
SENATE BILL 5548

State of Washington

66th Legislature

2019 Regular Session

By Senators Wellman and Hunt; by request of Superintendent of Public Instruction

Read first time 01/23/19. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to providing multiple pathways to a meaningful
2 high school diploma; amending RCW 28A.655.065, 28A.230.090,
3 28A.155.045, 28A.655.061, 28A.155.170, 28A.180.100, 28A.195.010,
4 28A.200.010, 28A.230.122, 28A.230.125, 28A.320.190, 28A.320.208,
5 28A.600.310, 28A.700.080, 28A.415.360, 28A.655.068, 28A.655.070,
6 28A.655.090, and 28A.655.200; adding a new section to chapter 28A.655
7 RCW; and repealing RCW 28A.655.066.

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

9 **Sec. 1.** RCW 28A.655.065 and 2017 3rd sp.s. c 31 s 2 are each
10 amended to read as follows:

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

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

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

18 (4) One alternative assessment method shall be a combination of
19 the applicant's grades in applicable courses and the applicant's
20 highest score on the high school statewide student assessment, as
21 provided in this subsection. A student is eligible to apply for the
22 alternative assessment method under this subsection (4) if the
23 student has a cumulative grade point average of at least 3.2 on a
24 four point grading scale. The superintendent of public instruction
25 shall determine which high school courses are applicable to the
26 alternative assessment method and shall issue guidelines to school
27 districts.

28 (a) Using guidelines prepared by the superintendent of public
29 instruction, a school district shall identify the group of students
30 in the same school as the applicant who took the same high school
31 courses as the applicant in the applicable content area. From the
32 group of students identified in this manner, the district shall
33 select the comparison cohort that shall be those students who met or
34 slightly exceeded the state standard on the statewide student
35 assessment.

36 (b) The district shall compare the applicant's grades in high
37 school courses in the applicable content area to the grades of
38 students in the comparison cohort for the same high school courses.
39 If the applicant's grades are equal to or above the mean grades of

1 the comparison cohort, the applicant shall be deemed to have met the
2 state standard on the alternative assessment.

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

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

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

9 (b) By January 1, 2007, guidelines and appeal processes for
10 waiving specific requirements in RCW 28A.655.061 pertaining to the
11 certificate of academic achievement and to the certificate of
12 individual achievement for students who: (i) Transfer to a Washington
13 public school in their junior or senior year with the intent of
14 obtaining a public high school diploma, or (ii) have special,
15 unavoidable circumstances;

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

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

36 (B) Admission to a higher education institution or career
37 preparation program;

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

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

1 (ii) A student in the class of 2014, 2015, 2016, (~~or~~) 2017,
2 2018, or 2019 is eligible for the expedited appeal process in (c)(i)
3 of this subsection if he or she has met all other graduation
4 requirements established by the state and district.

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

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

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

21 (8) This section only applies to students in the class of 2019
22 and prior. This section no longer applies beginning with the class of
23 2020.

24 **Sec. 2.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to
25 read as follows:

26 (1) The state board of education shall establish high school
27 graduation requirements or equivalencies for students, except as
28 provided in RCW 28A.230.122 and except those equivalencies
29 established by local high schools or school districts under RCW
30 28A.230.097. The purpose of a high school diploma is to declare that
31 a student is ready for success in postsecondary education, gainful
32 employment, and citizenship, and is equipped with the skills to be a
33 lifelong learner.

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

38 (b) Ending with the class of 2019, the certificate of academic
39 achievement requirements under RCW 28A.655.061 or the certificate of

1 individual achievement requirements under RCW 28A.155.045 are
2 required for graduation from a public high school but are not the
3 only requirements for graduation.

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

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

12 (B) For students with an individualized education program, the
13 high school and beyond plan must be developed in alignment with their
14 individualized education program. The high school and beyond plan
15 must be developed in a similar manner and with similar school
16 personnel as for all other students.

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

27 (B) For students with an individualized education program, the
28 high school and beyond plan must be updated in alignment with their
29 school to postschool transition plan. The high school and beyond plan
30 must be updated in a similar manner and with similar school personnel
31 as for all other students.

32 (iv) School districts are encouraged to involve parents and
33 guardians in the process of developing and updating the high school
34 and beyond plan, and the plan must be provided to the students'
35 parents or guardians in their native language if that language is one
36 of the two most frequently spoken non-English languages of students
37 in the district. Nothing in this subsection (1)(c)~~((iii))~~ (iv)
38 prevents districts from providing high school and beyond plans to
39 parents and guardians in additional languages that are not required
40 by this subsection.

