

HB 1308 - S COMM AMD

By Committee on Early Learning & K-12 Education

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

3 "NEW SECTION. **Sec. 1.** (1) In 2019 the legislature created a
4 system of multiple graduation pathway options, which took effect
5 beginning with the class of 2020. The legislature intended for the
6 graduation pathways to be student-focused, adaptable, rigorous, and
7 meaningful ways for students to demonstrate appropriate readiness in
8 support of their individualized career and college goals.

9 (2) The legislature anticipated that school districts might face
10 barriers to implementing the pathways and students might face
11 barriers to accessing the pathway options. The legislature charged
12 the state board of education with research on the first three years
13 of implementation to identify barriers and provide recommendations
14 for changes to the existing pathways and additional pathway options.

15 (3) While implementation of the graduation pathway options was
16 significantly disrupted by the COVID-19 pandemic, the research on
17 early implementation identified access and equity barriers that would
18 exist even without the pandemic. The research shows that the initial
19 set of graduation pathway options do not meet the needs of all
20 students. The research found some students completing pathways that
21 do not align with their individual goals for after high school, in
22 which case the pathway is not serving its intended purpose. Overall,
23 students, families, and educators report a need for additional
24 relevant and authentic options.

25 (4) The legislature recognizes that students can demonstrate
26 readiness in multiple ways and recognizes the need to expand
27 graduation pathways in order to provide options that are student-
28 focused, individualized, relevant, and that support all student
29 needs. Research shows that performance-based assessments are valid
30 ways of measuring students' readiness for success in college and
31 careers. Further, research shows that performance-based assessments

1 are associated with increased student engagement, skill development,
2 critical thinking, and postsecondary success. The legislature
3 recognizes that a performance-based graduation pathway option
4 supports the state's transition to mastery-based learning.

5 (5) Therefore, the legislature intends to create graduation
6 pathway options that allow students to demonstrate their readiness in
7 performance-based ways, in addition to the existing test-based and
8 course-based options. Further, the legislature intends to create
9 ongoing requirements to monitor the graduation pathway options
10 implementation at both the state and local levels to ensure
11 accountability and equitable offerings. In providing a wider variety
12 of graduation pathway options, the state maintains its commitment to
13 high standards for earning a meaningful high school diploma that
14 prepares students for success in postsecondary education, gainful
15 employment, civic engagement, and lifelong learning.

16 **Sec. 2.** RCW 28A.655.250 and 2021 c 7 s 3 are each amended to
17 read as follows:

18 (1)(a) Beginning with the class of 2020, except as provided in
19 RCW 28A.230.320, graduation from a public high school and the earning
20 of a high school diploma must include the following:

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

25 (ii) Satisfying credit requirements for graduation;

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

29 (iv) Meeting the requirements of at least one graduation pathway
30 option established in this section.

31 (b) Successful completion of the components in (a) of this
32 subsection together signals a student's readiness to graduate with a
33 meaningful high school diploma that fulfills the diploma purpose
34 established in RCW 28A.230.090.

35 (2) The pathway options established in this section are intended
36 to provide a student with multiple ((pathways to graduating with a
37 meaningful high school diploma that are tailored to the goals of the
38 student)) ways, including test-based, course-based, and performance-
39 based options, to demonstrate readiness in furtherance of the

1 student's individual goals for high school and beyond. For the
2 purposes of this section, "demonstrate readiness" means the student
3 meets or exceeds state learning standards addressed in the pathway
4 option. A student may choose to pursue one or more of the pathway
5 options under ~~((b))~~ subsection (3) of this ~~((subsection))~~ section,
6 but any pathway option used by a student to demonstrate career and
7 college readiness must be in alignment with the student's high school
8 and beyond plan.

9 ~~((b))~~ (3) The following graduation pathway options may be used
10 to demonstrate career and college readiness in accordance with
11 ~~((a)(iv))~~ subsection (1)(a)(iv) of this ~~((subsection))~~ section:

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

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

22 ~~((iii))~~ (c) Earn high school credit in a high school transition
23 course in English language arts and mathematics, an example of which
24 includes a bridge to college course. For the purposes of this
25 subsection ~~((1)(b)(iii))~~ (3)(c), "high school transition course"
26 means an English language arts or mathematics course offered in high
27 school where successful completion by a high school student ensures
28 the student college-level placement at participating institutions of
29 higher education as defined in RCW 28B.10.016. High school transition
30 courses must satisfy core or elective credit graduation requirements
31 established by the state board of education. A student's successful
32 completion of a high school transition course does not entitle the
33 student to be admitted to an institution of higher education as
34 defined in RCW 28B.10.016;

