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ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1599

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State of Washington

66th Legislature

2019 Regular Session

**By** House Appropriations (originally sponsored by Representatives Stonier, Harris, Dolan, Ortiz-Self, MacEwen, Kilduff, Young, Valdez, Wylie, Volz, Bergquist, Stanford, Tharinger, Lekanoff, Pollet, Slatter, and Ormsby)

READ FIRST TIME 03/01/19.

1 AN ACT Relating to promoting career and college readiness through  
2 modified high school graduation requirements; amending RCW  
3 28A.655.065, 28A.230.090, 28A.155.045, 28A.655.061, 28A.155.170,  
4 28A.180.100, 28A.195.010, 28A.200.010, 28A.230.122, 28A.230.125,  
5 28A.305.130, 28A.320.190, 28A.320.208, 28A.600.310, 28A.700.080,  
6 28A.415.360, 28A.655.068, 28A.655.070, 28A.655.090, 28A.655.200, and  
7 28A.655.063; adding new sections to chapter 28A.655 RCW; adding a new  
8 section to chapter 28A.230 RCW; creating new sections; repealing RCW  
9 28A.655.066; providing expiration dates; and declaring an emergency.

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

11 **PART I**

12 **DECOUPLING STATEWIDE ASSESSMENTS FROM GRADUATION REQUIREMENTS AND**  
13 **MAKING OTHER MODIFICATIONS**

14 NEW SECTION. **Sec. 101.** The legislature intends to continue  
15 providing students with the opportunity to access a challenging  
16 learning environment and a meaningful diploma that supports every  
17 student in achieving his or her individualized career and college  
18 goals.

19 In an ongoing effort to create an educational system focused on  
20 individualized student learning that is culturally responsive to the

1 needs of our diverse student population, the legislature must provide  
2 a system that allows each student to work with his or her teachers,  
3 parents or guardians, and counselors to identify the best ways to  
4 demonstrate appropriate readiness in furtherance of the student's  
5 career and college goals.

6 The legislature further recognizes that student-focused  
7 graduation pathways must be adaptable and allow students to change  
8 pathways as their goals shift. While standardized tests may be a  
9 graduation pathway option chosen by some to demonstrate career and  
10 college readiness, students should have other rigorous and meaningful  
11 pathway options to select from when demonstrating their  
12 proficiencies. The legislature, therefore, intends to create a system  
13 of multiple graduation pathway options that enable students to  
14 support their individual goals for high school and beyond.

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

17 (1) The legislature has made a commitment to rigorous academic  
18 standards for receipt of a high school diploma. The primary way that  
19 students will demonstrate that they meet the standards in reading,  
20 writing, mathematics, and science is through the statewide student  
21 assessment. Only objective assessments that are comparable in rigor  
22 to the state assessment are authorized as an alternative assessment.  
23 Before seeking an alternative assessment, the legislature expects  
24 students to make a genuine effort to meet state standards, through  
25 regular and consistent attendance at school and participation in  
26 extended learning and other assistance programs.

27 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,  
28 and concluding with the graduating class of 2019, the superintendent  
29 of public instruction shall implement objective alternative  
30 assessment methods as provided in this section for students to  
31 demonstrate achievement of the state standards in content areas in  
32 which the student has not yet met the standard on the high school  
33 statewide student assessment. A student may access an alternative if  
34 the student meets applicable eligibility criteria in RCW 28A.655.061  
35 and this section and other eligibility criteria established by the  
36 superintendent of public instruction, including but not limited to  
37 attendance criteria and participation in the remediation or  
38 supplemental instruction contained in the student learning plan  
39 developed under RCW 28A.655.061. A school district may waive

1 attendance and/or remediation criteria for special, unavoidable  
2 circumstances.

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

6 (4) One alternative assessment method shall be a combination of  
7 the applicant's grades in applicable courses and the applicant's  
8 highest score on the high school statewide student assessment, as  
9 provided in this subsection. A student is eligible to apply for the  
10 alternative assessment method under this subsection (4) if the  
11 student has a cumulative grade point average of at least 3.2 on a  
12 four point grading scale. The superintendent of public instruction  
13 shall determine which high school courses are applicable to the  
14 alternative assessment method and shall issue guidelines to school  
15 districts.

16 (a) Using guidelines prepared by the superintendent of public  
17 instruction, a school district shall identify the group of students  
18 in the same school as the applicant who took the same high school  
19 courses as the applicant in the applicable content area. From the  
20 group of students identified in this manner, the district shall  
21 select the comparison cohort that shall be those students who met or  
22 slightly exceeded the state standard on the statewide student  
23 assessment.

24 (b) The district shall compare the applicant's grades in high  
25 school courses in the applicable content area to the grades of  
26 students in the comparison cohort for the same high school courses.  
27 If the applicant's grades are equal to or above the mean grades of  
28 the comparison cohort, the applicant shall be deemed to have met the  
29 state standard on the alternative assessment.

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

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

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

36 (b) By January 1, 2007, guidelines and appeal processes for  
37 waiving specific requirements in RCW 28A.655.061 pertaining to the  
38 certificate of academic achievement and to the certificate of  
39 individual achievement for students who: (i) Transfer to a Washington  
40 public school in their junior or senior year with the intent of

1 obtaining a public high school diploma, or (ii) have special,  
2 unavoidable circumstances;

3 (c)(i) For the graduating classes of 2014, 2015, 2016, 2017,  
4 ~~((and))~~ 2018, and 2019, an expedited appeal process for waiving  
5 specific requirements in RCW 28A.655.061 pertaining to the  
6 certificate of academic achievement and the certificate of individual  
7 achievement for eligible students who have not met the state standard  
8 on the English language arts statewide student assessment, the  
9 mathematics high school statewide student assessment, or both. The  
10 student or the student's parent, guardian, or principal may initiate  
11 an appeal with the district and the district has the authority to  
12 determine which appeals are submitted to the superintendent of public  
13 instruction for review and approval. The superintendent of public  
14 instruction may only approve an appeal if it has been demonstrated  
15 that the student has the necessary skills and knowledge to meet the  
16 high school graduation standard and that the student has the skills  
17 necessary to successfully achieve the college or career goals  
18 established in his or her high school and beyond plan. Pathways for  
19 demonstrating the necessary skills and knowledge may include, but are  
20 not limited to:

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

23 (B) Admission to a higher education institution or career  
24 preparation program;

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

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

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

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

36 (6) The state board of education shall examine opportunities for  
37 additional alternative assessments, including the possible use of one  
38 or more standardized norm-referenced student achievement tests and  
39 the possible use of the reading, writing, or mathematics portions of  
40 the ACT ASSET and ACT COMPASS test instruments as objective

1 alternative assessments for demonstrating that a student has met the  
2 state standards for the certificate of academic achievement. The  
3 state board shall submit its findings and recommendations to the  
4 education committees of the legislature by January 10, 2008.

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

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

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

10 (1) The state board of education shall establish high school  
11 graduation requirements or equivalencies for students, except as  
12 provided in RCW 28A.230.122 and except those equivalencies  
13 established by local high schools or school districts under RCW  
14 28A.230.097. The purpose of a high school diploma is to declare that  
15 a student is ready for success in postsecondary education, gainful  
16 employment, and citizenship, and is equipped with the skills to be a  
17 lifelong learner.

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

22 (b) Except as provided otherwise in this subsection, the  
23 certificate of academic achievement requirements under RCW  
24 28A.655.061 or the certificate of individual achievement requirements  
25 under RCW 28A.155.045 are required for graduation from a public high  
26 school but are not the only requirements for graduation. ~~The~~  
27 requirement to earn a certificate of academic achievement to qualify  
28 for graduation from a public high school concludes with the  
29 graduating class of 2019. The obligation of qualifying students to  
30 earn a certificate of individual achievement as a prerequisite for  
31 graduation from a public high school concludes with the graduating  
32 class of 2021.

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

37 (ii) (A) A high school and beyond plan must be initiated for each  
38 student during the seventh or eighth grade. In preparation for

1 initiating that plan, each student must first be administered a  
2 career interest and skills inventory.

3 (B) For students with an individualized education program, the  
4 high school and beyond plan must be developed in alignment with their  
5 individualized education program. The high school and beyond plan  
6 must be developed in a similar manner and with similar school  
7 personnel as for all other students.

8 (iii)(A) The high school and beyond plan must be updated to  
9 reflect high school assessment results in RCW 28A.655.070(3)(b) and  
10 to review transcripts, assess progress toward identified goals, and  
11 revised as necessary for changing interests, goals, and needs. The  
12 plan must identify available interventions and academic support,  
13 courses, or both, that are designed for students who ~~((have not met~~  
14 ~~the high school graduation standard))~~ are not on track to graduate,  
15 to enable them to ((meet the standard)) fulfill high school  
16 graduation requirements. Each student's high school and beyond plan  
17 must be updated to inform junior year course taking.