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

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

5 (B) Identification of educational goals;

6 (C) Identification of dual credit programs and the opportunities
7 they create for students, including but not limited to career and
8 technical education programs, running start programs, and college in
9 the high school programs;

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

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

13 (I) Includes information about options for satisfying state and
14 local graduation requirements;

15 (II) Satisfies state and local graduation requirements;

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

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

23 (V) Includes information about the college bound scholarship
24 program; (~~and~~)

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

28 (I) Information about the documentation necessary for completing
29 the applications; application timeliness and submission deadlines;
30 the importance of submitting applications early; information specific
31 to students who are or have been in foster care; information specific
32 to students who are, or are at risk of being, homeless; information
33 specific to students whose family member or guardians will be
34 required to provide financial and tax information necessary to
35 complete applications; and

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

39 (G) By the end of the twelfth grade, a current resume or activity
40 log that provides a written compilation of the student's education,

1 any work experience, and any community service and how the school
2 district has recognized the community service pursuant to RCW
3 28A.320.193.

4 (d) Any decision on whether a student has met the state board's
5 high school graduation requirements for a high school and beyond plan
6 shall remain at the local level. Effective with the graduating class
7 of 2015, the state board of education may not establish a requirement
8 for students to complete a culminating project for graduation. A
9 district may establish additional, local requirements for a high
10 school and beyond plan to serve the needs and interests of its
11 students and the purposes of this section.

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

29 (ii) School districts may apply to the state board of education
30 for a waiver to implement the career and college ready graduation
31 requirement proposal beginning with the graduating class of 2020 or
32 2021 instead of the graduating class of 2019. In the application, a
33 school district must describe why the waiver is being requested, the
34 specific impediments preventing timely implementation, and efforts
35 that will be taken to achieve implementation with the graduating
36 class proposed under the waiver. The state board of education shall
37 grant a waiver under this subsection (1)(e) to an applying school
38 district at the next subsequent meeting of the board after receiving
39 an application.

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

8 (2) (a) In recognition of the statutory authority of the state
9 board of education to establish and enforce minimum high school
10 graduation requirements, the state board shall periodically
11 reevaluate the graduation requirements and shall report such findings
12 to the legislature in a timely manner as determined by the state
13 board.

14 (b) The state board shall reevaluate the graduation requirements
15 for students enrolled in vocationally intensive and rigorous career
16 and technical education programs, particularly those programs that
17 lead to a certificate or credential that is state or nationally
18 recognized. The purpose of the evaluation is to ensure that students
19 enrolled in these programs have sufficient opportunity to earn a
20 certificate of academic achievement, complete the program and earn
21 the program's certificate or credential, and complete other state and
22 local graduation requirements.

23 (c) The state board shall forward any proposed changes to the
24 high school graduation requirements to the education committees of
25 the legislature for review. The legislature shall have the
26 opportunity to act during a regular legislative session before the
27 changes are adopted through administrative rule by the state board.
28 Changes that have a fiscal impact on school districts, as identified
29 by a fiscal analysis prepared by the office of the superintendent of
30 public instruction, shall take effect only if formally authorized and
31 funded by the legislature through the omnibus appropriations act or
32 other enacted legislation.

33 (3) Pursuant to any requirement for instruction in languages
34 other than English established by the state board of education or a
35 local school district, or both, for purposes of high school
36 graduation, students who receive instruction in American sign
37 language or one or more American Indian languages shall be considered
38 to have satisfied the state or local school district graduation
39 requirement for instruction in one or more languages other than
40 English.