35 ~~((iv))~~ (d) Earn high school credit, with a C+ grade ~~((, or~~
36 ~~receiving a three or higher on the AP exam, or equivalent,))~~ or
37 higher in AP, international baccalaureate, or Cambridge international
38 courses in English language arts and mathematics; or ~~((receiving a~~
39 ~~four or higher on international baccalaureate exams. For English~~
40 ~~language arts, successfully completing any of the following courses~~

1 ~~meets the standard: AP English language and composition literature,~~
2 ~~macroeconomics, microeconomics, psychology, United States history,~~
3 ~~world history, United States government and politics, or comparative~~
4 ~~government and politics; or any of the international baccalaureate~~
5 ~~individuals and societies courses. For mathematics, successfully~~
6 ~~completing any of the following courses meets the standard: AP~~
7 ~~statistics, computer science, computer science principles, or~~
8 ~~calculus; or any of the international baccalaureate mathematics~~
9 ~~courses)) earn at least the minimum scores outlined in RCW~~
10 ~~28B.10.054(1) on the corresponding exams. The state board of~~
11 ~~education shall establish by rule the list of AP, international~~
12 ~~baccalaureate, and Cambridge international courses of which~~
13 ~~successful completion meets the standard in this subsection for~~
14 ~~English language arts and for mathematics;~~

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

18 ~~((~~vi~~)) (f) (i) Complete a performance-based learning experience~~
19 ~~through which the student demonstrates knowledge and skills in a~~
20 ~~real-world context, providing evidence that the student meets or~~
21 ~~exceeds state learning standards in English language arts and~~
22 ~~mathematics. The performance-based learning experience may take a~~
23 ~~variety of forms, such as a project, practicum, work-related~~
24 ~~experience, community service, or cultural activity, and may result~~
25 ~~in a variety of products that can be evaluated, such as a~~
26 ~~performance, presentation, portfolio, report, film, or exhibit.~~

27 ~~(ii) The performance-based learning experience must conform to~~
28 ~~state requirements established in rule by the state board of~~
29 ~~education addressing the safety and quality of the performance-based~~
30 ~~learning experience and the authentic performance-based assessment~~
31 ~~criteria for determining the student has demonstrated the applicable~~
32 ~~learning standards. The rules adopted by the state board of education~~
33 ~~may allow external parties, including community leaders and~~
34 ~~professionals, to participate in the evaluation of the student's~~
35 ~~performance and must include at least one certificated teacher with~~
36 ~~an endorsement in each relevant subject area or with other applicable~~
37 ~~qualifications as permitted by the professional educator standards~~
38 ~~board.~~

39 ~~(iii) To support implementation of the performance-based learning~~
40 ~~experience graduation pathway option, the state board of education~~

1 shall establish graduation proficiency targets and associated rubrics
2 aligned with state learning standards in English language arts and
3 mathematics.

4 (iv) Prior to offering the performance-based learning experience
5 graduation pathway option in this subsection (3)(f) to students, the
6 school district board of directors shall adopt a written policy in
7 conformity with applicable state requirements;

8 (g) Meet any combination of at least one English language arts
9 option and at least one mathematics option established in ~~((b)(i)~~
10 through ~~(v)~~) (a) through (f) of this subsection ~~((1))~~;

11 ~~((vii))~~ (h) Meet standard in the armed services vocational
12 aptitude battery; and

13 ~~((viii))~~ (i) Complete a sequence of career and technical
14 education courses that are relevant to a student's postsecondary
15 pathway, including those leading to workforce entry, state or
16 nationally approved apprenticeships, or postsecondary education, and
17 that meet either: The curriculum requirements of core plus programs
18 for aerospace, maritime, health care, information technology, or
19 construction and manufacturing; or the minimum criteria identified in
20 RCW 28A.700.030. Nothing in this subsection ~~((1)(b)(viii))~~ (3)(i)
21 requires a student to enroll in a preparatory course that is approved
22 under RCW 28A.700.030 for the purposes of demonstrating career and
23 college readiness under this section.

24 ~~((2))~~ (4) While the legislature encourages school districts to
25 make all pathway options established in this section available to
26 their high school students, and to expand their pathway options until
27 that goal is met, school districts have discretion in determining
28 which pathway options under this section they will offer to students.

29 ~~((3))~~ School districts, however, must annually provide students
30 in grades eight through 12 and their parents or legal guardians with
31 comprehensive information about the graduation pathway options
32 offered by the school district and are strongly encouraged to begin
33 providing this information beginning in sixth grade. School districts
34 must provide this information in a manner that conforms with the
35 school district's language access policy and procedures as required
36 under RCW 28A.183.040.