18 (B) For students with an individualized education program, the  
19 high school and beyond plan must be updated in alignment with their  
20 school to postschool transition plan. The high school and beyond plan  
21 must be updated in a similar manner and with similar school personnel  
22 as for all other students.

23 (iv) School districts are encouraged to involve parents and  
24 guardians in the process of developing and updating the high school  
25 and beyond plan, and the plan must be provided to the students'  
26 parents or guardians in their native language if that language is one  
27 of the two most frequently spoken non-English languages of students  
28 in the district. Nothing in this subsection (1)(c)~~((-iii-))~~ (iv)  
29 prevents districts from providing high school and beyond plans to  
30 parents and guardians in additional languages that are not required  
31 by this subsection.

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

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

36 (B) Identification of educational goals;

37 (C) Identification of dual credit programs and the opportunities  
38 they create for students, including but not limited to career and  
39 technical education programs, running start programs, and college in  
40 the high school programs;

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

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

4 (I) Includes information about options for satisfying state and  
5 local graduation requirements;

6 (II) Satisfies state and local graduation requirements;

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

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

14 (V) Includes information about the college bound scholarship  
15 program; (~~and~~)

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

19 (I) Information about the documentation necessary for completing  
20 the applications; application timeliness and submission deadlines;  
21 the importance of submitting applications early; information specific  
22 to students who are or have been in foster care; information specific  
23 to students who are, or are at risk of being, homeless; information  
24 specific to students whose family member or guardians will be  
25 required to provide financial and tax information necessary to  
26 complete applications; and

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

30 (G) By the end of the twelfth grade, a current resume or activity  
31 log that provides a written compilation of the student's education,  
32 any work experience, and any community service and how the school  
33 district has recognized the community service pursuant to RCW  
34 28A.320.193.

35 (d) Any decision on whether a student has met the state board's  
36 high school graduation requirements for a high school and beyond plan  
37 shall remain at the local level. Effective with the graduating class  
38 of 2015, the state board of education may not establish a requirement  
39 for students to complete a culminating project for graduation. A  
40 district may establish additional, local requirements for a high

1 school and beyond plan to serve the needs and interests of its  
2 students and the purposes of this section.

3 (e) (i) The state board of education shall adopt rules to  
4 implement the career and college ready graduation requirement  
5 proposal adopted under board resolution on November 10, 2010, and  
6 revised on January 9, 2014, to take effect beginning with the  
7 graduating class of 2019 or as otherwise provided in this subsection  
8 (1)(e). The rules must include authorization for a school district to  
9 waive up to two credits for individual students based on (~~unusual~~)  
10 a student's circumstances (~~and in accordance with~~), provided that  
11 none of the waived credits are identified as mandatory core credits  
12 by the state board of education. School districts must adhere to  
13 written policies authorizing the waivers that must be adopted by each  
14 board of directors of a school district that grants diplomas. The  
15 rules must also provide that the content of the third credit of  
16 mathematics and the content of the third credit of science may be  
17 chosen by the student based on the student's interests and high  
18 school and beyond plan with agreement of the student's parent or  
19 guardian or agreement of the school counselor or principal.

20 (ii) School districts may apply to the state board of education  
21 for a waiver to implement the career and college ready graduation  
22 requirement proposal beginning with the graduating class of 2020 or  
23 2021 instead of the graduating class of 2019. In the application, a  
24 school district must describe why the waiver is being requested, the  
25 specific impediments preventing timely implementation, and efforts  
26 that will be taken to achieve implementation with the graduating  
27 class proposed under the waiver. The state board of education shall  
28 grant a waiver under this subsection (1)(e) to an applying school  
29 district at the next subsequent meeting of the board after receiving  
30 an application.

31 (iii) A school district must update the high school and beyond  
32 plans for each student who has not earned a score of level 3 or level  
33 4 on the middle school mathematics assessment identified in RCW  
34 28A.655.070 by ninth grade, to ensure that the student takes a  
35 mathematics course in both ninth and tenth grades. This course may  
36 include career and technical education equivalencies in mathematics  
37 adopted pursuant to RCW 28A.230.097.

38 (2) (a) In recognition of the statutory authority of the state  
39 board of education to establish and enforce minimum high school  
40 graduation requirements, the state board shall periodically



1 reevaluate the graduation requirements and shall report such findings  
2 to the legislature in a timely manner as determined by the state  
3 board.

4 (b) The state board shall reevaluate the graduation requirements  
5 for students enrolled in vocationally intensive and rigorous career  
6 and technical education programs, particularly those programs that  
7 lead to a certificate or credential that is state or nationally  
8 recognized. The purpose of the evaluation is to ensure that students  
9 enrolled in these programs have sufficient opportunity to earn a  
10 certificate of academic achievement, complete the program and earn  
11 the program's certificate or credential, and complete other state and  
12 local graduation requirements.

13 (c) The state board shall forward any proposed changes to the  
14 high school graduation requirements to the education committees of  
15 the legislature for review. The legislature shall have the  
16 opportunity to act during a regular legislative session before the  
17 changes are adopted through administrative rule by the state board.  
18 Changes that have a fiscal impact on school districts, as identified  
19 by a fiscal analysis prepared by the office of the superintendent of  
20 public instruction, shall take effect only if formally authorized and  
21 funded by the legislature through the omnibus appropriations act or  
22 other enacted legislation.

23 (3) Pursuant to any requirement for instruction in languages  
24 other than English established by the state board of education or a  
25 local school district, or both, for purposes of high school  
26 graduation, students who receive instruction in American sign  
27 language or one or more American Indian languages shall be considered  
28 to have satisfied the state or local school district graduation  
29 requirement for instruction in one or more languages other than  
30 English.

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

36 (a) The course was taken with high school students, if the  
37 academic level of the course exceeds the requirements for seventh and  
38 eighth grade classes, and the student has successfully passed by  
39 completing the same course requirements and examinations as the high  
40 school students enrolled in the class; or

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

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

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

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

15 Beginning with the graduating class of 2008, and concluding with  
16 the graduating class of 2021, students served under this chapter, who  
17 are not appropriately ~~((assessed))~~ served by the ~~((high school~~  
18 ~~Washington assessment system as defined in RCW 28A.655.061))~~  
19 graduation pathway options established in section 201 of this act,  
20 even with accommodations, may earn a certificate of individual  
21 achievement. The certificate may be earned using multiple ~~((ways))~~  
22 measures to demonstrate skills and abilities commensurate with their  
23 ~~((individual))~~ individualized education programs. The determination  
24 of whether the ~~((high school assessment system is))~~ graduation  
25 pathway options established in section 201 of this act or the  
26 multiple measures authorized in this section are appropriate shall be  
27 made by the student's ~~((individual))~~ individualized education program  
28 team. ~~((Except as provided in RCW 28A.655.0611,))~~ For ((these)) the  
29 students who use the multiple measures authorized by this section,  
30 the certificate of individual achievement is required for graduation  
31 from a public high school ~~((, but need not be the only requirement for~~  
32 ~~graduation. When measures other than the high school assessment~~  
33 ~~system as defined in RCW 28A.655.061 are used,))~~. The multiple  
34 measures ((shall)) that may be used to demonstrate skills and  
35 abilities of students under this section must be in agreement with  
36 the appropriate educational opportunity provided for the student as  
37 required by this chapter. The superintendent of public instruction  
38 shall develop the guidelines for determining ~~((which students should~~  
39 ~~not be required to participate in the high school assessment system~~

1 and)) which types of ((assessments)) multiple measures to demonstrate  
2 skills and abilities under this section are appropriate to use.

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

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

12 This section expires August 31, 2024.

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

15 (1) The high school assessment system shall include but need not  
16 be limited to the statewide student assessment, opportunities for a  
17 student to retake the content areas of the assessment in which the  
18 student was not successful, and, if approved by the legislature  
19 pursuant to subsection ~~((10))~~ (9) of this section, one or more  
20 objective alternative assessments for a student to demonstrate  
21 achievement of state academic standards. The objective alternative  
22 assessments for each content area shall be comparable in rigor to the  
23 skills and knowledge that the student must demonstrate on the  
24 statewide student assessment for each content area.

25 (2) Subject to the conditions in this section, and concluding  
26 with the graduating class of 2019, a certificate of academic  
27 achievement shall be obtained and is evidence that the students have  
28 successfully met the state standard in the content areas included in  
29 the certificate. With the exception of students satisfying the  
30 provisions of RCW 28A.155.045 ~~((or 28A.655.061))~~, acquisition of the  
31 certificate is required for graduation from a public high school but  
32 is not the only requirement for graduation.

