificate of academic achievement.

35 (~~((11))~~) (10) To help assure continued progress in academic
36 achievement as a foundation for high school graduation and to assure
37 that students are on track for high school graduation, each school
38 district shall:

39 (a) Provide students who have not earned a certificate of
40 academic achievement before the beginning of grade eleven with the

1 opportunity to access interventions and academic supports, courses,
2 or both, designed to enable students to meet the high school
3 graduation standard. These interventions, supports, or courses must
4 be rigorous and consistent with the student's educational and career
5 goals identified in his or her high school and beyond plan, and may
6 include career and technical education equivalencies in English
7 language arts or mathematics adopted pursuant to RCW 28A.230.097; and

8 (b) Prepare student learning plans and notify students and their
9 parents or legal guardians as provided in this subsection. Student
10 learning plans are required for eighth grade students who were not
11 successful on any or all of the content areas of the state assessment
12 during the previous school year or who may not be on track to
13 graduate due to credit deficiencies or absences. The parent or legal
14 guardian shall be notified about the information in the student
15 learning plan, preferably through a parent conference and at least
16 annually. To the extent feasible, schools serving English language
17 learner students and their parents shall translate the plan into the
18 primary language of the family. The plan shall include the following
19 information as applicable:

20 (i) The student's results on the state assessment;

21 (ii) If the student is in the transitional bilingual program, the
22 score on his or her Washington language proficiency test II;

23 (iii) Any credit deficiencies;

24 (iv) The student's attendance rates over the previous two years;

25 (v) The student's progress toward meeting state and local
26 graduation requirements;

27 (vi) The courses, competencies, and other steps needed to be
28 taken by the student to meet state academic standards and stay on
29 track for graduation;

30 (vii) Remediation strategies and alternative education options
31 available to students, including informing students of the option to
32 continue to receive instructional services after grade twelve or
33 until the age of twenty-one;

34 (viii) The alternative assessment options available to students
35 under this section and RCW 28A.655.065;

36 (ix) School district programs, high school courses, and career
37 and technical education options available for students to meet
38 graduation requirements; and

1 (x) Available programs offered through skill centers or community
2 and technical colleges, including the college high school diploma
3 options under RCW 28B.50.535.

4 (11) This section expires August 31, 2022.

5 **Sec. 106.** RCW 28A.155.170 and 2007 c 318 s 2 are each amended to
6 read as follows:

7 (1) Beginning July 1, 2007, each school district that operates a
8 high school shall establish a policy and procedures that permit any
9 student who is receiving special education or related services under
10 an individualized education program pursuant to state and federal law
11 and who will continue to receive such services between the ages of
12 eighteen and twenty-one to participate in the graduation ceremony and
13 activities after four years of high school attendance with his or her
14 age-appropriate peers and receive a certificate of attendance.

15 (2) Participation in a graduation ceremony and receipt of a
16 certificate of attendance under this section does not preclude a
17 student from continuing to receive special education and related
18 services under an individualized education program beyond the
19 graduation ceremony.

20 (3) A student's participation in a graduation ceremony and
21 receipt of a certificate of attendance under this section shall not
22 be construed as the student's receipt of (~~either:~~

23 ~~(a)) a high school diploma pursuant to RCW 28A.230.120 (~~or~~~~

24 ~~(b) A certificate of individual achievement pursuant to RCW~~
25 ~~28A.155.045)).~~

26 **Sec. 107.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended
27 to read as follows:

28 The office of the superintendent of public instruction and the
29 state board for community and technical colleges shall jointly
30 develop a program plan to provide a continuing education option for
31 students who are eligible for the state transitional bilingual
32 instruction program and who need more time to develop language
33 proficiency but who are more age-appropriately suited for a
34 postsecondary learning environment than for a high school. (~~In~~
35 ~~developing the plan, the superintendent of public instruction shall~~
36 ~~consider options to formally recognize the accomplishments of~~
37 ~~students in the state transitional bilingual instruction program who~~
38 ~~have completed the twelfth grade but have not earned a certificate of~~

1 ~~academic achievement.~~) By December 1, 2004, the agencies shall
2 report to the legislative education and fiscal committees with any
3 recommendations for legislative action and any resources necessary to
4 implement the plan.

5 **Sec. 108.** RCW 28A.195.010 and 2018 c 177 s 201 are each amended
6 to read as follows:

7 The legislature hereby recognizes that private schools should be
8 subject only to those minimum state controls necessary to insure the
9 health and safety of all the students in the state and to insure a
10 sufficient basic education to meet usual graduation requirements. The
11 state, any agency or official thereof, shall not restrict or dictate
12 any specific educational or other programs for private schools except
13 as hereinafter in this section provided.

14 The administrative or executive authority of private schools or
15 private school districts shall file each year with the state board of
16 education a statement certifying that the minimum requirements
17 hereinafter set forth are being met, noting any deviations. The state
18 board of education may request clarification or additional
19 information. After review of the statement, the state board of
20 education will notify schools or school districts of any concerns,
21 deficiencies, and deviations which must be corrected. If there are
22 any unresolved concerns, deficiencies, or deviations, the school or
23 school district may request or the state board of education on its
24 own initiative may grant provisional status for one year in order
25 that the school or school district may take action to meet the
26 requirements. The state board of education shall not require private
27 school students to meet the student learning goals, (~~obtain a~~
28 ~~certificate of academic achievement, or a certificate of individual~~
29 ~~achievement to graduate from high school,~~) to ((~~master~~)) learn the
30 ((~~essential academic~~)) state learning ((~~requirements~~)) standards, or
31 to be assessed pursuant to RCW ((~~28A.655.061~~)) 28A.655.070. However,
32 private schools may choose, on a voluntary basis, to have their
33 students ((~~master~~)) learn these ((~~essential academic~~)) state learning
34 ((~~requirements,~~) standards or take the assessments(~~(, and obtain a~~
35 ~~certificate of academic achievement or a certificate of individual~~
36 ~~achievement)~~). Minimum requirements shall be as follows:

37 (1) The minimum school year for instructional purposes shall
38 consist of no less than one hundred eighty school days or the
39 equivalent in annual minimum instructional hour offerings, with a

1 school-wide annual average total instructional hour offering of one
2 thousand hours for students enrolled in grades one through twelve,
3 and at least four hundred fifty hours for students enrolled in
4 kindergarten.

5 (2) The school day shall be the same as defined in RCW
6 28A.150.203.

7 (3) All classroom teachers shall hold appropriate Washington
8 state certification except as follows:

9 (a) Teachers for religious courses or courses for which no
10 counterpart exists in public schools shall not be required to obtain
11 a state certificate to teach those courses.

12 (b) In exceptional cases, people of unusual competence but
13 without certification may teach students so long as a certified
14 person exercises general supervision. Annual written statements shall
15 be submitted to the state board of education reporting and explaining
16 such circumstances.