1 (4) If requested by the student and his or her family, a student
2 who has completed high school courses before attending high school
3 shall be given high school credit which shall be applied to
4 fulfilling high school graduation requirements if:

5 (a) The course was taken with high school students, if the
6 academic level of the course exceeds the requirements for seventh and
7 eighth grade classes, and the student has successfully passed by
8 completing the same course requirements and examinations as the high
9 school students enrolled in the class; or

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

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

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

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

24 Beginning with the graduating class of 2008, students served
25 under this chapter, who are not appropriately assessed by the high
26 school Washington assessment system as defined in RCW 28A.655.061,
27 even with accommodations, may earn a certificate of individual
28 achievement. The certificate may be earned using multiple ways to
29 demonstrate skills and abilities commensurate with their individual
30 education programs. The determination of whether the high school
31 assessment system is appropriate shall be made by the student's
32 individual education program team. (~~Except as provided in RCW~~
33 ~~28A.655.0611,~~) For these students, the certificate of individual
34 achievement is required for graduation from a public high school, but
35 need not be the only requirement for graduation. When measures other
36 than the high school assessment system as defined in RCW 28A.655.061
37 are used, the measures shall be in agreement with the appropriate
38 educational opportunity provided for the student as required by this
39 chapter. The superintendent of public instruction shall develop the

1 guidelines for determining which students should not be required to
2 participate in the high school assessment system and which types of
3 assessments are appropriate to use.

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

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

12 This section only applies to students in the class of 2019 and
13 prior. This section no longer applies beginning with the class of
14 2020.

15 **Sec. 4.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each
16 amended to read as follows:

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

27 (2) Subject to the conditions in this section, a certificate of
28 academic achievement shall be obtained and is evidence that the
29 students have successfully met the state standard in the content
30 areas included in the certificate. With the exception of students
31 satisfying the provisions of RCW 28A.155.045 (~~or 28A.655.0611~~),
32 acquisition of the certificate is required for graduation from a
33 public high school but is not the only requirement for graduation.

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

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

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

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

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

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

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

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

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

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

36 (d) Beginning with the graduating class of 2020, a student who
37 meets the high school graduation standard on the high school English
38 language arts assessment developed with the multistate consortium and
39 the comprehensive mathematics assessment developed with the

1 multistate consortium to be administered in tenth grade shall earn a
2 certificate of academic achievement.

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

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

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

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

32 (7) School districts must make available to students the
33 following options:

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

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

1 public instruction and the state board for community and technical
2 colleges shall jointly identify means by which students in these
3 programs can be assessed.

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

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

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

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

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

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

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

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

40 (iii) Any credit deficiencies;

- 1 (iv) The student's attendance rates over the previous two years;
- 2 (v) The student's progress toward meeting state and local
3 graduation requirements;
- 4 (vi) The courses, competencies, and other steps needed to be
5 taken by the student to meet state academic standards and stay on
6 track for graduation;
- 7 (vii) Remediation strategies and alternative education options
8 available to students, including informing students of the option to
9 continue to receive instructional services after grade twelve or
10 until the age of twenty-one;
- 11 (viii) The alternative assessment options available to students
12 under this section and RCW 28A.655.065;
- 13 (ix) School district programs, high school courses, and career
14 and technical education options available for students to meet
15 graduation requirements; and
- 16 (x) Available programs offered through skill centers or community
17 and technical colleges, including the college high school diploma
18 options under RCW 28B.50.535.
- 19 (11) This section only applies to students in the class of 2019
20 and prior. This section no longer applies beginning with the class of
21 2020.

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

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

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

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

1 ~~(a)) a high school diploma pursuant to RCW 28A.230.120 (or~~
2 ~~(b) A certificate of individual achievement pursuant to RCW~~
3 ~~28A.155.045)).~~

4 **Sec. 6.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended to
5 read as follows:

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

21 **Sec. 7.** RCW 28A.195.010 and 2018 c 177 s 201 are each amended to
22 read as follows:

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

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

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

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

22 (2) The school day shall be the same as defined in RCW
23 28A.150.203.

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

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

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

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

38 (a) The parent, guardian, or custodian be under the supervision
39 of an employee of the approved private school who is certificated
40 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. 8.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended to
39 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 learning
33 requirements, (~~to~~) or take the assessments(~~(, or to obtain a~~
34 ~~certificate of academic achievement or a certificate of individual~~
35 ~~achievement pursuant to RCW 28A.655.061 and 28A.155.045)) under RCW
36 28A.655.070. The standardized test administered or the annual
37 academic progress assessment written shall be made a part of the
38 child's permanent records. If, as a result of the annual test or
39 assessment, it is determined that the child is not making reasonable~~

1 progress consistent with his or her age or stage of development, the
2 parent shall make a good faith effort to remedy any 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. 9.** 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 satisfied state
14 minimum requirements for graduation from a public high school, except
15 that ((÷

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

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

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

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

36 **Sec. 10.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to
37 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. 11.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
16 read as follows:

