

FINAL BILL REPORT

SSB 5249

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Synopsis as Enacted

Brief Description: Supporting mastery-based learning.

Sponsors: Senate Committee on Early Learning & K-12 Education (originally sponsored by Senators Wellman, Nobles, Das, Dhingra, Hasegawa, Kuderer, Nguyen, Saldaña and Wilson, C.; by request of State Board of Education).

Senate Committee on Early Learning & K-12 Education
Senate Committee on Ways & Means
House Committee on Education
House Committee on Appropriations

Background: Mastery-Based Learning Work Group. Legislation passed in 2019—E2SHB 1599—directed the State Board of Education (SBE) to convene and staff a mastery-based learning work group to inform the Governor, Legislature, and public about barriers to mastery-based learning. Mastery-based learning is a program model whereby:

- students advance upon demonstrated mastery of content;
- competencies include explicit, measurable, transferable learning objectives that empower students;
- assessments are meaningful and a positive learning experience for students;
- students receive rapid, differentiated support based on their individual learning needs; and
- learning outcomes emphasize competencies that include application and creation of knowledge and the development of important skills and dispositions.

The work group is directed to examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to personal career goals and postsecondary education. The work group must consider:

- improvements in the High School and Beyond Plan as an essential tool for mastery-based learning;
- development of mastery-based pathways to earning a high school diploma;
- the results of competency-based pathways previously approved by the SBE; and

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- the expansion of mastery-based credits to meet graduation requirements.

The work group submitted an interim report to the Governor and Legislature in December 2019 and a final report in December 2020. The work group is set to expire March 1st.

Educational Opportunity Gap Oversight and Accountability Committee. In 2009, the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) was created to synthesize the findings and recommendations from achievement gap studies and recommend policies and strategies to close the achievement gap.

High School Graduation Requirements. Washington State students must meet various requirements to graduate high school and receive a diploma. Currently, students must complete 24 credits in specified subject areas determined by the SBE. Students must also complete a High School and Beyond Plan and satisfy any local requirements.

In addition, students must meet the requirements of at least one graduation pathway in order to receive their high school diploma. These include:

- meeting or exceeding a set standard on statewide English language arts (ELA) and mathematics assessments;
- completing and qualifying for college credit in dual credit courses in ELA and mathematics;
- earning high school credit in a high school transition course in ELA and mathematics;
- earning high school credit with a C+ grade or receiving particular scores in AP, international baccalaureate, or Cambridge international courses;
- meeting or exceeding set scores on the SAT or ACT;
- meeting standard in the Armed Services Vocational Aptitude Battery; or
- completing a sequence of career and technical courses.

Beginning August 1, 2019, the SBE was required to conduct a survey of interested parties regarding what additional graduation pathways should be added to existing pathways and whether other modifications should be made. Interested parties included, among others, representatives from various agencies and associations representing institutions of higher education, educators, school administrators, and members of the EOGOAC.

Summary: Mastery-Based Learning Work Group. *Profile of a Graduate.* By December 10, 2021, the Mastery-Based Learning Work Group shall develop a Washington State profile of a graduate describing the skills a student should have developed by the time they graduate high school.

In developing the profile, the work group shall consult with students, families, and educators who have been underserved by the education system. The work group shall seek guidance from the EOGOAC regarding how to engage with these communities. In addition, the work group must consult with representatives from postsecondary education and training programs, labor, and industry, as well as the Council of Presidents and the

Washington Association of Colleges for Teacher Education (WACTE).

The work group must submit a final report on a profile of a graduate and related recommendations for supporting implementation of mastery-based learning by December 10, 2021.

Membership. The work group membership must include the following additions:

- one representative from an approved teacher preparation program with experience in mastery-based learning as selected by a state association representing teacher preparation programs;
- one representative from the Professional Educator Standards Board;
- one representative from the Washington Student Achievement Council; and
- one representative from the online learning community selected by the Online Learning Advisory Committee of the Office of the Superintendent of Public Instruction.

Profile of a Graduate Board of Education. *Rule Adoption.* The SBE shall consider for adoption the profile of a graduate recommended by the Mastery-Based Learning Work Group. The SBE may consider modifications and must adopt the recommended or modified profile by April 30, 2022, and submit a report outlining its findings and recommendations to the Governor and the education committees of the Legislature by December 31, 2022.

The SBE must propose rules by December 31, 2022, and may submit recommendations to align graduation requirements to support implementation of the adopted profile of a graduate, and in doing so must consider:

- changes to the core subject area requirements, flexible credits, and noncredit requirements;
- the relationship between credits and core subject area requirements; and
- how components of the high school diploma work together as a system of graduation requirements designed to declare that a student is ready for success in postsecondary education, gainful employment, and civic engagement, and is equipped with the skills to be a lifelong learner.

Any recommended additional graduation pathway options or changes to graduation pathway options may not be added by rule alone.

Graduation Pathways. In addition to existing parties, the SBE must also survey high school students and recent high school graduates regarding adding graduation pathways or modifying current ones. The SBE must provide an additional report to the education committees of the Legislature by December 10, 2022.

Votes on Final Passage:

Senate	49	0
House	98	0

Effective: July 25, 2021
March 1, 2021 (Section 1)