17 (4) An approved private school may operate an extension program
18 for parents, guardians, or persons having legal custody of a child to
19 teach children in their custody. The extension program shall require
20 at a minimum that:

21 (a) The parent, guardian, or custodian be under the supervision
22 of an employee of the approved private school who is certificated
23 under chapter 28A.410 RCW;

24 (b) The planning by the certificated person and the parent,
25 guardian, or person having legal custody include objectives
26 consistent with this subsection and subsections (1), (2), (5), (6),
27 and (7) of this section;

28 (c) The certificated person spend a minimum average each month of
29 one contact hour per week with each student under his or her
30 supervision who is enrolled in the approved private school extension
31 program;

32 (d) Each student's progress be evaluated by the certificated
33 person; and

34 (e) The certificated employee shall not supervise more than
35 thirty students enrolled in the approved private school's extension
36 program.

37 (5) Appropriate measures shall be taken to safeguard all
38 permanent records against loss or damage.

39 (6) The physical facilities of the school or district shall be
40 adequate to meet the program offered by the school or district:

1 PROVIDED, That each school building shall meet reasonable health and
2 fire safety requirements. A residential dwelling of the parent,
3 guardian, or custodian shall be deemed to be an adequate physical
4 facility when a parent, guardian, or person having legal custody is
5 instructing his or her child under subsection (4) of this section.

6 (7) Private school curriculum shall include instruction of the
7 basic skills of occupational education, science, mathematics,
8 language, social studies, history, health, reading, writing,
9 spelling, and the development of appreciation of art and music, all
10 in sufficient units for meeting state board of education graduation
11 requirements.

12 (8) Each school or school district shall be required to maintain
13 up-to-date policy statements related to the administration and
14 operation of the school or school district.

15 All decisions of policy, philosophy, selection of books, teaching
16 material, curriculum, except as in subsection (7) of this section
17 provided, school rules and administration, or other matters not
18 specifically referred to in this section, shall be the responsibility
19 of the administration and administrators of the particular private
20 school involved.

21 **Sec. 109.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended
22 to read as follows:

23 (1) Each parent whose child is receiving home-based instruction
24 under RCW 28A.225.010(4) shall have the duty to:

25 (a) File annually a signed declaration of intent that he or she
26 is planning to cause his or her child to receive home-based
27 instruction. The statement shall include the name and age of the
28 child, shall specify whether a certificated person will be
29 supervising the instruction, and shall be written in a format
30 prescribed by the superintendent of public instruction. Each parent
31 shall file the statement by September 15th of the school year or
32 within two weeks of the beginning of any public school quarter,
33 trimester, or semester with the superintendent of the public school
34 district within which the parent resides or the district that accepts
35 the transfer, and the student shall be deemed a transfer student of
36 the nonresident district. Parents may apply for transfer under RCW
37 28A.225.220;

38 (b) Ensure that test scores or annual academic progress
39 assessments and immunization records, together with any other records

1 that are kept relating to the instructional and educational
2 activities provided, are forwarded to any other public or private
3 school to which the child transfers. At the time of a transfer to a
4 public school, the superintendent of the local school district in
5 which the child enrolls may require a standardized achievement test
6 to be administered and shall have the authority to determine the
7 appropriate grade and course level placement of the child after
8 consultation with parents and review of the child's records; and

9 (c) Ensure that a standardized achievement test approved by the
10 state board of education is administered annually to the child by a
11 qualified individual or that an annual assessment of the student's
12 academic progress is written by a certificated person who is
13 currently working in the field of education. The state board of
14 education shall not require these children to meet the student
15 learning goals, (~~(master)~~) learn the (~~(essential-academic)~~) state
16 learning (~~(requirements)~~) standards, (~~(to)~~) or take the
17 assessments (~~(, or to obtain a certificate of academic achievement or~~
18 ~~a certificate of individual achievement pursuant to RCW 28A.655.061~~
19 ~~and 28A.155.045))~~ under RCW 28A.655.070. The standardized test
20 administered or the annual academic progress assessment written shall
21 be made a part of the child's permanent records. If, as a result of
22 the annual test or assessment, it is determined that the child is not
23 making reasonable progress consistent with his or her age or stage of
24 development, the parent shall make a good faith effort to remedy any
25 deficiency.

26 (2) Failure of a parent to comply with the duties in this section
27 shall be deemed a failure of such parent's child to attend school
28 without valid justification under RCW 28A.225.020. Parents who do
29 comply with the duties set forth in this section shall be presumed to
30 be providing home-based instruction as set forth in RCW
31 28A.225.010(4).

32 **Sec. 110.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to
33 read as follows:

34 (1) A student who fulfills the requirements specified in
35 subsection (3) of this section toward completion of an international
36 baccalaureate diploma programme is considered to have met the
37 requirements of the graduation pathway option established in section
38 201(1)(b)(iv) of this act and to have satisfied state minimum
39 requirements for graduation from a public high school, except that(~~(-~~

1 ~~(a) The provisions of RCW 28A.655.061 regarding the certificate~~
2 ~~of academic achievement or RCW 28A.155.045 regarding the certificate~~
3 ~~of individual achievement apply to students under this section; and~~

4 ~~(b))~~ the provisions of RCW 28A.230.170 regarding study of the
5 United States Constitution and the Washington state Constitution
6 apply to students under this section.

7 (2) School districts may require students under this section to
8 complete local graduation requirements that are in addition to state
9 minimum requirements before issuing a high school diploma under RCW
10 28A.230.120. However, school districts are encouraged to waive local
11 requirements as necessary to encourage students to pursue an
12 international baccalaureate diploma.

13 (3) To receive a high school diploma under this section, a
14 student must complete and pass all required international
15 baccalaureate diploma programme courses as scored at the local level;
16 pass all internal assessments as scored at the local level;
17 successfully complete all required projects and products as scored at
18 the local level; and complete the final examinations administered by
19 the international baccalaureate organization in each of the required
20 subjects under the diploma programme.

21 **Sec. 111.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to
22 read as follows:

23 (1) The superintendent of public instruction, in consultation
24 with the four-year institutions as defined in RCW 28B.76.020, the
25 state board for community and technical colleges, and the workforce
26 training and education coordinating board, shall develop for use by
27 all public school districts a standardized high school transcript.
28 The superintendent shall establish clear definitions for the terms
29 "credits" and "hours" so that school programs operating on the
30 quarter, semester, or trimester system can be compared.

31 ~~(2) ((The standardized high school transcript shall include a~~
32 ~~notation of whether the student has earned a certificate of~~
33 ~~individual achievement or a certificate of academic achievement.~~

34 ~~(3))~~ The standardized high school transcript may include a
35 notation of whether the student has earned the Washington state seal
36 of biliteracy established under RCW 28A.300.575.