33 (3) (a) Beginning with the graduating class of 2008 through the  
34 graduating class of 2015, with the exception of students satisfying  
35 the provisions of RCW 28A.155.045, a student who meets the state  
36 standards on the English language arts and mathematics high school  
37 statewide student assessment shall earn a certificate of academic  
38 achievement. The mathematics assessment shall be the end-of-course  
39 assessment for the first year of high school mathematics that

1 assesses the standards common to algebra I and integrated mathematics  
2 I or the end-of-course assessment for the second year of high school  
3 mathematics that assesses standards common to geometry and integrated  
4 mathematics II.

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

11 (i) Students in the graduating class of 2016 may use the results  
12 from:

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

15 (B) The end-of-course assessment for the first year of high  
16 school mathematics, the end-of-course assessment for the second year  
17 of high school mathematics, or the comprehensive mathematics  
18 assessment developed with the multistate consortium.

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

21 (A) The tenth grade English language arts assessment developed by  
22 the superintendent of public instruction using resources from the  
23 multistate consortium or the English language arts assessment  
24 developed with the multistate consortium; and

25 (B) The end-of-course assessment for the first year of high  
26 school mathematics, the end-of-course assessment for the second year  
27 of high school mathematics, or the comprehensive mathematics  
28 assessment developed with the multistate consortium.

29 (c) Beginning with the graduating class of 2019, a student who  
30 meets the high school graduation standard on the high school English  
31 language arts assessment developed with the multistate consortium and  
32 the comprehensive mathematics assessment developed with the  
33 multistate consortium shall earn a certificate of academic  
34 achievement.

35 ~~(d) ((Beginning with the graduating class of 2020, a student who~~  
36 ~~meets the high school graduation standard on the high school English~~  
37 ~~language arts assessment developed with the multistate consortium and~~  
38 ~~the comprehensive mathematics assessment developed with the~~  
39 ~~multistate consortium to be administered in tenth grade shall earn a~~  
40 ~~certificate of academic achievement.~~

1       ~~(e))~~) If a student does not successfully meet the state standards  
2 in one or more content areas required for the certificate of academic  
3 achievement, then the student may retake the assessment in the  
4 content area at least twice a year at no cost to the student. If the  
5 student successfully meets the state standards on a retake of the  
6 assessment then the student shall earn a certificate of academic  
7 achievement. Once objective alternative assessments are authorized  
8 pursuant to subsection ~~((10))~~ (9) of this section, a student may  
9 use the objective alternative assessments to demonstrate that the  
10 student successfully meets the state standards for that content area  
11 if the student has taken the statewide student assessment at least  
12 once. If the student successfully meets the state standards on the  
13 objective alternative assessments then the student shall earn a  
14 certificate of academic achievement.

15       ~~(4) ((Beginning with the graduating class of 2021, a student must~~  
16 ~~meet the state standards in science in addition to the other content~~  
17 ~~areas required under subsection (3) of this section on the statewide~~  
18 ~~student assessment, a retake, or the objective alternative~~  
19 ~~assessments in order to earn a certificate of academic achievement.~~  
20 ~~The assessment under this subsection must be a comprehensive~~  
21 ~~assessment of the science essential academic learning requirements~~  
22 ~~adopted by the superintendent of public instruction in 2013.~~

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

28       ~~((6))~~ (5) A student may retain and use the highest result from  
29 each successfully completed content area of the high school  
30 assessment.

31       ~~((7))~~ (6) School districts must make available to students the  
32 following options:

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

36       (b) To retake the statewide student assessment at least twice a  
37 year in the content areas in which the student did not meet the state  
38 standards if the student is enrolled in a high school completion  
39 program at a community or technical college. The superintendent of  
40 public instruction and the state board for community and technical

1 colleges shall jointly identify means by which students in these  
2 programs can be assessed.

3 ~~((+8))~~ (7) Students who achieve the standard in a content area  
4 of the high school assessment but who wish to improve their results  
5 shall pay for retaking the assessment, using a uniform cost  
6 determined by the superintendent of public instruction.

7 ~~((+9))~~ (8) Opportunities to retake the assessment at least twice  
8 a year shall be available to each school district.

9 ~~((+10))~~ (9)(a) The office of the superintendent of public  
10 instruction shall develop options for implementing objective  
11 alternative assessments, which may include an appeals process for  
12 students' scores, for students to demonstrate achievement of the  
13 state academic standards. The objective alternative assessments shall  
14 be comparable in rigor to the skills and knowledge that the student  
15 must demonstrate on the statewide student assessment and be objective  
16 in its determination of student achievement of the state standards.  
17 Before any objective alternative assessments in addition to those  
18 authorized in RCW 28A.655.065 or (b) of this subsection are used by a  
19 student to demonstrate that the student has met the state standards  
20 in a content area required to obtain a certificate, the legislature  
21 shall formally approve the use of any objective alternative  
22 assessments through the omnibus appropriations act or by statute or  
23 concurrent resolution.

24 (b)(i) A student's score on the mathematics, reading or English,  
25 or writing portion of the SAT or the ACT may be used as an objective  
26 alternative assessment under this section for demonstrating that a  
27 student has met or exceeded the state standards for the certificate  
28 of academic achievement. The state board of education shall identify  
29 the scores students must achieve on the relevant portion of the SAT  
30 or ACT to meet or exceed the state standard in the relevant content  
31 area on the statewide student assessment. A student's score on the  
32 science portion of the ACT or the science subject area tests of the  
33 SAT may be used as an objective alternative assessment under this  
34 section as soon as the state board of education determines that  
35 sufficient data is available to identify reliable equivalent scores  
36 for the science content area of the statewide student assessment.  
37 After the first scores are established, the state board may increase  
38 but not decrease the scores required for students to meet or exceed  
39 the state standards.

1 (ii) A student who scores at least a three on the grading scale  
2 of one to five for selected AP examinations may use the score as an  
3 objective alternative assessment under this section for demonstrating  
4 that a student has met or exceeded state standards for the  
5 certificate of academic achievement. A score of three on the AP  
6 examinations in calculus or statistics may be used as an alternative  
7 assessment for the mathematics portion of the statewide student  
8 assessment. A score of three on the AP examinations in English  
9 language and composition may be used as an alternative assessment for  
10 the writing portion of the statewide student assessment; and for the  
11 English language arts portion of the assessment developed with the  
12 multistate consortium, once established in the 2014-15 school year. A  
13 score of three on the AP examinations in English literature and  
14 composition, macroeconomics, microeconomics, psychology, United  
15 States history, world history, United States government and politics,  
16 or comparative government and politics may be used as an alternative  
17 assessment for the reading portion of the statewide student  
18 assessment; and for the English language arts portion of the  
19 assessment developed with the multistate consortium, once established  
20 in the 2014-15 school year. A score of three on the AP examination in  
21 biology, physics, chemistry, or environmental science may be used as  
22 an alternative assessment for the science portion of the statewide  
23 student assessment.

24 (iii) A student who scores at least a four on selected externally  
25 administered international baccalaureate (IB) examinations may use  
26 the score as an objective alternative assessment under this section  
27 for demonstrating that the student has met or exceeded state  
28 standards for the certificate of academic achievement. A score of  
29 four on the higher level IB examinations for any of the IB English  
30 language and literature courses or for any of the IB individuals and  
31 societies courses may be used as an alternative assessment for the  
32 reading, writing, or English language arts portions of the statewide  
33 student assessment. A score of four on the higher level IB  
34 examinations for any of the IB mathematics courses may be used as an  
35 alternative assessment for the mathematics portion of the statewide  
36 student assessment. A score of four on the higher level IB  
37 examinations for IB biology, chemistry, or physics may be used as an  
38 alternative assessment for the science portion of the statewide  
39 student assessment.

1 (iv) (A) (~~Beginning~~) In the 2018-19 school year, high school  
2 students who have not earned a certificate of academic achievement  
3 due to not meeting the high school graduation standard on the  
4 mathematics or English language arts assessment may take and pass a  
5 locally determined course in the content area in which the student  
6 was not successful, and may use the passing score on a locally  
7 administered assessment tied to that course and approved under the  
8 provisions of this subsection (~~(+10)~~) (9)(b)(iv), as an objective  
9 alternative assessment for demonstrating that the student has met or  
10 exceeded the high school graduation standard. High school transition  
11 courses and the assessments offered in association with high school  
12 transition courses shall be considered an approved locally determined  
13 course and assessment for demonstrating that the student met or  
14 exceeded the high school graduation standard. The course must be  
15 rigorous and consistent with the student's educational and career  
16 goals identified in his or her high school and beyond plan, and may  
17 include career and technical education equivalencies in English  
18 language arts or mathematics adopted pursuant to RCW 28A.230.097.  
19 School districts shall record students' participation in locally  
20 determined courses under this section in the statewide individual  
21 data system.

