

Engrossed Second Substitute House Bill 1599 – As Passed the Legislature<sup>1</sup>

Topic	What the bill does	Section	Other comments
<b>Delink</b>	Eliminates the requirement to earn a Certificate of Academic Achievement (CAA) to graduate, which ends after the class of 2019; and eliminates the requirement to earn a Certificate of Individual Achievement, ending with the class of 2021.	Section 102, Section 103, Section 104 (CIA), Section 105	Since 2006, a student has earned the CAA by meeting a cut score on statewide-administered assessments in English Language Arts, math and science (e.g., WASL, Algebra or Geometry end of course exams, biology end of course exams, or SBAC). This requirement ends after the class of 2019.
<b>Expedited Appeals Waiver</b>	Yes, allowed for the classes of 2019 and 2020  Section 102 takes effect May 15, 2019	Section 102	Here is a <a href="#">link</a> to the 2018 expedited appeals waiver. The requirements didn't change under HB 1599, but an updated form is not yet available.
<b>New Requirements</b>	For students to earn a high school diploma, a student must complete a High School and Beyond Plan, meet all the district and/or high school requirements, and meet the state credit requirements (24-credits for class of 2021).  In addition, a student must achieve one or more of the following pathways in <b>English Language Arts and Mathematics</b> : <ul style="list-style-type: none"> <li>a. Meet or exceed the Smarter Balanced Assessment scores set by the State Board of Education;</li> <li>b. Complete and qualify for college credit in dual credit courses, such as those earned through Running Start, College in the High School, or other programs where the student earns both high school and college credit after completing the course;</li> <li>c. Earn credit in a high school transition course, when completion of the course will ensure college-level placement in a community college or state college or university;</li> <li>d. Earn high school credit, with a C+ grade or score of 3 or higher on the AP exam; C+ in relevant courses in International</li> </ul>	Section 201	AP/IB/Cambridge option: To satisfy the English Language Arts “Advanced Placement” option, the following AP courses are allowed: English language and composition literature, macroeconomics, microeconomics, psychology, US History, world history, US government and politics, or comparative government and politics. To satisfy the Math “Advanced Placement” option, the following AP courses are allowed: Statistics, computer science, computer science principles, or calculus.  For International Baccalaureate courses, any of the IB Individuals and Societies courses for English Language Arts, and any of the IB math courses.  The wording is awkward after an amendment in the Senate Ways & Means Committee (Section

<sup>1</sup> Not signed by the Governor yet. All sections, except for Section 102, go into effect 90 days after April 28, 2019.

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	<p>Baccalaureate courses or a 4 on the IB exam; or C+ in Cambridge International courses (but no score equivalent);</p> <p>e. Meet or exceed the scores established by the State Board of Education for the SAT or ACT;</p> <ul style="list-style-type: none"> <li>• <i>Meet any combination of at least one ELA option and at least one Math option as described above;</i></li> </ul> <p>f. Meet standard in the Armed Services Vocational Aptitude Battery; and</p> <p>g. Complete a sequence of CTE courses that are relevant to a student's postsecondary pathway, including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education, and that meet either:</p> <ul style="list-style-type: none"> <li>• The curriculum requirements of Core Plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or</li> <li>• The minimum criteria identified in <a href="#">RCW 28A.700.030</a>.</li> </ul>		<p>201, (b)(iv)), but the intention is a C+ or better in the course or a test score option.</p> <p>Core Plus programs are only offered in about 60 high schools, mainly in western Washington.</p>
<b>Class of 2019</b>	<ol style="list-style-type: none"> <li>1. Can use the expedited appeals waiver (no change);</li> <li>2. Can use a locally determined course in ELA and Math and a locally determined assessment to demonstrate proficiency and graduate, per Michaela Miller, Deputy Superintendent, OSPI.</li> </ol>	Section 102	Takes effect May 15, 2019
<b>Class of 2020</b>	<p>New pathways requirements begin but students can use the expedited appeals waiver.</p> <p>Starting with class of 2020, state assessments in English Language Arts and math must be offered in 10<sup>th</sup> grade.</p>	<p>Section 102</p> <p>Section 119</p>	
<b>Class of 2021</b>	<p>Seven new pathways requirements only; students can no longer use an expedited appeals waiver.</p> <p>Final year students with disabilities may use the Certificate of Individual Achievement to earn a diploma.</p>	<p>Section 201</p> <p>Section 104</p>	
<b>NEW: High School and</b>	Must inform course taking that is aligned with the student's goals for education or training and career after high school.	Section 103	The State Board of Education has a lot of <a href="#">information</a> about High School and Beyond Plans.