37 **Sec. 112.** RCW 28A.305.130 and 2017 3rd sp.s. c 31 s 3 are each
38 amended to read as follows:

1 The purpose of the state board of education is to provide
2 advocacy and strategic oversight of public education; implement a
3 standards-based accountability framework that creates a unified
4 system of increasing levels of support for schools in order to
5 improve student academic achievement; provide leadership in the
6 creation of a system that personalizes education for each student and
7 respects diverse cultures, abilities, and learning styles; and
8 promote achievement of the goals of RCW 28A.150.210. In addition to
9 any other powers and duties as provided by law, the state board of
10 education shall:

11 (1) Hold regularly scheduled meetings at such time and place
12 within the state as the board shall determine and may hold such
13 special meetings as may be deemed necessary for the transaction of
14 public business;

15 (2) Form committees as necessary to effectively and efficiently
16 conduct the work of the board;

17 (3) Seek advice from the public and interested parties regarding
18 the work of the board;

19 (4) For purposes of statewide accountability:

20 (a) Adopt and revise performance improvement goals in reading,
21 writing, science, and mathematics, by subject and grade level, once
22 assessments in these subjects are required statewide; academic and
23 technical skills, as appropriate, in secondary career and technical
24 education programs; and student attendance, as the board deems
25 appropriate to improve student learning. The goals shall be
26 consistent with student privacy protection provisions of RCW
27 28A.655.090(7) and shall not conflict with requirements contained in
28 Title I of the federal elementary and secondary education act of
29 1965, or the requirements of the Carl D. Perkins vocational education
30 act of 1998, each as amended. The goals may be established for all
31 students, economically disadvantaged students, limited English
32 proficient students, students with disabilities, and students from
33 disproportionately academically underachieving racial and ethnic
34 backgrounds. The board may establish school and school district goals
35 addressing high school graduation rates and dropout reduction goals
36 for students in grades seven through twelve. The board shall adopt
37 the goals by rule. However, before each goal is implemented, the
38 board shall present the goal to the education committees of the house
39 of representatives and the senate for the committees' review and
40 comment in a time frame that will permit the legislature to take

1 statutory action on the goal if such action is deemed warranted by
2 the legislature;

3 (b) (i) (A) Identify the scores students must achieve in order to
4 meet the standard on the statewide student assessment, and the SAT or
5 the ACT if used to demonstrate career and college readiness under
6 section 201 of this act. The board shall also determine student
7 scores that identify levels of student performance below and beyond
8 the standard. The board shall set such performance standards and
9 levels in consultation with the superintendent of public instruction
10 and after consideration of any recommendations that may be developed
11 by any advisory committees that may be established for this purpose;

12 (B) To permit the legislature to take any statutory action it
13 deems warranted before modified or newly established scores are
14 implemented, the board shall notify the education committees of the
15 house of representatives and the senate of any scores that are
16 modified or established under (b) (i) (A) of this subsection on or
17 after July 28, 2019. The notifications required by this subsection
18 (4) (b) (i) (B) must be provided by November 30th of the year proceeding
19 the beginning of the school year in which the modified or established
20 scores will take effect;

21 (ii) ~~((A))~~ The legislature intends to continue the
22 implementation of chapter 22, Laws of 2013 ~~((7))~~ 2nd sp. sess. when
23 the legislature expressed the intent for the state board of education
24 to identify the student performance standard that demonstrates a
25 student's career and college readiness for the eleventh grade
26 consortium-developed assessments. Therefore, by December 1, 2018, the
27 state board of education, in consultation with the superintendent of
28 public instruction, must identify and report to the governor and the
29 education policy and fiscal committees of the legislature on the
30 equivalent student performance standard that a tenth grade student
31 would need to achieve on the state assessments to be on track to be
32 career and college ready at the end of the student's high school
33 experience;

34 ~~((B) Nothing in this section prohibits the state board of~~
35 ~~education from identifying a college and career readiness score that~~
36 ~~is different from the score required for high school graduation~~
37 ~~purposes;))~~

38 (iii) The legislature shall be advised of the initial performance
39 standards and any changes made to the elementary, middle, and high
40 school level performance standards. The board must provide an

1 explanation of and rationale for all initial performance standards
2 and any changes, for all grade levels of the statewide student
3 assessment. If the board changes the performance standards for any
4 grade level or subject, the superintendent of public instruction must
5 recalculate the results from the previous ten years of administering
6 that assessment regarding students below, meeting, and beyond the
7 state standard, to the extent that this data is available, and post a
8 comparison of the original and recalculated results on the
9 superintendent's web site;

10 (c) Annually review the assessment reporting system to ensure
11 fairness, accuracy, timeliness, and equity of opportunity, especially
12 with regard to schools with special circumstances and unique
13 populations of students, and a recommendation to the superintendent
14 of public instruction of any improvements needed to the system; and

15 (d) Include in the biennial report required under RCW
16 28A.305.035, information on the progress that has been made in
17 achieving goals adopted by the board;

18 (5) Accredite, subject to such accreditation standards and
19 procedures as may be established by the state board of education, all
20 private schools that apply for accreditation, and approve, subject to
21 the provisions of RCW 28A.195.010, private schools carrying out a
22 program for any or all of the grades kindergarten through twelve.
23 However, no private school may be approved that operates a
24 kindergarten program only and no private school shall be placed upon
25 the list of accredited schools so long as secret societies are
26 knowingly allowed to exist among its students by school officials;

27 (6) Articulate with the institutions of higher education,
28 workforce representatives, and early learning policymakers and
29 providers to coordinate and unify the work of the public school
30 system;

31 (7) Hire an executive director and an administrative assistant to
32 reside in the office of the superintendent of public instruction for
33 administrative purposes. Any other personnel of the board shall be
34 appointed as provided by RCW 28A.300.020. The board may delegate to
35 the executive director by resolution such duties as deemed necessary
36 to efficiently carry on the business of the board including, but not
37 limited to, the authority to employ necessary personnel and the
38 authority to enter into, amend, and terminate contracts on behalf of
39 the board. The executive director, administrative assistant, and all
40 but one of the other personnel of the board are exempt from civil

1 service, together with other staff as now or hereafter designated as
2 exempt in accordance with chapter 41.06 RCW; and

3 (8) Adopt a seal that shall be kept in the office of the
4 superintendent of public instruction.

5 **Sec. 113.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
6 read as follows:

7 (1) The extended learning opportunities program is created for
8 eligible eleventh and twelfth grade students who are not on track to
9 meet local or state graduation requirements as well as eighth grade
10 students who need additional assistance in order to have the
11 opportunity for a successful entry into high school. The program
12 shall provide early notification of graduation status and information
13 on education opportunities including preapprenticeship programs that
14 are available.

15 (2) Under the extended learning opportunities program and to the
16 extent funds are available for that purpose, districts shall make
17 available to students in grade twelve who have failed to meet one or
18 more local or state graduation requirements the option of continuing
19 enrollment in the school district in accordance with RCW 28A.225.160.
20 Districts are authorized to use basic education program funding to
21 provide instruction to eligible students under RCW 28A.150.220(~~(+3)~~)
22 (5).