22 (B) The office of the superintendent of public instruction shall  
23 develop a process by which local school districts can submit  
24 assessments for review and approval for use as objective alternative  
25 assessments for graduation as allowed by (b)(iv) of this subsection.  
26 This process shall establish means to determine whether a local  
27 school district-administered assessment is comparable in rigor to the  
28 skills and knowledge that the student must demonstrate on the  
29 statewide student assessment and is objective in its determination of  
30 student achievement of the state standards. The office of the  
31 superintendent of public instruction shall post on its agency web  
32 site a compiled list of local school district-administered  
33 assessments approved as objective alternative assessments, including  
34 the comparable scores on these assessments necessary to meet the  
35 standard.

36 (C) For the purpose of this section, "high school transition  
37 course" means an English language arts or mathematics course offered  
38 in high school where successful completion by a high school student  
39 ensures the student college-level placement at participating  
40 institutions of higher education as defined in RCW 28B.10.016. High



1 school transition courses must, in accordance with this section,  
2 satisfy core or elective credit graduation requirements established  
3 by the state board of education. A student's successful completion of  
4 a high school transition course does not entitle the student to be  
5 admitted to any institution of higher education as defined in RCW  
6 28B.10.016.

7 (v) A student who completes a dual credit course in English  
8 language arts or mathematics in which the student earns college  
9 credit may use passage of the course as an objective alternative  
10 assessment under this section for demonstrating that the student has  
11 met or exceeded the high school graduation standard for the  
12 certificate of academic achievement.

13 (~~(11)~~) (10) To help assure continued progress in academic  
14 achievement as a foundation for high school graduation and to assure  
15 that students are on track for high school graduation, each school  
16 district shall:

17 (a) Provide students who have not earned a certificate of  
18 academic achievement before the beginning of grade eleven with the  
19 opportunity to access interventions and academic supports, courses,  
20 or both, designed to enable students to meet the high school  
21 graduation standard. These interventions, supports, or courses must  
22 be rigorous and consistent with the student's educational and career  
23 goals identified in his or her high school and beyond plan, and may  
24 include career and technical education equivalencies in English  
25 language arts or mathematics adopted pursuant to RCW 28A.230.097; and

26 (b) Prepare student learning plans and notify students and their  
27 parents or legal guardians as provided in this subsection. Student  
28 learning plans are required for eighth grade students who were not  
29 successful on any or all of the content areas of the state assessment  
30 during the previous school year or who may not be on track to  
31 graduate due to credit deficiencies or absences. The parent or legal  
32 guardian shall be notified about the information in the student  
33 learning plan, preferably through a parent conference and at least  
34 annually. To the extent feasible, schools serving English language  
35 learner students and their parents shall translate the plan into the  
36 primary language of the family. The plan shall include the following  
37 information as applicable:

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

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

- 1 (iii) Any credit deficiencies;
- 2 (iv) The student's attendance rates over the previous two years;
- 3 (v) The student's progress toward meeting state and local  
4 graduation requirements;
- 5 (vi) The courses, competencies, and other steps needed to be  
6 taken by the student to meet state academic standards and stay on  
7 track for graduation;
- 8 (vii) Remediation strategies and alternative education options  
9 available to students, including informing students of the option to  
10 continue to receive instructional services after grade twelve or  
11 until the age of twenty-one;
- 12 (viii) The alternative assessment options available to students  
13 under this section and RCW 28A.655.065;
- 14 (ix) School district programs, high school courses, and career  
15 and technical education options available for students to meet  
16 graduation requirements; and
- 17 (x) Available programs offered through skill centers or community  
18 and technical colleges, including the college high school diploma  
19 options under RCW 28B.50.535.
- 20 (11) This section expires August 31, 2022.

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

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

31 (2) Participation in a graduation ceremony and receipt of a  
32 certificate of attendance under this section does not preclude a  
33 student from continuing to receive special education and related  
34 services under an individualized education program beyond the  
35 graduation ceremony.

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

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

1       ~~(b) A certificate of individual achievement pursuant to RCW~~  
2 ~~28A.155.045))~~ .

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

5       The office of the superintendent of public instruction and the  
6 state board for community and technical colleges shall jointly  
7 develop a program plan to provide a continuing education option for  
8 students who are eligible for the state transitional bilingual  
9 instruction program and who need more time to develop language  
10 proficiency but who are more age-appropriately suited for a  
11 postsecondary learning environment than for a high school. (~~In~~  
12 ~~developing the plan, the superintendent of public instruction shall~~  
13 ~~consider options to formally recognize the accomplishments of~~  
14 ~~students in the state transitional bilingual instruction program who~~  
15 ~~have completed the twelfth grade but have not earned a certificate of~~  
16 ~~academic achievement.)) By December 1, 2004, the agencies shall  
17 report to the legislative education and fiscal committees with any  
18 recommendations for legislative action and any resources necessary to  
19 implement the plan.~~

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

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

29       The administrative or executive authority of private schools or  
30 private school districts shall file each year with the state board of  
31 education a statement certifying that the minimum requirements  
32 hereinafter set forth are being met, noting any deviations. The state  
33 board of education may request clarification or additional  
34 information. After review of the statement, the state board of  
35 education will notify schools or school districts of any concerns,  
36 deficiencies, and deviations which must be corrected. If there are  
37 any unresolved concerns, deficiencies, or deviations, the school or  
38 school district may request or the state board of education on its

1 own initiative may grant provisional status for one year in order  
2 that the school or school district may take action to meet the  
3 requirements. The state board of education shall not require private  
4 school students to meet the student learning goals, (~~obtain a~~  
5 ~~certificate of academic achievement, or a certificate of individual~~  
6 ~~achievement to graduate from high school,~~) to ((~~master~~)) learn the  
7 ((~~essential academic~~)) state learning ((~~requirements~~)) standards, or  
8 to be assessed pursuant to RCW ((~~28A.655.061~~)) 28A.655.070. However,  
9 private schools may choose, on a voluntary basis, to have their  
10 students ((~~master~~)) learn these ((~~essential academic~~)) state learning  
11 ((~~requirements,~~)) standards or take the assessments((~~, and obtain a~~  
12 ~~certificate of academic achievement or a certificate of individual~~  
13 ~~achievement~~)). Minimum requirements shall be as follows:

14 (1) The minimum school year for instructional purposes shall  
15 consist of no less than one hundred eighty school days or the  
16 equivalent in annual minimum instructional hour offerings, with a  
17 school-wide annual average total instructional hour offering of one  
18 thousand hours for students enrolled in grades one through twelve,  
19 and at least four hundred fifty hours for students enrolled in  
20 kindergarten.

21 (2) The school day shall be the same as defined in RCW  
22 28A.150.203.

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

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

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

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

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

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

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

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

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

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

16 (6) The physical facilities of the school or district shall be  
17 adequate to meet the program offered by the school or district:  
18 PROVIDED, That each school building shall meet reasonable health and  
19 fire safety requirements. A residential dwelling of the parent,  
20 guardian, or custodian shall be deemed to be an adequate physical  
21 facility when a parent, guardian, or person having legal custody is  
22 instructing his or her child under subsection (4) of this section.

23 (7) Private school curriculum shall include instruction of the  
24 basic skills of occupational education, science, mathematics,  
25 language, social studies, history, health, reading, writing,  
26 spelling, and the development of appreciation of art and music, all  
27 in sufficient units for meeting state board of education graduation  
28 requirements.

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

32 All decisions of policy, philosophy, selection of books, teaching  
33 material, curriculum, except as in subsection (7) of this section  
34 provided, school rules and administration, or other matters not  
35 specifically referred to in this section, shall be the responsibility  
36 of the administration and administrators of the particular private  
37 school involved.

