
Education Committee

HB 1308

Brief Description: Concerning high school graduation pathway options.

Sponsors: Representatives Stonier, Dye, Ortiz-Self, Tharinger, Riccelli, Reed and Pollet; by request of State Board of Education.

Brief Summary of Bill

- Establishes a graduation pathway option that enables students to meet pathway requirements by completing a performance-based learning experience.
- Establishes requirements for the performance-based learning experience pathway and prescribes duties that the State Board of Education (SBE) and school districts must meet before the pathway can be offered to students.
- Directs the SBE to review and monitor the implementation of graduation pathway options to ensure school district compliance with requirements.

Hearing Date: 2/6/23

Staff: Ethan Moreno (786-7386).

Background:

Graduation Requirements. To qualify for a high school diploma, public school students must satisfy credit and subject area requirements established by the Legislature and the State Board of Education (SBE), fulfill any locally established requirements, complete a High School and Beyond Plan (HSBP), and meet the requirements of at least one graduation pathway option.

Graduation Pathways. Legislation adopted in 2019 (Engrossed Second Substitute House Bill

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not part of the legislation nor does it constitute a statement of legislative intent.

1599, enacted as ch. 252, Laws of 2019) established graduation pathway requirements that began application with the graduating class of 2020. The stated intent of the pathway options was to provide students with multiple pathways to graduating with a meaningful high school diploma that are tailored to the students' goals.

The graduation pathway options, which are implemented through rules adopted by the SBE, give students the option to meet pathway requirements by:

1. meeting or exceeding the graduation standard established by the SBE on the statewide high school assessments in English language arts (ELA) and mathematics;
2. completing and qualifying for college credit in dual-credit courses in ELA and mathematics;
3. earning high school credit in a high school transition course that meets specific requirements in ELA and mathematics;
4. earning high school credit with an appropriate grade or exam score in specified Advanced Placement (AP), International Baccalaureate (IB), or Cambridge International courses in ELA and mathematics;
5. meeting or exceeding the scores established by the SBE for the mathematics portion and the reading, English, or writing portion of the SAT or ACT;
6. meeting any combination of at least one ELA option and at least one mathematics option established in the previous bullets;
7. meeting standard in the Armed Services Vocational Aptitude Battery; or
8. completing a sequence of career and technical education courses that are relevant to the student's postsecondary pathway and that meet specific criteria.

School districts are encouraged to make all graduation pathway options available to their students, and to expand their list of options until all are offered, but districts are granted discretion in determining which pathway options they offer.

The 2019 legislation also established reporting requirements related to the graduation pathways, including annual data collection and reporting duties for the Office of the Superintendent of Public Instruction, and directing the SBE to conduct a survey about the creation of additional graduation pathways and whether modifications should be made to existing pathways.

Using the annually collected data and the survey information, the SBE was directed to review the graduation pathways, the suggested changes to those graduation pathways, and the options for additional graduation pathways, and to provide a report to the education committees of the Legislature in December 2022. The Legislature is in receipt of the report.

Summary of Bill:

Establishment of New Graduation Pathway. An additional graduation pathway option is established. School districts may offer students the opportunity to meet graduation pathway requirements by completing a performance-based learning experience through which the student applies knowledge and skills in a real-world context, providing evidence of applying state

learning standards in at least two of the core subject areas identified by the SBE that are most directly aligned with the student's education or career goals as stated in their HSBP.

The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, examples of which include a performance, presentation, portfolio, report, film, or exhibit.

The performance-based learning experience must conform to state requirements established in rule by the SBE that address the safety and quality of the performance-based learning experience, and the authentic performance-based assessment criteria for determining that the student has applied the applicable learning standards. The rules may allow external parties, including community leaders and professionals, to participate in the evaluation of the student's performance, and must require that the evaluation include at least one certificated teacher with an endorsement in each relevant subject area or with other applicable qualifications.

Prior to offering the performance-based learning experience pathway option to students, the school district board of directors must adopt a written policy in conformity with applicable state requirements.

Provision of Information to Students and Families. School districts must annually provide students in grades 8 through 12 and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the school district. School districts must provide this information in a manner that conforms with the district's language access policy and procedures, and are encouraged to begin providing this information to students when they are in sixth grade.

Review and Monitoring Requirements. The SBE must review and monitor the implementation of the graduation pathway options to ensure school district compliance with graduation pathway requirements and school district data and analysis obligations. The reviews and monitoring may be conducted concurrently with other oversight and monitoring conducted by the SBE. The review and monitoring information must be collected annually and reported to the education committees of the Legislature every two years, beginning January 10, 2025.

At least annually, school districts must examine data on student groups participating in and completing each graduation pathway option offered by the district. The applicable student data must be disaggregated by a minimum number of student groups, including race and ethnicity subgroups, and by:

1. gender;
2. students who are the subject of a dependency proceeding;
3. students who are experiencing homelessness; and
4. multilingual/English learners.

If the results of the analysis show disproportionate participation and completion rates by student

groups, the school district must identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students.

Provisions directing the SBE to perform completed survey and reporting duties related to graduation pathway options are repealed.

Other Graduation Pathway Modifications. The SBE is directed to establish the list of AP, IB, and Cambridge international courses that can be used for meeting for English language arts and mathematics for the AP, IB, Cambridge International Courses graduation pathway option, rather than having qualifying courses delineated in statute.

The stated intent of the pathway options is revised to specify that the options are intended to provide a student with multiple ways, including test-based, course-based, and performance-based options, to demonstrate readiness in furtherance of the student's individual goals for high school and beyond. For purposes of this intent provision, "demonstrate readiness" means the student is able to apply state learning standards in English language arts and mathematics or two or more core subject areas that most directly align with the student's HSBP goals.

Appropriation: None.

Fiscal Note: Requested on January 23, 2023.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.