23 (3) Under the extended learning opportunities program,
24 instructional services for eligible students can occur during the
25 regular school day, evenings, on weekends, or at a time and location
26 deemed appropriate by the school district, including the educational
27 service district, in order to meet the needs of these students.
28 Instructional services provided under this section do not include
29 services offered at private schools. Instructional services can
30 include, but are not limited to, the following:

31 (a) Individual or small group instruction;

32 ~~((Instruction in English language arts and/or mathematics
33 that eligible students need to pass all or part of the Washington
34 assessment of student learning;~~

35 ~~(e))~~ Attendance in a public high school or public alternative
36 school classes or at a skill center;

37 ~~((d))~~ (c) Inclusion in remediation programs, including summer
38 school;

1 ~~((e))~~ (d) Language development instruction for English language
2 learners;
3 ~~((f))~~ (e) Online curriculum and instructional support,
4 including programs for credit retrieval and ~~((Washington))~~ statewide
5 student assessment ~~((of student learning))~~ preparatory classes; and
6 ~~((g))~~ (f) Reading improvement specialists available at the
7 educational service districts to serve eighth, eleventh, and twelfth
8 grade educators through professional development in accordance with
9 RCW 28A.415.350. The reading improvement specialist may also provide
10 direct services to eligible students and those students electing to
11 continue a fifth year in a high school program who are still
12 struggling with basic reading skills.

13 **Sec. 114.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each
14 amended to read as follows:

15 (1) At the beginning of each school year, school districts must
16 notify parents and guardians of enrolled students from eighth through
17 twelfth grade about each student assessment required by the state,
18 the minimum state-level graduation requirements, and any additional
19 school district graduation requirements. The information may be
20 provided when the student is enrolled, contained in the student or
21 parent handbook, or posted on the school district's web site. The
22 notification must include the following:

23 (a) When each assessment will be administered;

24 (b) ~~((Which assessments will be required for graduation and what~~
25 ~~options students have to meet graduation requirements if they do not~~
26 ~~pass a given assessment;~~

27 ~~(c))~~ Whether the results of the assessment will be used for
28 program placement or grade-level advancement;

29 ~~((d))~~ (c) When the assessment results will be released to
30 parents or guardians and whether there will be an opportunity for
31 parents and teachers to discuss strategic adjustments; and

32 ~~((e))~~ (d) Whether the assessment is required by the school
33 district, state, federal government, or more than one of these
34 entities.

35 (2) The office of the superintendent of public instruction shall
36 provide information to the school districts to enable the districts
37 to provide the information to the parents and guardians in accordance
38 with subsection (1) of this section.

1 **Sec. 115.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
2 read as follows:

3 (1)(a) Eleventh and twelfth grade students or students who have
4 not yet received the credits required for the award of a high school
5 diploma and are eligible to be in the eleventh or twelfth grades may
6 apply to a participating institution of higher education to enroll in
7 courses or programs offered by the institution of higher education.

8 (b) The course sections and programs offered as running start
9 courses must also be open for registration to matriculated students
10 at the participating institution of higher education and may not be a
11 course consisting solely of high school students offered at a high
12 school campus.

13 (c) A student receiving home-based instruction enrolling in a
14 public high school for the sole purpose of participating in courses
15 or programs offered by institutions of higher education shall not be
16 counted by the school district in any required state or federal
17 accountability reporting if the student's parents or guardians filed
18 a declaration of intent to provide home-based instruction and the
19 student received home-based instruction during the school year before
20 the school year in which the student intends to participate in
21 courses or programs offered by the institution of higher education.
22 Students receiving home-based instruction under chapter 28A.200 RCW
23 and students attending private schools approved under chapter 28A.195
24 RCW shall not be required to meet the student learning goals(~~(7~~
25 ~~obtain a certificate of academic achievement or a certificate of~~
26 ~~individual achievement to graduate from high school,~~) or to
27 (~~master~~) learn the (~~(essential—academic)~~) state learning
28 (~~(requirements)~~) standards. However, students are eligible to enroll
29 in courses or programs in participating universities only if the
30 board of directors of the student's school district has decided to
31 participate in the program. Participating institutions of higher
32 education, in consultation with school districts, may establish
33 admission standards for these students. If the institution of higher
34 education accepts a secondary school pupil for enrollment under this
35 section, the institution of higher education shall send written
36 notice to the pupil and the pupil's school district within ten days
37 of acceptance. The notice shall indicate the course and hours of
38 enrollment for that pupil.

39 (2)(a) In lieu of tuition and fees, as defined in RCW 28B.15.020
40 and 28B.15.041:

1 (i) Running start students shall pay to the community or
2 technical college all other mandatory fees as established by each
3 community or technical college and, in addition, the state board for
4 community and technical colleges may authorize a fee of up to ten
5 percent of tuition and fees as defined in RCW 28B.15.020 and
6 28B.15.041; and

7 (ii) All other institutions of higher education operating a
8 running start program may charge running start students a fee of up
9 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
10 28B.15.041 in addition to technology fees.

11 (b) The fees charged under this subsection (2) shall be prorated
12 based on credit load.

13 (c) Students may pay fees under this subsection with advanced
14 college tuition payment program tuition units at a rate set by the
15 advanced college tuition payment program governing body under chapter
16 28B.95 RCW.

17 (3)(a) The institutions of higher education must make available
18 fee waivers for low-income running start students. Each institution
19 must establish a written policy for the determination of low-income
20 students before offering the fee waiver. A student shall be
21 considered low income and eligible for a fee waiver upon proof that
22 the student is currently qualified to receive free or reduced-price
23 lunch. Acceptable documentation of low-income status may also
24 include, but is not limited to, documentation that a student has been
25 deemed eligible for free or reduced-price lunches in the last five
26 years, or other criteria established in the institution's policy.

27 (b) Institutions of higher education, in collaboration with
28 relevant student associations, shall aim to have students who can
29 benefit from fee waivers take advantage of these waivers.
30 Institutions shall make every effort to communicate to students and
31 their families the benefits of the waivers and provide assistance to
32 students and their families on how to apply. Information about
33 waivers shall, to the greatest extent possible, be incorporated into
34 financial aid counseling, admission information, and individual
35 billing statements. Institutions also shall, to the greatest extent
36 possible, use all means of communication, including but not limited
37 to web sites, online catalogues, admission and registration forms,
38 mass email messaging, social media, and outside marketing to ensure
39 that information about waivers is visible, compelling, and reaches
40 the maximum number of students and families that can benefit.