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

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

33 (3) Under the extended learning opportunities program,
34 instructional services for eligible students can occur during the
35 regular school day, evenings, on weekends, or at a time and location
36 deemed appropriate by the school district, including the educational
37 service district, in order to meet the needs of these students.
38 Instructional services provided under this section do not include

1 services offered at private schools. Instructional services can
2 include, but are not limited to, the following:

3 (a) Individual or small group instruction;

4 (b) ~~((Instruction in English language arts and/or mathematics
5 that eligible students need to pass all or part of the Washington
6 assessment of student learning;~~

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

9 ~~((d))~~ (c) Inclusion in remediation programs, including summer
10 school;

11 ~~((e))~~ (d) Language development instruction for English language
12 learners;

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

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

23 **Sec. 12.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each
24 amended to read as follows:

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

33 (a) When each assessment will be administered;

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

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

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

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

7 (2) The office of the superintendent of public instruction shall
8 provide information to the school districts to enable the districts
9 to provide the information to the parents and guardians in accordance
10 with subsection (1) of this section.

11 **Sec. 13.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
12 read as follows:

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

18 (b) The course sections and programs offered as running start
19 courses must also be open for registration to matriculated students
20 at the participating institution of higher education and may not be a
21 course consisting solely of high school students offered at a high
22 school campus.

23 (c) A student receiving home-based instruction enrolling in a
24 public high school for the sole purpose of participating in courses
25 or programs offered by institutions of higher education shall not be
26 counted by the school district in any required state or federal
27 accountability reporting if the student's parents or guardians filed
28 a declaration of intent to provide home-based instruction and the
29 student received home-based instruction during the school year before
30 the school year in which the student intends to participate in
31 courses or programs offered by the institution of higher education.
32 Students receiving home-based instruction under chapter 28A.200 RCW
33 and students attending private schools approved under chapter 28A.195
34 RCW shall not be required to meet the student learning goals(~~(7~~
35 ~~obtain a certificate of academic achievement or a certificate of~~
36 ~~individual achievement to graduate from high school,~~) or to
37 ~~((master))~~ learn the essential academic learning requirements.
38 However, students are eligible to enroll in courses or programs in
39 participating universities only if the board of directors of the

1 student's school district has decided to participate in the program.
2 Participating institutions of higher education, in consultation with
3 school districts, may establish admission standards for these
4 students. If the institution of higher education accepts a secondary
5 school pupil for enrollment under this section, the institution of
6 higher education shall send written notice to the pupil and the
7 pupil's school district within ten days of acceptance. The notice
8 shall indicate the course and hours of enrollment for that pupil.

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

11 (i) Running start students shall pay to the community or
12 technical college all other mandatory fees as established by each
13 community or technical college and, in addition, the state board for
14 community and technical colleges may authorize a fee of up to ten
15 percent of tuition and fees as defined in RCW 28B.15.020 and
16 28B.15.041; and

17 (ii) All other institutions of higher education operating a
18 running start program may charge running start students a fee of up
19 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
20 28B.15.041 in addition to technology fees.

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

23 (c) Students may pay fees under this subsection with advanced
24 college tuition payment program tuition units at a rate set by the
25 advanced college tuition payment program governing body under chapter
26 28B.95 RCW.

27 (3) (a) The institutions of higher education must make available
28 fee waivers for low-income running start students. Each institution
29 must establish a written policy for the determination of low-income
30 students before offering the fee waiver. A student shall be
31 considered low income and eligible for a fee waiver upon proof that
32 the student is currently qualified to receive free or reduced-price
33 lunch. Acceptable documentation of low-income status may also
34 include, but is not limited to, documentation that a student has been
35 deemed eligible for free or reduced-price lunches in the last five
36 years, or other criteria established in the institution's policy.

37 (b) Institutions of higher education, in collaboration with
38 relevant student associations, shall aim to have students who can
39 benefit from fee waivers take advantage of these waivers.
40 Institutions shall make every effort to communicate to students and

1 their families the benefits of the waivers and provide assistance to
2 students and their families on how to apply. Information about
3 waivers shall, to the greatest extent possible, be incorporated into
4 financial aid counseling, admission information, and individual
5 billing statements. Institutions also shall, to the greatest extent
6 possible, use all means of communication, including but not limited
7 to web sites, online catalogues, admission and registration forms,
8 mass email messaging, social media, and outside marketing to ensure
9 that information about waivers is visible, compelling, and reaches
10 the maximum number of students and families that can benefit.