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

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

3 (a) File annually a signed declaration of intent that he or she  
4 is planning to cause his or her child to receive home-based  
5 instruction. The statement shall include the name and age of the  
6 child, shall specify whether a certificated person will be  
7 supervising the instruction, and shall be written in a format  
8 prescribed by the superintendent of public instruction. Each parent  
9 shall file the statement by September 15th of the school year or  
10 within two weeks of the beginning of any public school quarter,  
11 trimester, or semester with the superintendent of the public school  
12 district within which the parent resides or the district that accepts  
13 the transfer, and the student shall be deemed a transfer student of  
14 the nonresident district. Parents may apply for transfer under RCW  
15 28A.225.220;

16 (b) Ensure that test scores or annual academic progress  
17 assessments and immunization records, together with any other records  
18 that are kept relating to the instructional and educational  
19 activities provided, are forwarded to any other public or private  
20 school to which the child transfers. At the time of a transfer to a  
21 public school, the superintendent of the local school district in  
22 which the child enrolls may require a standardized achievement test  
23 to be administered and shall have the authority to determine the  
24 appropriate grade and course level placement of the child after  
25 consultation with parents and review of the child's records; and

26 (c) Ensure that a standardized achievement test approved by the  
27 state board of education is administered annually to the child by a  
28 qualified individual or that an annual assessment of the student's  
29 academic progress is written by a certificated person who is  
30 currently working in the field of education. The state board of  
31 education shall not require these children to meet the student  
32 learning goals, ~~((master))~~ learn the ~~((essential-academic))~~ state  
33 learning ~~((requirements))~~ standards, ~~((to))~~ or take the  
34 assessments ~~((, or to obtain a certificate of academic achievement or~~  
35 ~~a certificate of individual achievement pursuant to RCW 28A.655.061~~  
36 ~~and 28A.155.045))~~ under RCW 28A.655.070. The standardized test  
37 administered or the annual academic progress assessment written shall  
38 be made a part of the child's permanent records. If, as a result of  
39 the annual test or assessment, it is determined that the child is not  
40 making reasonable progress consistent with his or her age or stage of

1 development, the parent shall make a good faith effort to remedy any  
2 deficiency.

3 (2) Failure of a parent to comply with the duties in this section  
4 shall be deemed a failure of such parent's child to attend school  
5 without valid justification under RCW 28A.225.020. Parents who do  
6 comply with the duties set forth in this section shall be presumed to  
7 be providing home-based instruction as set forth in RCW  
8 28A.225.010(4).

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

11 (1) A student who fulfills the requirements specified in  
12 subsection (3) of this section toward completion of an international  
13 baccalaureate diploma programme is considered to have met the  
14 requirements of the graduation pathway option established in section  
15 201(1)(b)(iv) of this act and to have satisfied state minimum  
16 requirements for graduation from a public high school, except that ((÷

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

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

23 (2) School districts may require students under this section to  
24 complete local graduation requirements that are in addition to state  
25 minimum requirements before issuing a high school diploma under RCW  
26 28A.230.120. However, school districts are encouraged to waive local  
27 requirements as necessary to encourage students to pursue an  
28 international baccalaureate diploma.

29 (3) To receive a high school diploma under this section, a  
30 student must complete and pass all required international  
31 baccalaureate diploma programme courses as scored at the local level;  
32 pass all internal assessments as scored at the local level;  
33 successfully complete all required projects and products as scored at  
34 the local level; and complete the final examinations administered by  
35 the international baccalaureate organization in each of the required  
36 subjects under the diploma programme.

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

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

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

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

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

17 The purpose of the state board of education is to provide  
18 advocacy and strategic oversight of public education; implement a  
19 standards-based accountability framework that creates a unified  
20 system of increasing levels of support for schools in order to  
21 improve student academic achievement; provide leadership in the  
22 creation of a system that personalizes education for each student and  
23 respects diverse cultures, abilities, and learning styles; and  
24 promote achievement of the goals of RCW 28A.150.210. In addition to  
25 any other powers and duties as provided by law, the state board of  
26 education shall:

27 (1) Hold regularly scheduled meetings at such time and place  
28 within the state as the board shall determine and may hold such  
29 special meetings as may be deemed necessary for the transaction of  
30 public business;

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

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

35 (4) For purposes of statewide accountability:

36 (a) Adopt and revise performance improvement goals in reading,  
37 writing, science, and mathematics, by subject and grade level, once  
38 assessments in these subjects are required statewide; academic and  
39 technical skills, as appropriate, in secondary career and technical



1 education programs; and student attendance, as the board deems  
2 appropriate to improve student learning. The goals shall be  
3 consistent with student privacy protection provisions of RCW  
4 28A.655.090(7) and shall not conflict with requirements contained in  
5 Title I of the federal elementary and secondary education act of  
6 1965, or the requirements of the Carl D. Perkins vocational education  
7 act of 1998, each as amended. The goals may be established for all  
8 students, economically disadvantaged students, limited English  
9 proficient students, students with disabilities, and students from  
10 disproportionately academically underachieving racial and ethnic  
11 backgrounds. The board may establish school and school district goals  
12 addressing high school graduation rates and dropout reduction goals  
13 for students in grades seven through twelve. The board shall adopt  
14 the goals by rule. However, before each goal is implemented, the  
15 board shall present the goal to the education committees of the house  
16 of representatives and the senate for the committees' review and  
17 comment in a time frame that will permit the legislature to take  
18 statutory action on the goal if such action is deemed warranted by  
19 the legislature;

20 (b) (i) (A) Identify the scores students must achieve in order to  
21 meet the standard on the statewide student assessment, and the SAT or  
22 the ACT if used to demonstrate career and college readiness under  
23 section 201 of this act. The board shall also determine student  
24 scores that identify levels of student performance below and beyond  
25 the standard. The board shall set such performance standards and  
26 levels in consultation with the superintendent of public instruction  
27 and after consideration of any recommendations that may be developed  
28 by any advisory committees that may be established for this purpose;

29 (B) To permit the legislature to take any statutory action it  
30 deems warranted before modified or newly established scores are  
31 implemented, the board shall notify the education committees of the  
32 house of representatives and the senate of any scores that are  
33 modified or established under (b) (i) (A) of this subsection on or  
34 after July 28, 2019. The notifications required by this subsection  
35 (4) (b) (i) (B) must be provided by November 30th of the year proceeding  
36 the beginning of the school year in which the modified or established  
37 scores will take effect;

38 (ii) ~~((A))~~ The legislature intends to continue the  
39 implementation of chapter 22, Laws of 2013 ~~((7))~~ 2nd sp. sess. when  
40 the legislature expressed the intent for the state board of education

1 to identify the student performance standard that demonstrates a  
2 student's career and college readiness for the eleventh grade  
3 consortium-developed assessments. Therefore, by December 1, 2018, the  
4 state board of education, in consultation with the superintendent of  
5 public instruction, must identify and report to the governor and the  
6 education policy and fiscal committees of the legislature on the  
7 equivalent student performance standard that a tenth grade student  
8 would need to achieve on the state assessments to be on track to be  
9 career and college ready at the end of the student's high school  
10 experience;

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

15 (iii) The legislature shall be advised of the initial performance  
16 standards and any changes made to the elementary, middle, and high  
17 school level performance standards. The board must provide an  
18 explanation of and rationale for all initial performance standards  
19 and any changes, for all grade levels of the statewide student  
20 assessment. If the board changes the performance standards for any  
21 grade level or subject, the superintendent of public instruction must  
22 recalculate the results from the previous ten years of administering  
23 that assessment regarding students below, meeting, and beyond the  
24 state standard, to the extent that this data is available, and post a  
25 comparison of the original and recalculated results on the  
26 superintendent's web site;

27 (c) Annually review the assessment reporting system to ensure  
28 fairness, accuracy, timeliness, and equity of opportunity, especially  
29 with regard to schools with special circumstances and unique  
30 populations of students, and a recommendation to the superintendent  
31 of public instruction of any improvements needed to the system; and

32 (d) Include in the biennial report required under RCW  
33 28A.305.035, information on the progress that has been made in  
34 achieving goals adopted by the board;

35 (5) Accredited, subject to such accreditation standards and  
36 procedures as may be established by the state board of education, all  
37 private schools that apply for accreditation, and approve, subject to  
38 the provisions of RCW 28A.195.010, private schools carrying out a  
39 program for any or all of the grades kindergarten through twelve.  
40 However, no private school may be approved that operates a

1 kindergarten program only and no private school shall be placed upon  
2 the list of accredited schools so long as secret societies are  
3 knowingly allowed to exist among its students by school officials;

4 (6) Articulate with the institutions of higher education,  
5 workforce representatives, and early learning policymakers and  
6 providers to coordinate and unify the work of the public school  
7 system;

8 (7) Hire an executive director and an administrative assistant to  
9 reside in the office of the superintendent of public instruction for  
10 administrative purposes. Any other personnel of the board shall be  
11 appointed as provided by RCW 28A.300.020. The board may delegate to  
12 the executive director by resolution such duties as deemed necessary  
13 to efficiently carry on the business of the board including, but not  
14 limited to, the authority to employ necessary personnel and the  
15 authority to enter into, amend, and terminate contracts on behalf of  
16 the board. The executive director, administrative assistant, and all  
17 but one of the other personnel of the board are exempt from civil  
18 service, together with other staff as now or hereafter designated as  
19 exempt in accordance with chapter 41.06 RCW; and

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

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

24 (1) The extended learning opportunities program is created for  
25 eligible eleventh and twelfth grade students who are not on track to  
26 meet local or state graduation requirements as well as eighth grade  
27 students who need additional assistance in order to have the  
28 opportunity for a successful entry into high school. The program  
29 shall provide early notification of graduation status and information  
30 on education opportunities including preapprenticeship programs that  
31 are available.