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<b>Beyond Plan Elements</b>	<p>For students with an IEP, the High School and Beyond Plan must be updated in alignment with their “school to postschool transition plan” and must be updated in a similar manner and with similar school personnel as for all other students.</p> <p>Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.</p> <p>Adds information on FAFSA, including the list of what is needed to complete the financial aid application and opportunities to help families fill out the applications.</p>		
<b>24 credit – 2 credit waivers</b>	<p>Students may waive two of the 24 credits required to graduate, starting with the class of 2021, but cannot waive any of the SBE mandatory core academic courses.</p>	Section 103	<p>Mandatory core academic courses are: 4 credits English, 3 credits math, 3 credits science, 3 credits social studies, 1.5 credits fitness, .5 credit health, 1 credit art, 1 credit CTE (17 credits total)</p>
<b>Credit in middle school</b>	<p>Students who have completed high school courses before attending high school shall be given high school credit which will applied to fulfilling high school graduation requirements under certain circumstances.</p>	Section 103	
<b>Phasing out the Certificate of Individual Achievement; students with disabilities</b>	<p>Ending with the graduating class of 2021, students who are not appropriately served under the seven graduation pathway options, even with accommodations, may earn a Certificate of Individual Achievement. The determination about use of the pathways shall be made by the student’s IEP team.</p> <p>OSPI, in consultation with the state Special Education Advisory Council (SEAC), shall develop guidelines for determining which types of multiple measures to demonstrate skills and abilities are appropriate to use and graduation pathways that might be added to those in Section 201 of the act to support achievement of all students served under this chapter.</p>	Section 103, Section 104, Section 106	Section 104 expires August 31, 2024.

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	The statewide academic assessment system must also include the Washington Access to Instruction and Measurement (AIM) assessment for students with significant cognitive challenges.	Section 119	
<b>Assessments in 10<sup>th</sup> grade</b>	Starting with the graduating class of 2020, the high school English Language Arts and Math assessments must be administered to students in the 10 <sup>th</sup> grade.	Section 119	
<b>Pathway district Survey</b>	OSPI shall collect data from school districts on which of the graduation pathways are available to students at each of the school districts and the number of students using each pathway. When possible, the data should be disaggregated by race, gender, and receipt of free or reduced-price lunch. The first report is due January 10, 2021, and annually thereafter, to the legislative education committees.	Section 202	While districts are encouraged to offer all the pathways listed in Section 201, they are not required to offer all to students.
<b>SBE Pathway Review</b>	Beginning August 1, 2019, the State Board of Education shall conduct a survey of interested parties regarding what additional graduation pathways should be added to the existing graduation pathways and whether modifications should be made to any of the existing pathways. Includes reaching out to associations representing school board members, school administrators, superintendents, and parents. A report is due August 1, 2020, summarizing the information collected in the surveys.	Section 202	
<b>SBE District Survey Analysis</b>	Using the data reported by OSPI, the State Board of Education shall survey a sampling of school districts unable to provide all the graduation pathways and identify the types of barriers to implementation by school districts. SBE shall review the data and make recommendations to the education committees by December 1, 2022 on: changes that could or should be made to the pathways; barriers school districts have and recommendations for ways to eliminate or reduce barriers; whether all students have equitable access to all the graduation pathways and recommendations for increasing access; and whether additional graduation pathways should be included and which ones.	Section 202	