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

32 **Sec. 14.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
33 to read as follows:

34 (1) Subject to funds appropriated for this purpose, the office of
35 the superintendent of public instruction shall develop and conduct an
36 ongoing campaign for career and technical education to increase
37 awareness among teachers, counselors, students, parents, principals,
38 school administrators, and the general public about the opportunities
39 offered by rigorous career and technical education programs. Messages

1 in the campaign shall emphasize career and technical education as a
2 high quality educational pathway for students, including for students
3 who seek advanced education that includes a bachelor's degree or
4 beyond. In particular, the office shall provide information about the
5 following:

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

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

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

12 ~~(d))~~ The availability of scholarships for postsecondary
13 workforce education, including the Washington award for vocational
14 excellence, and apprenticeships through the opportunity grant program
15 under RCW 28B.50.271, grants under RCW 28A.700.090, and other
16 programs; and

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

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

24 (3) The office shall seek advice, participation, and financial
25 assistance from the workforce training and education coordinating
26 board, higher education institutions, foundations, employers,
27 apprenticeship and training councils, workforce development councils,
28 and business and labor organizations for the campaign.

29 **Sec. 15.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended
30 to read as follows:

31 (1) Subject to funds appropriated for this purpose, targeted
32 professional development programs, to be known as learning
33 improvement days, are authorized to further the development of
34 outstanding mathematics, science, and reading teaching and learning
35 opportunities in the state of Washington. The intent of this section
36 is to provide guidance for the learning improvement days in the
37 omnibus appropriations act. The learning improvement days authorized
38 in this section shall not be considered part of the definition of
39 basic education.

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

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

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

8 (c) Increased use of curriculum materials with supporting
9 diagnostic and supplemental materials that align with state
10 standards;

11 ~~((Skillful guidance for students participating in alternative
12 assessment activities;~~

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

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

17 ~~((g))~~ (f) Increased student success on state achievement
18 measures; and

19 ~~((h))~~ (g) Increased student appreciation of the value and uses
20 of mathematics, science, and reading knowledge and exploration of
21 related careers.

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

31 **Sec. 16.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each
32 amended to read as follows:

33 (1) Beginning in the ~~((2011-12))~~ 2017-18 school year, the
34 statewide high school assessment in science shall be ~~((an end-of-~~
35 ~~course))~~ a comprehensive assessment ~~((for biology))~~ that measures the
36 state standards for the application of science and engineering
37 practices, disciplinary core ideas, and crosscutting concepts in the
38 domains of physical sciences, life sciences, ((in addition to

1 ~~systems, inquiry, and application as they pertain to life sciences))~~
2 Earth and spaces sciences, and engineering design.

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

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

21 ~~((c) Before the next subsequent school year after the~~
22 ~~legislature directs the superintendent to develop or adopt a new~~
23 ~~science assessment, the superintendent of public instruction shall~~
24 ~~review the objective alternative assessments for the science~~
25 ~~assessment and make recommendations to the legislature regarding~~
26 ~~additional objective alternatives, if any.))~~

27 (3) The superintendent of public instruction may participate with
28 consortia of multiple states as common student learning standards and
29 assessments in science are developed. The superintendent of public
30 instruction, in consultation with the state board of education, may
31 modify the essential academic learning requirements and statewide
32 student assessments in science, including the high school assessment,
33 according to the multistate common student learning standards and
34 assessments as long as the education committees of the legislature
35 have opportunities for review before the modifications are adopted,
36 as provided under RCW 28A.655.070.

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

1 **Sec. 17.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended
2 to read as follows:

3 (1) The superintendent of public instruction shall develop
4 essential academic learning requirements that identify the knowledge
5 and skills all public school students need to know and be able to do
6 based on the student learning goals in RCW 28A.150.210, develop
7 student assessments, and implement the accountability recommendations
8 and requests regarding assistance, rewards, and recognition of the
9 state board of education.