1 (4) The pupil's school district shall transmit to the institution
2 of higher education an amount per each full-time equivalent college
3 student at statewide uniform rates for vocational and nonvocational
4 students. The superintendent of public instruction shall separately
5 calculate and allocate moneys appropriated for basic education under
6 RCW 28A.150.260 to school districts for purposes of making such
7 payments and for granting school districts seven percent thereof to
8 offset program related costs. The calculations and allocations shall
9 be based upon the estimated statewide annual average per full-time
10 equivalent high school student allocations under RCW 28A.150.260,
11 excluding small high school enhancements, and applicable rules
12 adopted under chapter 34.05 RCW. The superintendent of public
13 instruction, participating institutions of higher education, and the
14 state board for community and technical colleges shall consult on the
15 calculation and distribution of the funds. The funds received by the
16 institution of higher education from the school district shall not be
17 deemed tuition or operating fees and may be retained by the
18 institution of higher education. A student enrolled under this
19 subsection shall be counted for the purpose of meeting enrollment
20 targets in accordance with terms and conditions specified in the
21 omnibus appropriations act.

22 **Sec. 116.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
23 to read as follows:

24 (1) Subject to funds appropriated for this purpose, the office of
25 the superintendent of public instruction shall develop and conduct an
26 ongoing campaign for career and technical education to increase
27 awareness among teachers, counselors, students, parents, principals,
28 school administrators, and the general public about the opportunities
29 offered by rigorous career and technical education programs. Messages
30 in the campaign shall emphasize career and technical education as a
31 high quality educational pathway for students, including for students
32 who seek advanced education that includes a bachelor's degree or
33 beyond. In particular, the office shall provide information about the
34 following:

35 (a) The model career and technical education programs of study
36 developed under RCW 28A.700.060;

37 (b) Career and technical education course equivalencies and dual
38 credit for high school and college;

1 (c) (~~The career and technical education alternative assessment~~
2 ~~guidelines under RCW 28A.655.065;~~

3 ~~(d)~~) The availability of scholarships for postsecondary
4 workforce education, including the Washington award for vocational
5 excellence, and apprenticeships through the opportunity grant program
6 under RCW 28B.50.271, grants under RCW 28A.700.090, and other
7 programs; and

8 ~~((e))~~ (d) Education, apprenticeship, and career opportunities
9 in emerging and high-demand programs.

10 (2) The office shall use multiple strategies in the campaign
11 depending on available funds, including developing an interactive web
12 site to encourage and facilitate career exploration; conducting
13 training and orientation for guidance counselors and teachers; and
14 developing and disseminating printed materials.

15 (3) The office shall seek advice, participation, and financial
16 assistance from the workforce training and education coordinating
17 board, higher education institutions, foundations, employers,
18 apprenticeship and training councils, workforce development councils,
19 and business and labor organizations for the campaign.

20 **Sec. 117.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended
21 to read as follows:

22 (1) Subject to funds appropriated for this purpose, targeted
23 professional development programs, to be known as learning
24 improvement days, are authorized to further the development of
25 outstanding mathematics, science, and reading teaching and learning
26 opportunities in the state of Washington. The intent of this section
27 is to provide guidance for the learning improvement days in the
28 omnibus appropriations act. The learning improvement days authorized
29 in this section shall not be considered part of the definition of
30 basic education.

31 (2) A school district is eligible to receive funding for learning
32 improvement days that are limited to specific activities related to
33 student learning that contribute to the following outcomes:

34 (a) Provision of meaningful, targeted professional development
35 for all teachers in mathematics, science, or reading;

36 (b) Increased knowledge and instructional skill for mathematics,
37 science, or reading teachers;

1 (c) Increased use of curriculum materials with supporting
2 diagnostic and supplemental materials that align with state
3 standards;

4 ~~((Skillful guidance for students participating in alternative
5 assessment activities;~~

6 ~~(e))~~ Increased rigor of course offerings especially in
7 mathematics, science, and reading;

8 ~~((f))~~ (e) Increased student opportunities for focused, applied
9 mathematics and science classes;

10 ~~((g))~~ (f) Increased student success on state achievement
11 measures; and

12 ~~((h))~~ (g) Increased student appreciation of the value and uses
13 of mathematics, science, and reading knowledge and exploration of
14 related careers.

15 (3) School districts receiving resources under this section shall
16 submit reports to the superintendent of public instruction
17 documenting how the use of the funds contributes to measurable
18 improvement in the outcomes described under subsection (2) of this
19 section; and how other professional development resources and
20 programs authorized in statute or in the omnibus appropriations act
21 contribute to the expected outcomes. The superintendent of public
22 instruction and the office of financial management shall collaborate
23 on required report content and format.

24 **Sec. 118.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each
25 amended to read as follows:

26 (1) ~~((Beginning in the 2011-12 school year,))~~ The statewide high
27 school assessment in science shall be ((an end-of-course)) a
28 comprehensive assessment ((for biology)) that measures the state
29 standards for the application of science and engineering practices,
30 disciplinary core ideas, and crosscutting concepts in the domains of
31 physical sciences, life sciences, ((in addition to systems, inquiry,
32 and application as they pertain to life sciences)) Earth and space
33 sciences, and engineering design.

34 (2) ~~((a) The superintendent of public instruction may develop or~~
35 ~~adopt science end-of-course assessments or a comprehensive science~~
36 ~~assessment that includes subjects in addition to biology for purposes~~
37 ~~of RCW 28A.655.061, when so directed by the legislature. The~~
38 ~~legislature intends to transition from a biology end-of-course~~
39 ~~assessment to a more comprehensive science assessment in a manner~~

1 consistent with the way in which the state transitioned to an English
2 language arts assessment and a comprehensive mathematics assessment.
3 The legislature further intends that the transition will include at
4 least two years of using the student assessment results from either
5 the biology end-of-course assessment or the more comprehensive
6 assessment in order to provide students with reasonable opportunities
7 to demonstrate high school competencies while being mindful of the
8 increasing rigor of the new assessment.

9 ~~(b))~~) The superintendent of public instruction shall develop or
10 adopt a science assessment in accordance with RCW 28A.655.070(10)
11 that is not biased toward persons with different learning styles,
12 racial or ethnic backgrounds, or on the basis of gender.

13 ~~((c) Before the next subsequent school year after the~~
14 ~~legislature directs the superintendent to develop or adopt a new~~
15 ~~science assessment, the superintendent of public instruction shall~~
16 ~~review the objective alternative assessments for the science~~
17 ~~assessment and make recommendations to the legislature regarding~~
18 ~~additional objective alternatives, if any.))~~

19 (3) The superintendent of public instruction may participate with
20 consortia of multiple states as common student learning standards and
21 assessments in science are developed. The superintendent of public
22 instruction, in consultation with the state board of education, may
23 modify the ~~((essential academic))~~ state learning ~~((requirements))~~
24 standards and statewide student assessments in science, including the
25 high school assessment, according to the multistate common student
26 learning standards and assessments as long as the education
27 committees of the legislature have opportunities for review before
28 the modifications are adopted, as provided under RCW 28A.655.070.