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<b>Learning Plans</b>	School districts shall provide students who do not meet or exceed standard on the ELA or math state assessments with the opportunity to access any combination of interventions, academic supports, or courses, that are designed to support students in meeting high school graduation requirements. In addition, school districts must prepare student learning plans for 8 <sup>th</sup> grade students not on track to graduate due to credit deficiencies or absences.	Section 203	Unless appropriated in the 2019-21 omnibus operating budget, no additional funding is provided for this section.
<b>Mastery-based learning work group</b>	By August 1, 2019, the State Board of Education shall convene a 13-member work group to inform on barriers to mastery-based learning. An interim report is due December 1, 2019, and a final report is due December 1, 2020.	Section 301	
<b>Mandated academic acceleration</b>	<p>Starting in the 2021-22 school year, every school district must adopt an academic acceleration policy whereby students who meet or exceed standard on the 8<sup>th</sup> grade state ELA and math assessments are automatically enrolled in the next most rigorous level of advanced courses or programs offered by the high school that aligns with the student’s High School and Beyond Plan goals.</p> <p>Beginning in the 2021-22 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are <i>eligible</i> for enrollment in advanced courses in science.</p> <p>Students who successfully complete an advanced course are then automatically enrolled in the next most rigorous level of advanced course that aligns with the student’s HSBP.</p>	Section 502	<p>Academic acceleration policies are voluntary until the 2021-22 school year. Then they become mandatory.</p> <p>OSPI administers a <a href="#">small grant program</a> to support districts implementing the policy under current law. It is unclear if additional supports will be provided to all school districts with high schools that will now be required to automatically enroll students in the next most rigorous course.</p> <p>Parents/guardians may opt their students out of the academic acceleration policy under <a href="#">RCW 28A.320.195</a> to enroll their student in an alternative course or program aligned with the student’s High School and Beyond Plan.</p>
<b>NEW: High School and Beyond Plan Electronic Platform requirements</b>	<p>Recognizes that additional school counselors and family coordinators are needed for robust High School and Beyond Plans (HSBP) and pathways for graduation.</p> <p>Directs OSPI to facilitate the creation of a list of available electronic platforms for the HSBP.</p>	Section 504	While this section recognizes the need for additional staff to implement more robust High School and Beyond Plans and the multi-faceted pathways approach to demonstrating college and career-readiness, no funding is appropriated for these staff.

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	<p>Platforms eligible to be included in the list must meet the following requirements:</p> <ul style="list-style-type: none"> <li>• Enable students to create, personalize and revise their HSBP;</li> <li>• Grant parents or guardians, educators and counselors access to students' High School and Beyond Plans;</li> <li>• Use technology that can be easily modified due to statutory or administrative changes;</li> <li>• Comply with requirements for student privacy;</li> <li>• Allow for portability between platforms so students moving between districts can easily transfer their HSBP;</li> <li>• To the extent possible, include platforms in use by school districts during the 2018-19 school year.</li> </ul> <p>Beginning in the 2020-21 school year, each school district must ensure that an electronic HSBP platform is available to all students.</p> <p>OSPI is given rule-making authority to adopt and revise rules to implement the section.</p>		
<b>Maintained elements</b>	1. Students who complete an IB Diploma are deemed to have satisfied the graduation pathway requirements.	Section 110	
	2. A statewide high school assessment in science shall be a comprehensive assessment but is not required for graduation.	Section 118	
	3. Graduation requirements prior to the bill apply to the graduating classes of 2018 and prior graduating classes.	Section 401	
<b>Repealers</b>	1. Repeals the requirement that the state helps cover the cost of SAT and ACT tests or AP and IB exams as alternatives to the state assessment.	Section 501	
	2. Repeals the math end-of-course assessments.	Section 503	