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

1 **Sec. 3.** RCW 28A.655.260 and 2021 c 144 s 3 are each amended to
2 read as follows:

3 (1) The superintendent of public instruction shall collect the
4 following information from school districts: Which of the graduation
5 pathways under RCW 28A.655.250 are available to students at each of
6 the school districts; and the number of students using each
7 graduation pathway for graduation purposes. This information shall be
8 reported annually to the education committees of the legislature
9 beginning January 10, 2021. To the extent feasible, data on student
10 participation in each of the graduation pathways shall be
11 disaggregated by race, ethnicity, gender, and receipt of free or
12 reduced-price lunch.

13 (2) ~~((Beginning August 1, 2019, the state board of education
14 shall survey interested parties regarding what additional graduation
15 pathways should be added to the existing graduation pathways
16 identified in RCW 28A.655.250 and whether modifications should be
17 made to any of the existing pathways. Interested parties shall
18 include at a minimum: High school students; recent high school
19 graduates; representatives from the state board for community and
20 technical colleges and four-year higher education institutions;
21 representatives from the apprenticeship and training council;
22 associations representing business; members of the educational
23 opportunity gap oversight and accountability committee; and
24 associations representing educators, school board members, school
25 administrators, superintendents, and parents. The state board of
26 education shall provide reports to the education committees of the
27 legislature by August 1, 2020, and December 10, 2022, summarizing the
28 information collected in the surveys.~~

29 ~~(3) Using the data reported by the superintendent of public
30 instruction under subsection (1) of this section, the state board of
31 education shall survey a sampling of the school districts unable to
32 provide all of the graduation pathways under RCW 28A.655.250 in order
33 to identify the types of barriers to implementation school districts
34 have. Using the survey results from this subsection and the survey
35 results collected under subsection (2) of this section, the state
36 board of education shall review the existing graduation pathways,
37 suggested changes to those graduation pathways, and the options for
38 additional graduation pathways, and shall provide a report to the
39 education committees of the legislature by December 10, 2022, on the
40 following:~~

1 ~~(a) Recommendations on whether changes to the existing pathways~~
2 ~~should be made and what those changes should be;~~

3 ~~(b) The barriers school districts have to offering all of the~~
4 ~~graduation pathways and recommendations for ways to eliminate or~~
5 ~~reduce those barriers for school districts;~~

6 ~~(c) Whether all students have equitable access to all of the~~
7 ~~graduation pathways and, if not, recommendations for reducing the~~
8 ~~barriers students may have to accessing all of the graduation~~
9 ~~pathways; and~~

10 ~~(d) Whether additional graduation pathways should be included and~~
11 ~~recommendations for what those pathways should be)) The state board~~
12 ~~of education shall review and monitor the implementation of the~~
13 ~~graduation pathway options to ensure school district compliance with~~
14 ~~requirements established under RCW 28A.655.250 and subsection (3) of~~
15 ~~this section. The reviews and monitoring required by this subsection~~
16 ~~may be conducted concurrently with other oversight and monitoring~~
17 ~~conducted by the state board of education. The information shall be~~
18 ~~collected annually and reported to the education committees of the~~
19 ~~legislature by January 10, 2025, and biennially thereafter.~~

20 (3) (a) At least annually, school districts shall examine data on
21 student groups participating in and completing each graduation
22 pathway option offered by the school district. At a minimum, the data
23 on graduation pathway participation and completion must be
24 disaggregated by the student groups described in RCW 28A.300.042 (1)
25 and (3), and by:

26 (i) Gender;

27 (ii) Students who are the subject of a dependency proceeding
28 pursuant to chapter 13.34 RCW;

29 (iii) Students who are experiencing homelessness as defined in
30 RCW 28A.300.542(4); and

31 (iv) Multilingual/English learners.

32 (b) If the results of the analysis required under (a) of this
33 subsection show disproportionate participation and completion rates
34 by student groups, then the school district shall identify reasons
35 for the observed disproportionality and implement strategies as
36 appropriate to ensure the graduation pathway options are equitably
37 available to all students in the school district."

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1 On page 1, line 1 of the title, after "options;" strike the
2 remainder of the title and insert "amending RCW 28A.655.250 and
3 28A.655.260; and creating a new section."

EFFECT: (1) Revises the definition of "demonstrate readiness" with respect to graduation pathways to mean the student meets or exceeds state learning standards addressed in the chosen pathway.

(2) Requires that the performance-based learning experience graduation pathway option provides evidence that the student meets or exceeds state learning standards in English language arts and mathematics, rather than at least two of the mandatory core subject areas.

(3) Requires the State Board of Education to establish graduation proficiency targets and associated rubrics aligned with state learning standards in English language arts and mathematics.

(4) Moves the subsection detailing the performance-based learning experience graduation pathway option.

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