32 (2) Under the extended learning opportunities program and to the  
33 extent funds are available for that purpose, districts shall make  
34 available to students in grade twelve who have failed to meet one or  
35 more local or state graduation requirements the option of continuing  
36 enrollment in the school district in accordance with RCW 28A.225.160.  
37 Districts are authorized to use basic education program funding to  
38 provide instruction to eligible students under RCW 28A.150.220(~~(+3)~~)  
39 (5).

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

9 (a) Individual or small group instruction;

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

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

15 ~~((d))~~ (c) Inclusion in remediation programs, including summer  
16 school;

17 ~~((e))~~ (d) Language development instruction for English language  
18 learners;

19 ~~((f))~~ (e) Online curriculum and instructional support,  
20 including programs for credit retrieval and ~~((Washington))~~ statewide  
21 student assessment ~~((of student learning))~~ preparatory classes; and

22 ~~((g))~~ (f) Reading improvement specialists available at the  
23 educational service districts to serve eighth, eleventh, and twelfth  
24 grade educators through professional development in accordance with  
25 RCW 28A.415.350. The reading improvement specialist may also provide  
26 direct services to eligible students and those students electing to  
27 continue a fifth year in a high school program who are still  
28 struggling with basic reading skills.

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

31 (1) At the beginning of each school year, school districts must  
32 notify parents and guardians of enrolled students from eighth through  
33 twelfth grade about each student assessment required by the state,  
34 the minimum state-level graduation requirements, and any additional  
35 school district graduation requirements. The information may be  
36 provided when the student is enrolled, contained in the student or  
37 parent handbook, or posted on the school district's web site. The  
38 notification must include the following:

39 (a) When each assessment will be administered;

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

4 ~~(e))~~) Whether the results of the assessment will be used for  
5 program placement or grade-level advancement;

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

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

12 (2) The office of the superintendent of public instruction shall  
13 provide information to the school districts to enable the districts  
14 to provide the information to the parents and guardians in accordance  
15 with subsection (1) of this section.

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

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

23 (b) The course sections and programs offered as running start  
24 courses must also be open for registration to matriculated students  
25 at the participating institution of higher education and may not be a  
26 course consisting solely of high school students offered at a high  
27 school campus.

28 (c) A student receiving home-based instruction enrolling in a  
29 public high school for the sole purpose of participating in courses  
30 or programs offered by institutions of higher education shall not be  
31 counted by the school district in any required state or federal  
32 accountability reporting if the student's parents or guardians filed  
33 a declaration of intent to provide home-based instruction and the  
34 student received home-based instruction during the school year before  
35 the school year in which the student intends to participate in  
36 courses or programs offered by the institution of higher education.  
37 Students receiving home-based instruction under chapter 28A.200 RCW  
38 and students attending private schools approved under chapter 28A.195  
39 RCW shall not be required to meet the student learning goals((7

1 ~~obtain a certificate of academic achievement or a certificate of~~  
2 ~~individual achievement to graduate from high school,~~) or to  
3 ((~~master~~)) learn the ((~~essential—academic~~)) state learning  
4 ((~~requirements~~)) standards. However, students are eligible to enroll  
5 in courses or programs in participating universities only if the  
6 board of directors of the student's school district has decided to  
7 participate in the program. Participating institutions of higher  
8 education, in consultation with school districts, may establish  
9 admission standards for these students. If the institution of higher  
10 education accepts a secondary school pupil for enrollment under this  
11 section, the institution of higher education shall send written  
12 notice to the pupil and the pupil's school district within ten days  
13 of acceptance. The notice shall indicate the course and hours of  
14 enrollment for that pupil.

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

17 (i) Running start students shall pay to the community or  
18 technical college all other mandatory fees as established by each  
19 community or technical college and, in addition, the state board for  
20 community and technical colleges may authorize a fee of up to ten  
21 percent of tuition and fees as defined in RCW 28B.15.020 and  
22 28B.15.041; and

23 (ii) All other institutions of higher education operating a  
24 running start program may charge running start students a fee of up  
25 to ten percent of tuition and fees as defined in RCW 28B.15.020 and  
26 28B.15.041 in addition to technology fees.

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

29 (c) Students may pay fees under this subsection with advanced  
30 college tuition payment program tuition units at a rate set by the  
31 advanced college tuition payment program governing body under chapter  
32 28B.95 RCW.

33 (3) (a) The institutions of higher education must make available  
34 fee waivers for low-income running start students. Each institution  
35 must establish a written policy for the determination of low-income  
36 students before offering the fee waiver. A student shall be  
37 considered low income and eligible for a fee waiver upon proof that  
38 the student is currently qualified to receive free or reduced-price  
39 lunch. Acceptable documentation of low-income status may also  
40 include, but is not limited to, documentation that a student has been

1 deemed eligible for free or reduced-price lunches in the last five  
2 years, or other criteria established in the institution's policy.

3 (b) Institutions of higher education, in collaboration with  
4 relevant student associations, shall aim to have students who can  
5 benefit from fee waivers take advantage of these waivers.  
6 Institutions shall make every effort to communicate to students and  
7 their families the benefits of the waivers and provide assistance to  
8 students and their families on how to apply. Information about  
9 waivers shall, to the greatest extent possible, be incorporated into  
10 financial aid counseling, admission information, and individual  
11 billing statements. Institutions also shall, to the greatest extent  
12 possible, use all means of communication, including but not limited  
13 to web sites, online catalogues, admission and registration forms,  
14 mass email messaging, social media, and outside marketing to ensure  
15 that information about waivers is visible, compelling, and reaches  
16 the maximum number of students and families that can benefit.

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

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

1 (1) Subject to funds appropriated for this purpose, the office of  
2 the superintendent of public instruction shall develop and conduct an  
3 ongoing campaign for career and technical education to increase  
4 awareness among teachers, counselors, students, parents, principals,  
5 school administrators, and the general public about the opportunities  
6 offered by rigorous career and technical education programs. Messages  
7 in the campaign shall emphasize career and technical education as a  
8 high quality educational pathway for students, including for students  
9 who seek advanced education that includes a bachelor's degree or  
10 beyond. In particular, the office shall provide information about the  
11 following:

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

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

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

18 ~~(d))~~ The availability of scholarships for postsecondary  
19 workforce education, including the Washington award for vocational  
20 excellence, and apprenticeships through the opportunity grant program  
21 under RCW 28B.50.271, grants under RCW 28A.700.090, and other  
22 programs; and

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

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

30 (3) The office shall seek advice, participation, and financial  
31 assistance from the workforce training and education coordinating  
32 board, higher education institutions, foundations, employers,  
33 apprenticeship and training councils, workforce development councils,  
34 and business and labor organizations for the campaign.

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

37 (1) Subject to funds appropriated for this purpose, targeted  
38 professional development programs, to be known as learning  
39 improvement days, are authorized to further the development of



1 outstanding mathematics, science, and reading teaching and learning  
2 opportunities in the state of Washington. The intent of this section  
3 is to provide guidance for the learning improvement days in the  
4 omnibus appropriations act. The learning improvement days authorized  
5 in this section shall not be considered part of the definition of  
6 basic education.

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

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

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

14 (c) Increased use of curriculum materials with supporting  
15 diagnostic and supplemental materials that align with state  
16 standards;

17 ~~((Skillful guidance for students participating in alternative  
18 assessment activities;~~

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

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

23 ~~((g))~~ (f) Increased student success on state achievement  
24 measures; and

25 ~~((h))~~ (g) Increased student appreciation of the value and uses  
26 of mathematics, science, and reading knowledge and exploration of  
27 related careers.

28 (3) School districts receiving resources under this section shall  
29 submit reports to the superintendent of public instruction  
30 documenting how the use of the funds contributes to measurable  
31 improvement in the outcomes described under subsection (2) of this  
32 section; and how other professional development resources and  
33 programs authorized in statute or in the omnibus appropriations act  
34 contribute to the expected outcomes. The superintendent of public  
35 instruction and the office of financial management shall collaborate  
36 on required report content and format.

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

1           (1) ~~((Beginning in the 2011-12 school year,))~~ The statewide high  
2 school assessment in science shall be ((an end-of-course)) a  
3 comprehensive assessment ((for biology)) that measures the state  
4 standards for the application of science and engineering practices,  
5 disciplinary core ideas, and crosscutting concepts in the domains of  
6 physical sciences, life sciences, ((in addition to systems, inquiry,  
7 and application as they pertain to life sciences)) Earth and space  
8 sciences, and engineering design.