29 (4) The statewide high school assessment under this section shall
30 be used to demonstrate that a student meets the state standards in
31 the science content area of the statewide student assessment until a
32 comprehensive science assessment is required under RCW 28A.655.061.

33 **Sec. 119.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended
34 to read as follows:

35 (1) The superintendent of public instruction shall develop
36 ~~((essential academic))~~ state learning ~~((requirements))~~ standards that
37 identify the knowledge and skills all public school students need to
38 know and be able to do based on the student learning goals in RCW
39 28A.150.210, develop student assessments, and implement the

1 accountability recommendations and requests regarding assistance,
2 rewards, and recognition of the state board of education.

3 (2) The superintendent of public instruction shall:

4 (a) Periodically revise the (~~essential-academic~~) state learning
5 (~~requirements~~) standards, as needed, based on the student learning
6 goals in RCW 28A.150.210. Goals one and two shall be considered
7 primary. To the maximum extent possible, the superintendent shall
8 integrate goal four and the knowledge and skill areas in the other
9 goals in the (~~essential-academic~~) state learning (~~requirements~~)
10 standards; and

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

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

39 (b) Effective with the 2009 administration of the Washington
40 assessment of student learning and continuing with the statewide

1 student assessment, the superintendent shall redesign the assessment
2 in the content areas of reading, mathematics, and science in all
3 grades except high school by shortening test administration and
4 reducing the number of short answer and extended response questions.

5 (c) By the 2014-15 school year, the superintendent of public
6 instruction, in consultation with the state board of education, shall
7 modify the statewide student assessment system to transition to
8 assessments developed with a multistate consortium, as provided in
9 this subsection:

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

17 (ii) The high school assessments in English language arts and
18 mathematics in (c)(i) of this subsection shall be used for the
19 purposes of ~~((earning a certificate of academic achievement for high~~
20 ~~school graduation under the timeline established in RCW 28A.655.061))~~
21 federal and state accountability and for assessing student career and
22 college readiness.

23 ~~((iii) During the transition period specified in RCW~~
24 ~~28A.655.061, the superintendent of public instruction shall use test~~
25 ~~items and other resources from the consortium assessment to develop~~
26 ~~and administer a tenth grade high school English language arts~~
27 ~~assessment, an end-of-course mathematics assessment to assess the~~
28 ~~standards common to algebra I and integrated mathematics I, and an~~
29 ~~end-of-course mathematics assessment to assess the standards common~~
30 ~~to geometry and integrated mathematics II.))~~

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

34 (4) If the superintendent proposes any modification to the
35 ~~((essential academic))~~ state learning ~~((requirements))~~ standards or
36 the statewide assessments, then the superintendent shall, upon
37 request, provide opportunities for the education committees of the
38 house of representatives and the senate to review the assessments and
39 proposed modifications to the ~~((essential academic))~~ state learning
40 ~~((requirements))~~ standards before the modifications are adopted.

1 (5) The assessment system shall be designed so that the results
2 under the assessment system are used by educators as tools to
3 evaluate instructional practices, and to initiate appropriate
4 educational support for students who have not mastered the
5 (~~essential—academic~~) state learning (~~requirements~~) standards at
6 the appropriate periods in the student's educational development.

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

11 (7) To assist parents and teachers in their efforts to provide
12 educational support to individual students, the superintendent of
13 public instruction shall provide as much individual student
14 performance information as possible within the constraints of the
15 assessment system's item bank. The superintendent shall also provide
16 to school districts:

17 (a) Information on classroom-based and other assessments that may
18 provide additional achievement information for individual students;
19 and

20 (b) A collection of diagnostic tools that educators may use to
21 evaluate the academic status of individual students. The tools shall
22 be designed to be inexpensive, easily administered, and quickly and
23 easily scored, with results provided in a format that may be easily
24 shared with parents and students.

25 (8) To the maximum extent possible, the superintendent shall
26 integrate knowledge and skill areas in development of the
27 assessments.

28 (9) Assessments for goals three and four of RCW 28A.150.210 shall
29 be integrated in the (~~essential—academic~~) state learning
30 (~~requirements~~) standards and assessments for goals one and two.

31 (10) The superintendent shall develop assessments that are
32 directly related to the (~~essential—academic~~) state learning
33 (~~requirements~~) standards, and are not biased toward persons with
34 different learning styles, racial or ethnic backgrounds, or on the
35 basis of gender.

36 (11) The superintendent shall review available and appropriate
37 options for competency-based assessments that meet the (~~essential—
38 academic~~) state learning (~~requirements~~) standards. In accordance
39 with the review required by this subsection, the superintendent shall

1 provide a report and recommendations to the education committees of
2 the house of representatives and the senate by November 1, 2019.

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

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

9 (14) The superintendent shall post on the superintendent's web
10 site lists of resources and model assessments in social studies, the
11 arts, and health and fitness.

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

15 (16)(a) The superintendent shall notify the state board of
16 education in writing before initiating the development or revision of
17 the ~~((essential-academic))~~ state learning ~~((requirements))~~ standards
18 under subsections (1) and (2) of this section. The notification must
19 be provided to the state board of education in advance for review at
20 a regularly scheduled or special board meeting and must include the
21 following information:

22 (i) The subject matter of the ~~((essential-academic))~~ state
23 learning ~~((requirements))~~ standards;

24 (ii) The reason or reasons the superintendent is initiating the
25 development or revision; and

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

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

31 (c) Prior to adoption by the superintendent of any new or revised
32 ~~((essential-academic))~~ state learning ~~((requirements))~~ standards, the
33 superintendent shall submit the proposed new or revised ~~((essential-~~
34 ~~academic))~~ state learning ~~((requirements))~~ standards to the state
35 board of education in advance in writing for review at a regularly
36 scheduled or special board meeting. The state board of education may
37 provide a response to the superintendent's proposal for consideration
38 prior to final adoption.

39 (17) The state board of education may propose new or revised
40 ~~((essential-academic))~~ state learning ~~((requirements))~~ standards to

1 the superintendent. The superintendent must respond to the state
2 board of education's proposal in writing.

3 **Sec. 120.** RCW 28A.655.090 and 2008 c 165 s 3 are each amended to
4 read as follows:

5 (1) By September 10, 1998, and by September 10th each year
6 thereafter, the superintendent of public instruction shall report to
7 schools, school districts, and the legislature on the results of the
8 (~~Washington assessment of student learning and state-mandated norm-~~
9 ~~referenced standardized tests~~) statewide student assessment.