10 (2) The superintendent of public instruction shall:

11 (a) Periodically revise the essential academic learning
12 requirements, as needed, based on the student learning goals in RCW
13 28A.150.210. Goals one and two shall be considered primary. To the
14 maximum extent possible, the superintendent shall integrate goal four
15 and the knowledge and skill areas in the other goals in the essential
16 academic learning requirements; and

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

32 (3) (a) In consultation with the state board of education, the
33 superintendent of public instruction shall maintain and continue to
34 develop and revise a statewide academic assessment system in the
35 content areas of reading, writing, mathematics, and science for use
36 in the elementary, middle, and high school years designed to
37 determine if each student has mastered the essential academic
38 learning requirements identified in subsection (1) of this section.
39 School districts shall administer the assessments under guidelines
40 adopted by the superintendent of public instruction. The academic

1 assessment system may include a variety of assessment methods,
2 including criterion-referenced and performance-based measures.

3 (b) Effective with the 2009 administration of the Washington
4 assessment of student learning and continuing with the statewide
5 student assessment, the superintendent shall redesign the assessment
6 in the content areas of reading, mathematics, and science in all
7 grades except high school by shortening test administration and
8 reducing the number of short answer and extended response questions.

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

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

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

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

35 (4) If the superintendent proposes any modification to the
36 essential academic learning requirements or the statewide
37 assessments, then the superintendent shall, upon request, provide
38 opportunities for the education committees of the house of
39 representatives and the senate to review the assessments and proposed

1 modifications to the essential academic learning requirements before
2 the modifications are adopted.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22 (i) The subject matter of the essential academic learning
23 requirements;

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

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

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

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

38 (17) The state board of education may propose new or revised
39 essential academic learning requirements to the superintendent. The

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

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

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

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

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

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

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

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

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

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

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

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

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

12 **Sec. 19.** RCW 28A.655.200 and 2009 c 539 s 1 are each amended to
13 read as follows:

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

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

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

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

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

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

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

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

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

11 (e) Readily available to parents; and

12 (f) Cost-effective.

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

16 (a) The interpretation of diagnostic assessments; and

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

19 NEW SECTION. Sec. 20. A new section is added to chapter 28A.655
20 RCW to read as follows:

21 (1) Beginning with the class of 2020, the pathway to graduation
22 and a meaningful high school diploma must include:

23 (a) Demonstration of career and college readiness through
24 successful completion of the high school and beyond plan, as
25 described in RCW 28A.230.090;

26 (b) Earning required credits towards graduation; and

27 (c) Successfully completing one or more of the pathways described
28 in subsection (2) of this section.

29 (2)(a) Career and college readiness may be demonstrated by one or
30 more of the following pathways, as approved by the office of the
31 superintendent of public instruction:

32 (i) Earn high school credit in a high school transition course
33 such as bridge to college courses;

34 (ii) Complete a dual credit course in English language arts or
35 mathematics in which the student earns college credit;

36 (iii) Earn high school credit in a career and technical education
37 sequence of courses or program of study that may meet the
38 requirements in RCW 28A.700.030;

1 (iv) Earn high school credit through an apprenticeship
2 preparation program;

3 (v) Be accepted into a registered apprenticeship program;

4 (vi) Meet or exceed standard on the high school assessment in
5 English language arts as provided for under RCW 28A.655.070;

6 (vii) Meet or exceed standard on the high school assessment in
7 mathematics as provided for under RCW 28A.655.070;

8 (viii) Meet or exceed the scores set by the state board of
9 education for the mathematics, reading or English, or writing
10 portions of the SAT or ACT;

11 (xi) Meet or exceed scores necessary to earn college credit on
12 advanced placement, international baccalaureate, or Cambridge
13 international exams in English language arts or mathematics. The
14 superintendent of public instruction shall identify the specific
15 exams that meet the requirements of this subsection (2)(a)(ix);

16 (x) Pass the armed services vocational aptitude battery;

17 (xi) Pass an industry-based credential exam;

18 (b) For the classes of 2020 and 2021, students may also
19 demonstrate career and college readiness through a postsecondary
20 placement pathway including, but not limited to, one or more of the
21 following options:

22 (i) Be accepted to an institution of higher education;

23 (ii) Be employed in an occupation identified in the student's
24 high school and beyond plan under RCW 28A.230.090.

25 (3) For the purpose of this section, "high school transition
26 course" means an English language arts or mathematics course offered
27 in high school where successful completion by a high school student
28 ensures the student college-level placement at participating
29 institutions of higher education as defined in RCW 28B.10.016.

30 NEW SECTION. **Sec. 21.** RCW 28A.655.066 (Statewide end-of-course
31 assessments for high school mathematics) and 2013 2nd sp.s. c 22 s 3,
32 2011 c 25 s 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed.

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