9           (2) ~~((a) The superintendent of public instruction may develop or~~  
10 ~~adopt science end-of-course assessments or a comprehensive science~~  
11 ~~assessment that includes subjects in addition to biology for purposes~~  
12 ~~of RCW 28A.655.061, when so directed by the legislature. The~~  
13 ~~legislature intends to transition from a biology end-of-course~~  
14 ~~assessment to a more comprehensive science assessment in a manner~~  
15 ~~consistent with the way in which the state transitioned to an English~~  
16 ~~language arts assessment and a comprehensive mathematics assessment.~~  
17 ~~The legislature further intends that the transition will include at~~  
18 ~~least two years of using the student assessment results from either~~  
19 ~~the biology end-of-course assessment or the more comprehensive~~  
20 ~~assessment in order to provide students with reasonable opportunities~~  
21 ~~to demonstrate high school competencies while being mindful of the~~  
22 ~~increasing rigor of the new assessment.~~

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

27           ~~((c) Before the next subsequent school year after the~~  
28 ~~legislature directs the superintendent to develop or adopt a new~~  
29 ~~science assessment, the superintendent of public instruction shall~~  
30 ~~review the objective alternative assessments for the science~~  
31 ~~assessment and make recommendations to the legislature regarding~~  
32 ~~additional objective alternatives, if any.))~~

33           (3) The superintendent of public instruction may participate with  
34 consortia of multiple states as common student learning standards and  
35 assessments in science are developed. The superintendent of public  
36 instruction, in consultation with the state board of education, may  
37 modify the ~~((essential academic))~~ state learning ~~((requirements))~~  
38 standards and statewide student assessments in science, including the  
39 high school assessment, according to the multistate common student  
40 learning standards and assessments as long as the education

1 committees of the legislature have opportunities for review before  
2 the modifications are adopted, as provided under RCW 28A.655.070.

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

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

9 (1) The superintendent of public instruction shall develop  
10 (~~essential academic~~) state learning (~~requirements~~) standards that  
11 identify the knowledge and skills all public school students need to  
12 know and be able to do based on the student learning goals in RCW  
13 28A.150.210, develop student assessments, and implement the  
14 accountability recommendations and requests regarding assistance,  
15 rewards, and recognition of the state board of education.

16 (2) The superintendent of public instruction shall:

17 (a) Periodically revise the (~~essential academic~~) state learning  
18 (~~requirements~~) standards, as needed, based on the student learning  
19 goals in RCW 28A.150.210. Goals one and two shall be considered  
20 primary. To the maximum extent possible, the superintendent shall  
21 integrate goal four and the knowledge and skill areas in the other  
22 goals in the (~~essential academic~~) state learning (~~requirements~~)  
23 standards; and

24 (b) Review and prioritize the (~~essential academic~~) state  
25 learning (~~requirements~~) standards and identify, with clear and  
26 concise descriptions, the grade level content expectations to be  
27 assessed on the statewide student assessment and used for state or  
28 federal accountability purposes. The review, prioritization, and  
29 identification shall result in more focus and targeting with an  
30 emphasis on depth over breadth in the number of grade level content  
31 expectations assessed at each grade level. Grade level content  
32 expectations shall be articulated over the grades as a sequence of  
33 expectations and performances that are logical, build with increasing  
34 depth after foundational knowledge and skills are acquired, and  
35 reflect, where appropriate, the sequential nature of the discipline.  
36 The office of the superintendent of public instruction, within seven  
37 working days, shall post on its web site any grade level content  
38 expectations provided to an assessment vendor for use in constructing  
39 the statewide student assessment.

1 (3) (a) In consultation with the state board of education, the  
2 superintendent of public instruction shall maintain and continue to  
3 develop and revise a statewide academic assessment system in the  
4 content areas of reading, writing, mathematics, and science for use  
5 in the elementary, middle, and high school years designed to  
6 determine if each student has mastered the ~~((essential-academic))~~  
7 state learning ((requirements)) standards identified in subsection  
8 (1) of this section. School districts shall administer the  
9 assessments under guidelines adopted by the superintendent of public  
10 instruction. The academic assessment system may include a variety of  
11 assessment methods, including criterion-referenced and performance-  
12 based measures.

13 (b) Effective with the 2009 administration of the Washington  
14 assessment of student learning and continuing with the statewide  
15 student assessment, the superintendent shall redesign the assessment  
16 in the content areas of reading, mathematics, and science in all  
17 grades except high school by shortening test administration and  
18 reducing the number of short answer and extended response questions.

19 (c) By the 2014-15 school year, the superintendent of public  
20 instruction, in consultation with the state board of education, shall  
21 modify the statewide student assessment system to transition to  
22 assessments developed with a multistate consortium, as provided in  
23 this subsection:

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

31 (ii) The high school assessments in English language arts and  
32 mathematics in (c)(i) of this subsection shall be used for the  
33 purposes of ~~((earning a certificate of academic achievement for high~~  
34 ~~school graduation under the timeline established in RCW 28A.655.061))~~  
35 federal and state accountability and for assessing student career and  
36 college readiness.

37 ~~((iii) During the transition period specified in RCW~~  
38 ~~28A.655.061, the superintendent of public instruction shall use test~~  
39 ~~items and other resources from the consortium assessment to develop~~  
40 ~~and administer a tenth grade high school English language arts~~

1 ~~assessment, an end-of-course mathematics assessment to assess the~~  
2 ~~standards common to algebra I and integrated mathematics I, and an~~  
3 ~~end-of-course mathematics assessment to assess the standards common~~  
4 ~~to geometry and integrated mathematics II.)~~

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

8 (4) If the superintendent proposes any modification to the  
9 ~~((essential academic))~~ state learning ~~((requirements))~~ standards or  
10 the statewide assessments, then the superintendent shall, upon  
11 request, provide opportunities for the education committees of the  
12 house of representatives and the senate to review the assessments and  
13 proposed modifications to the ~~((essential academic))~~ state learning  
14 ~~((requirements))~~ standards before the modifications are adopted.

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

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

25 (7) To assist parents and teachers in their efforts to provide  
26 educational support to individual students, the superintendent of  
27 public instruction shall provide as much individual student  
28 performance information as possible within the constraints of the  
29 assessment system's item bank. The superintendent shall also provide  
30 to school districts:

31 (a) Information on classroom-based and other assessments that may  
32 provide additional achievement information for individual students;  
33 and

34 (b) A collection of diagnostic tools that educators may use to  
35 evaluate the academic status of individual students. The tools shall  
36 be designed to be inexpensive, easily administered, and quickly and  
37 easily scored, with results provided in a format that may be easily  
38 shared with parents and students.

1 (8) To the maximum extent possible, the superintendent shall  
2 integrate knowledge and skill areas in development of the  
3 assessments.

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

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

12 (11) The superintendent shall review available and appropriate  
13 options for competency-based assessments that meet the (~~essential—academic~~) state learning (~~requirements~~) standards. In accordance  
14 with the review required by this subsection, the superintendent shall  
15 provide a report and recommendations to the education committees of  
16 the house of representatives and the senate by November 1, 2019.

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

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

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

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

29 (16)(a) The superintendent shall notify the state board of  
30 education in writing before initiating the development or revision of  
31 the (~~essential—academic~~) state learning (~~requirements~~) standards  
32 under subsections (1) and (2) of this section. The notification must  
33 be provided to the state board of education in advance for review at  
34 a regularly scheduled or special board meeting and must include the  
35 following information:

36 (i) The subject matter of the (~~essential—academic~~) state  
37 learning (~~requirements~~) standards;

38 (ii) The reason or reasons the superintendent is initiating the  
39 development or revision; and  
40

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

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

6 (c) Prior to adoption by the superintendent of any new or revised  
7 (~~essential academic~~) state learning (~~requirements~~) standards, the  
8 superintendent shall submit the proposed new or revised (~~essential  
9 academic~~) state learning (~~requirements~~) standards to the state  
10 board of education in advance in writing for review at a regularly  
11 scheduled or special board meeting. The state board of education may  
12 provide a response to the superintendent's proposal for consideration  
13 prior to final adoption.

14 (17) The state board of education may propose new or revised  
15 (~~essential academic~~) state learning (~~requirements~~) standards to  
16 the superintendent. The superintendent must respond to the state  
17 board of education's proposal in writing.