10 (2) The reports shall include the assessment results by school
11 and school district, and include changes over time. For the
12 (~~Washington assessment of student learning~~) statewide student
13 assessment, results shall be reported as follows:

- 14 (a) The percentage of students meeting the standards;
- 15 (b) The percentage of students performing at each level of the
16 assessment;

17 (c) Disaggregation of results by at least the following subgroups
18 of students: White, Black, Hispanic, American Indian/Alaskan Native,
19 Asian, Pacific Islander/Hawaiian Native, low income, transitional
20 bilingual, migrant, special education, and, beginning with the
21 2009-10 school year, students covered by section 504 of the federal
22 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and

23 (d) A learning improvement index that shows changes in student
24 performance within the different levels of student learning reported
25 on the (~~Washington assessment of student learning~~) statewide
26 student assessment.

27 (3) The reports shall contain data regarding the different
28 characteristics of schools, such as poverty levels, percent of
29 English as a second language students, dropout rates, attendance,
30 percent of students in special education, and student mobility so
31 that districts and schools can learn from the improvement efforts of
32 other schools and districts with similar characteristics.

33 (4) The reports shall contain student scores on mandated tests by
34 comparable Washington schools of similar characteristics.

35 (5) The reports shall contain information on public school choice
36 options available to students, including vocational education.

37 (6) The reports shall be posted on the superintendent of public
38 instruction's internet web site.

1 (7) To protect the privacy of students, the results of schools
2 and districts that test fewer than ten students in a grade level
3 shall not be reported. In addition, in order to ensure that results
4 are reported accurately, the superintendent of public instruction
5 shall maintain the confidentiality of statewide data files until the
6 superintendent determines that the data are complete and accurate.

7 (8) The superintendent of public instruction shall monitor the
8 percentage and number of special education and limited English-
9 proficient students exempted from taking the assessments by schools
10 and school districts to ensure the exemptions are in compliance with
11 exemption guidelines.

12 **Sec. 121.** RCW 28A.655.200 and 2009 c 539 s 1 are each amended to
13 read as follows:

14 (1) The legislature intends to permit school districts to offer
15 norm-referenced assessments, make diagnostic tools available to
16 school districts, and provide funding for diagnostic assessments to
17 enhance student learning at all grade levels and provide early
18 intervention before the high school (~~Washington assessment of~~
19 ~~student learning~~) statewide student assessment.

20 (2) In addition to the diagnostic assessments provided under this
21 section, school districts may, at their own expense, administer norm-
22 referenced assessments to students.

23 (3) Subject to the availability of amounts appropriated for this
24 purpose, the office of the superintendent of public instruction shall
25 post on its web site for voluntary use by school districts, a guide
26 of diagnostic assessments. The assessments in the guide, to the
27 extent possible, shall include the characteristics listed in
28 subsection (4) of this section.

29 (4) Subject to the availability of amounts appropriated for this
30 purpose, beginning September 1, 2007, the office of the
31 superintendent of public instruction shall make diagnostic
32 assessments in reading, writing, mathematics, and science in
33 elementary, middle, and high school grades available to school
34 districts. Subject to funds appropriated for this purpose, the office
35 of the superintendent of public instruction shall also provide
36 funding to school districts for administration of diagnostic
37 assessments to help improve student learning, identify academic
38 weaknesses, enhance student planning and guidance, and develop
39 targeted instructional strategies to assist students before the high

1 school ((Washington assessment of student learning)) statewide
2 student assessment. To the greatest extent possible, the assessments
3 shall be:

4 (a) Aligned to the state's grade level expectations;

5 (b) Individualized to each student's performance level;

6 (c) Administered efficiently to provide results either
7 immediately or within two weeks;

8 (d) Capable of measuring individual student growth over time and
9 allowing student progress to be compared to other students across the
10 country;

11 (e) Readily available to parents; and

12 (f) Cost-effective.

13 (5) The office of the superintendent of public instruction shall
14 offer training at statewide and regional staff development activities
15 in:

16 (a) The interpretation of diagnostic assessments; and

17 (b) Application of instructional strategies that will increase
18 student learning based on diagnostic assessment data.

19 PART II

20 GRADUATION PATHWAY OPTIONS FOR THE GRADUATING CLASS OF 2020 AND 21 SUBSEQUENT CLASSES

22 NEW SECTION. **Sec. 201.** A new section is added to chapter
23 28A.655 RCW to read as follows:

24 (1)(a) Beginning with the class of 2020, graduation from a public
25 high school and the earning of a high school diploma must include the
26 following:

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

31 (ii) Satisfying credit requirements for graduation;

32 (iii) Demonstrating career and college readiness through
33 completion of the high school and beyond plan as required by RCW
34 28A.230.090; and

35 (iv) Meeting the requirements of at least one graduation pathway
36 option established in this section. The pathway options established
37 in this section are intended to provide a student with multiple
38 pathways to graduating with a meaningful high school diploma that are

1 tailored to the goals of the student. A student may choose to pursue
2 one or more of the pathway options under (b) of this subsection, but
3 any pathway option used by a student to demonstrate career and
4 college readiness must be in alignment with the student's high school
5 and beyond plan.

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

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

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

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

31 (iv) Earn high school credit, with a C+ grade or equivalent, in
32 AP, international baccalaureate, or Cambridge international courses
33 in English language arts and mathematics. For English language arts,
34 successfully completing any of the following courses meets the
35 standard: AP English language and composition; macroeconomics;
36 microeconomics; psychology; United States history; world history;
37 United States government and politics; comparative government and
38 politics; and any of the international baccalaureate individuals and
39 societies courses. For mathematics, successfully completing any of

1 the following courses meets the standard: AP statistics or calculus;
2 and any of the international baccalaureate mathematics courses;

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

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

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

11 (viii) Complete a sequence of career and technical education
12 courses, including those leading to workforce entry, state or
13 nationally approved apprenticeships, or postsecondary education, that
14 meet the minimum criteria identified in RCW 28A.700.030. Nothing in
15 this subsection (1)(b)(viii) requires a student to enroll in a
16 preparatory course that is approved under RCW 28A.700.030 for the
17 purposes of demonstrating career and college readiness under this
18 section.

19 (2) While the legislature encourages school districts to make all
20 pathway options established in this section available to their high
21 school students, and to expand their pathway options until that goal
22 is met, school districts have discretion in determining which pathway
23 options under this section they will offer to students.

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

26 PART III

27 ESTABLISHING A MASTERY-BASED LEARNING WORK GROUP

28 NEW SECTION. **Sec. 301.** (1) By June 1, 2019, the state board of
29 education shall convene a work group to inform the governor, the
30 legislature, and the public about barriers to mastery-based learning
31 in Washington state whereby:

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

33 (b) Competencies include explicit, measurable, transferable
34 learning objectives that empower students;

35 (c) Assessments are meaningful and a positive learning experience
36 for students;

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

1 (e) Learning outcomes emphasize competencies that include
2 application and creation of knowledge along with the development of
3 important skills and dispositions.