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

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

25 (2) The reports shall include the assessment results by school  
26 and school district, and include changes over time. For the  
27 (~~Washington assessment of student learning~~) statewide student  
28 assessment, results shall be reported as follows:

29 (a) The percentage of students meeting the standards;

30 (b) The percentage of students performing at each level of the  
31 assessment;

32 (c) Disaggregation of results by at least the following subgroups  
33 of students: White, Black, Hispanic, American Indian/Alaskan Native,  
34 Asian, Pacific Islander/Hawaiian Native, low income, transitional  
35 bilingual, migrant, special education, and, beginning with the  
36 2009-10 school year, students covered by section 504 of the federal  
37 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and

38 (d) A learning improvement index that shows changes in student  
39 performance within the different levels of student learning reported

1 on the (~~Washington assessment of student learning~~) statewide  
2 student assessment.

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

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

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

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

15 (7) To protect the privacy of students, the results of schools  
16 and districts that test fewer than ten students in a grade level  
17 shall not be reported. In addition, in order to ensure that results  
18 are reported accurately, the superintendent of public instruction  
19 shall maintain the confidentiality of statewide data files until the  
20 superintendent determines that the data are complete and accurate.

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

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

28 (1) The legislature intends to permit school districts to offer  
29 norm-referenced assessments, make diagnostic tools available to  
30 school districts, and provide funding for diagnostic assessments to  
31 enhance student learning at all grade levels and provide early  
32 intervention before the high school (~~Washington assessment of~~  
33 ~~student learning~~) statewide student assessment.

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

37 (3) Subject to the availability of amounts appropriated for this  
38 purpose, the office of the superintendent of public instruction shall  
39 post on its web site for voluntary use by school districts, a guide



1 of diagnostic assessments. The assessments in the guide, to the  
2 extent possible, shall include the characteristics listed in  
3 subsection (4) of this section.

4 (4) Subject to the availability of amounts appropriated for this  
5 purpose, beginning September 1, 2007, the office of the  
6 superintendent of public instruction shall make diagnostic  
7 assessments in reading, writing, mathematics, and science in  
8 elementary, middle, and high school grades available to school  
9 districts. Subject to funds appropriated for this purpose, the office  
10 of the superintendent of public instruction shall also provide  
11 funding to school districts for administration of diagnostic  
12 assessments to help improve student learning, identify academic  
13 weaknesses, enhance student planning and guidance, and develop  
14 targeted instructional strategies to assist students before the high  
15 school (~~Washington assessment of student learning~~) statewide  
16 student assessment. To the greatest extent possible, the assessments  
17 shall be:

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

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

20 (c) Administered efficiently to provide results either  
21 immediately or within two weeks;

22 (d) Capable of measuring individual student growth over time and  
23 allowing student progress to be compared to other students across the  
24 country;

25 (e) Readily available to parents; and

26 (f) Cost-effective.

27 (5) The office of the superintendent of public instruction shall  
28 offer training at statewide and regional staff development activities  
29 in:

30 (a) The interpretation of diagnostic assessments; and

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

## 33 PART II

### 34 GRADUATION PATHWAY OPTIONS FOR THE GRADUATING CLASS OF 2020 AND 35 SUBSEQUENT CLASSES

36 NEW SECTION. **Sec. 201.** A new section is added to chapter  
37 28A.655 RCW to read as follows:

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

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

8 (ii) Satisfying credit requirements for graduation;

9 (iii) Demonstrating career and college readiness through  
10 completion of the high school and beyond plan as required by RCW  
11 28A.230.090; and

12 (iv) Meeting the requirements of at least one graduation pathway  
13 option established in this section. The pathway options established  
14 in this section are intended to provide a student with multiple  
15 pathways to graduating with a meaningful high school diploma that are  
16 tailored to the goals of the student. A student may choose to pursue  
17 one or more of the pathway options under (b) of this subsection, but  
18 any pathway option used by a student to demonstrate career and  
19 college readiness must be in alignment with the student's high school  
20 and beyond plan.

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

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

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

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

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

6 (iv) Earn high school credit, with a C+ grade or equivalent, in  
7 AP, international baccalaureate, or Cambridge international courses  
8 in English language arts and mathematics. For English language arts,  
9 successfully completing any of the following courses meets the  
10 standard: AP English language and composition; macroeconomics;  
11 microeconomics; psychology; United States history; world history;  
12 United States government and politics; comparative government and  
13 politics; and any of the international baccalaureate individuals and  
14 societies courses. For mathematics, successfully completing any of  
15 the following courses meets the standard: AP statistics or calculus;  
16 and any of the international baccalaureate mathematics courses;

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

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

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

25 (viii) Complete a sequence of career and technical education  
26 courses, including those leading to workforce entry, state or  
27 nationally approved apprenticeships, or postsecondary education, that  
28 meet the minimum criteria identified in RCW 28A.700.030. Nothing in  
29 this subsection (1)(b)(viii) requires a student to enroll in a  
30 preparatory course that is approved under RCW 28A.700.030 for the  
31 purposes of demonstrating career and college readiness under this  
32 section.

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

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

1 **PART III**

2 **ESTABLISHING A MASTERY-BASED LEARNING WORK GROUP**

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

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

8 (b) Competencies include explicit, measurable, transferable  
9 learning objectives that empower students;

10 (c) Assessments are meaningful and a positive learning experience  
11 for students;

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

14 (e) Learning outcomes emphasize competencies that include  
15 application and creation of knowledge along with the development of  
16 important skills and dispositions.

17 (2) The work group shall examine opportunities to increase  
18 student access to relevant and robust mastery-based academic pathways  
19 aligned to personal career goals and postsecondary education. The  
20 work group shall also review the role of the high school and beyond  
21 plan in supporting mastery-based learning. The work group shall  
22 consider:

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

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

27 (c) Expansion of mastery-based credits to meet graduation  
28 requirements.

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

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

34 (b) Two students as selected by the association of Washington  
35 student leaders;

36 (c) One representative from the educational opportunity gap  
37 oversight and accountability committee as selected by the educational  
38 opportunity gap oversight and accountability committee;

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

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

5 (f) One high school counselor as selected by the Washington  
6 education association;

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

10 (h) One representative from the office of the superintendent of  
11 public instruction as selected by the superintendent of public  
12 instruction; and

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

15 (4) The state board of education shall:

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

17 (b) Coordinate work group membership to ensure member diversity,  
18 including racial, ethnic, gender, geographic, community size, and  
19 expertise diversity; and

20 (c) Submit an interim report outlining preliminary findings and  
21 potential recommendations to the governor and the education  
22 committees of the house of representatives and the senate by December  
23 1, 2019, and a final report, provided to the same recipients,  
24 detailing all findings and recommendations related to the work  
25 group's purpose and tasks by December 1, 2020.

26 (5) This section expires March 1, 2021.

#### 27 **PART IV**

#### 28 **CONTINUED APPLICABILITY OF GRADUATION REQUIREMENTS FOR STUDENTS IN** 29 **THE GRADUATING CLASS OF 2018 AND PRIOR GRADUATING CLASSES**

30 NEW SECTION. **Sec. 401.** A new section is added to chapter  
31 28A.655 RCW to read as follows:

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

#### 35 **PART V**

#### 36 **ADDITIONAL AND REPEALED PROVISIONS**

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

3       (1) Subject to the availability of funds appropriated for this  
4 purpose, the office of the superintendent of public instruction shall  
5 provide funds to school districts to reimburse students for the cost  
6 of taking the tests in RCW 28A.655.061(~~((10))~~) (9)(b) when the  
7 students take the tests for the purpose of using the results as an  
8 objective alternative assessment. The office of the superintendent of  
9 public instruction may, as an alternative to providing funds to  
10 school districts, arrange for students to receive a testing fee  
11 waiver or make other arrangements to compensate the students.

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

13       NEW SECTION.   **Sec. 502.** RCW 28A.655.066 (Statewide end-of-course  
14 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,  
15 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

16       NEW SECTION.   **Sec. 503.** A new section is added to chapter  
17 28A.230 RCW to read as follows:

18       (1) The legislature finds that fully realizing the potential of  
19 high school and beyond plans as meaningful tools for articulating and  
20 revising pathways for graduation will require additional school  
21 counselors and family coordinators. The legislature further finds  
22 that the development and implementation of an online electronic  
23 platform for high school and beyond plans will be an appropriate and  
24 supportive action that will assist students, parents and guardians,  
25 educators, and counselors as the legislature explores options for  
26 funding additional school counselors.

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

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

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

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

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

5 (d) Be capable of being maintained by the office of the  
6 superintendent of public instruction within two years after its  
7 initial implementation; and

8 (e) Comply with state and federal requirements for student  
9 privacy.

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

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

16 NEW SECTION. **Sec. 505.** If specific funding for the purposes of  
17 this act, referencing this act by bill or chapter number, is not  
18 provided by June 30, 2019, in the omnibus appropriations act, this  
19 act is null and void.

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