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

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

12 (b) Development of mastery-based pathways to the earning of a
13 high school diploma; and

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

16 (3) The work group must include the following members:

17 (a) Four legislators: One from each of the two largest caucuses
18 in the house of representatives, appointed by the speaker of the
19 house; and one from each of the two largest caucuses in the senate,
20 appointed by the president of the senate;

21 (b) Two students as selected by the association of Washington
22 student leaders;

23 (c) One representative from the educational opportunity gap
24 oversight and accountability committee as selected by the educational
25 opportunity gap oversight and accountability committee;

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

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

30 (f) One high school counselor as selected by the Washington
31 education association;

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

35 (h) One representative from the office of the superintendent of
36 public instruction as selected by the superintendent of public
37 instruction; and

38 (i) One representative from the state board of education as
39 selected by the chair of the state board of education.

40 (4) The state board of education shall:

- 1 (a) Provide staff support to the work group;
- 2 (b) Coordinate work group membership to ensure member diversity,
3 including racial, ethnic, gender, geographic, community size, and
4 expertise diversity; and
- 5 (c) Submit an interim report outlining preliminary findings and
6 potential recommendations to the governor and the education
7 committees of the house of representatives and the senate by December
8 1, 2019, and a final report, provided to the same recipients,
9 detailing all findings and recommendations related to the work
10 group's purpose and tasks by December 1, 2020.
- 11 (5) This section expires March 1, 2021.

12 **PART IV**

13 **CONTINUED APPLICABILITY OF GRADUATION REQUIREMENTS FOR STUDENTS IN**
14 **THE GRADUATING CLASS OF 2018 AND PRIOR GRADUATING CLASSES**

15 NEW SECTION. **Sec. 401.** A new section is added to chapter
16 28A.655 RCW to read as follows:

17 RCW 28A.155.045, 28A.655.061, and 28A.655.065, as they existed on
18 January 1, 2019, apply to students in the graduating class of 2018
19 and prior graduating classes.

20 **PART V**

21 **ADDITIONAL AND REPEALED PROVISIONS**

22 **Sec. 501.** RCW 28A.655.063 and 2007 c 354 s 7 are each amended to
23 read as follows:

24 (1) Subject to the availability of funds appropriated for this
25 purpose, the office of the superintendent of public instruction shall
26 provide funds to school districts to reimburse students for the cost
27 of taking the tests in RCW 28A.655.061(~~(+10)~~) (9)(b) when the
28 students take the tests for the purpose of using the results as an
29 objective alternative assessment. The office of the superintendent of
30 public instruction may, as an alternative to providing funds to
31 school districts, arrange for students to receive a testing fee
32 waiver or make other arrangements to compensate the students.

33 (2) This section expires August 31, 2021.

1 NEW SECTION. **Sec. 502.** RCW 28A.655.066 (Statewide end-of-course
2 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,
3 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

4 NEW SECTION. **Sec. 503.** A new section is added to chapter
5 28A.230 RCW to read as follows:

6 (1) The legislature finds that fully realizing the potential of
7 high school and beyond plans as meaningful tools for articulating and
8 revising pathways for graduation will require additional school
9 counselors and family coordinators. The legislature further finds
10 that the development and implementation of an online electronic
11 platform for high school and beyond plans will be an appropriate and
12 supportive action that will assist students, parents and guardians,
13 educators, and counselors as the legislature explores options for
14 funding additional school counselors.

15 (2) Subject to the availability of amounts appropriated for this
16 specific purpose, the office of the superintendent of public
17 instruction shall select and contract with a vendor to develop and
18 implement a statewide online electronic platform for high school and
19 beyond plans required by RCW 28A.230.090. Beginning in the 2020-21
20 school year, the platform must be available to all students who are
21 required to have a high school and beyond plan.

22 (3) At a minimum, the platform must:

23 (a) Enable students to create, personalize, review, and revise
24 their high school and beyond plans;

25 (b) Grant parents or guardians, educators, and counselors
26 appropriate access to students' high school and beyond plans;

27 (c) Employ a sufficiently flexible technology that allows for
28 subsequent modifications necessitated by statutory changes,
29 administrative changes, or both, as well as enhancements to improve
30 the features and functionality of the platform;

31 (d) Be capable of being maintained by the office of the
32 superintendent of public instruction within two years after its
33 initial implementation; and

34 (e) Comply with state and federal requirements for student
35 privacy.

36 (4) The office of the superintendent of public instruction may
37 adopt and revise rules as necessary to implement this section.

1 NEW SECTION. **Sec. 504.** Sections 102 and 301 of this act are
2 necessary for the immediate preservation of the public peace, health,
3 or safety, or support of the state government and its existing public
4 institutions, and take effect immediately.

5 NEW SECTION. **Sec. 505.** If specific funding for the purposes of
6 this act, referencing this act by bill or chapter number, is not
7 provided by June 30, 2019, in the omnibus appropriations act, this
8 act is null and void."

9 Correct the title.

EFFECT: (1) Removes a requirement that obligates students in the graduating class of 2019 to attempt at least one alternative assessment before being eligible for an expedited waiver process of the Superintendent of Public Instruction.

(2) Extends the certificate of individual achievement as a graduation requirement for qualifying students in the graduating classes of 2020 and 2021, and makes related changes to statutory expiration dates established in the underlying bill.

(3) Establishes that students who meet specified requirements toward the completion of an international baccalaureate diploma programme have satisfied a specific graduation pathway option for demonstrating career and college readiness.

(4) Makes numerous changes to the graduation pathway options established in the underlying bill, including:

(a) Requiring students who use certain pathway options to meet standard in English language arts and mathematics, rather than one or the other;

(b) Removing certain pathway options as stand-alone options for demonstrating career and college readiness, including being accepted into an institution of higher education, being employed in an occupation identified in the student's high school and beyond plan, earning high school credit through an apprenticeship preparation program, and passing an industry-based credential exam;

(c) Modifying provisions related to career and technical education (CTE) course sequences by specifying that completing a sequence of CTE courses, including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education, that meet specified requirements also satisfies the obligation to demonstrate career and college readiness through a graduation pathway option; and

(d) Requiring the state board of education to adopt rules to implement the graduation pathway options.

(5) Requires the statewide academic assessment system to include the Washington Access to Instruction and Measurement (WA-AIM) Assessment for students with significant cognitive challenges.

(6) Removes provisions establishing and related to optional assessments for demonstrating career and college readiness that would be available beginning with the class of 2022.

(7)(a) Directs the State Board of Education to convene a work group on barriers to mastery-based learning, rather than competency-based learning.

(b) Modifies duties of the work group.

(c) Changes the membership of the work group by adding four legislators and removing three representatives from business or industry.

(8) Changes the effective date of a section relating to high school and beyond plans, rules of the State Board of Education pertaining to individual student credit waivers, and provisions governing the earning of credit before high school by removing the section from being subject to an emergency clause.

(9) Adds intent language.

(10) Makes technical changes, including correcting references to "individualized education programs" and references to "spaces" sciences, and changing a continued applicability clause for students in previous graduating classes from "2019 and prior graduating classes" to "2018 and prior graduating classes."

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