



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

E2SHB 1599 INFORMATION FOR DISTRICTS

Newly enacted legislation ([E2SHB 1599](#)) removes the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation. The Board is charged with rulemaking for these pathways, as well as reviewing them, gathering stakeholder input, and making recommendations for improvement. The legislation also includes changes requested by SBE to provide more flexibility in waiving up to two credits, ensuring students receive high school credit for high school level courses taken in middle school, and extending the expedited appeal for current juniors and seniors through the Class of 2020. In addition, the SBE is directed to convene a workgroup to develop a mastery-based education framework. The legislation makes enhancements to the high school and beyond plan to include information on academic acceleration, advanced courses, and financial aid, and requires all districts to adopt and utilize an academic acceleration policy.

How does 1599 change graduation requirements?

ASSESSMENTS AND PATHWAYS

This legislation eliminates the certificate of academic achievement (the CAA) and replaces it with a series of pathway options. Students who are seeking to graduate by earning a Certificate of Individual Achievement (CIA) may continue using this option through the graduating Class of 2021.

Students must meet at least one of these pathway options to graduate:

Assessment Alternative or Future Pathway Option	Through Class of 2019	Class of 2020 Forward
1. Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA)	✓	✓
2. Dual credit courses (for example, Running Start or College in the High School) in English Language Arts and math	✓	✓
3. Earn a 3 or higher on certain Advanced Placement exams or a 4 or higher on certain International Baccalaureate exams, or pass the course with a C+	✓	✓
4. Meet or exceed the graduation scores in the math and English portions of the SAT or ACT	✓	✓
5. Transition course (e.g. Bridge to College course, which is a senior courses for students who earned a Level 2 on the SBA)	✓	✓
6. Meet any combination of at least one English and one math option of those options listed in #1-5	✓	✓
7. Meet standards on the ASVAB (Armed Services Vocational Aptitude Battery)*	X	✓
8. Complete a sequence of Career and Technical Education courses*	X	✓
9. Grade point average comparison	✓	X
10. Local Collection of Evidence course	✓	X

****Note: The armed services test and the CTE course sequence are new graduation pathways; the other pathways have been alternative assessments. Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways—and both pathways meet the purpose of a high school diploma: to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner (RCW 28A.230.090). A student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.***

Students can also combine different pathways (#1-5 above) to meet math and ELA standards. For example, a student who meets English standard on the Smarter Balanced Assessment and the math standard through a Bridge to College course has met the pathway requirement.

Districts are encouraged, but not required, to offer all pathways.

The State Board of Education has rule-writing authority over all the pathways for graduation.

Important note: The new pathways are not available for the class of 2019 so the expedited appeal will be the likely graduation pathway for many students in the Class of 2019 who have not yet met the assessment requirement. There are likely to be many more students accessing the expedited appeal than in previous years. The new pathways apply to the Class of 2020 forward.

The new law also extends the expedited (assessment) appeal to the Class of 2020. It is intended for students who meet all graduation requirements except the assessment requirement (or an alternative). For more information, visit the [OSPI Expedited Appeal website](#).

QUALIFYING FOR GRADUATION IS A LOCAL DECISION. Decisions on whether a student has met all of the graduation requirements remain at the district level.

CREDIT REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

- Changes basis for local waiver of up to two (of 24) credits from “unusual” to “student” circumstances. Also moves prohibition on waiving core credits from WAC to RCW.
 - 1599 does not change credit requirements for graduation. The core courses, as specified by the State Board of Education are:
 - 4 credits of English
 - 3 credits of science
 - 3 credits of math
 - 3 credits of social studies
 - 2 credits of health and fitness
 - 1 arts credit
 - 1 career & technical education credit
 - A district may waive up to two flexible credits for individual students based on a student’s circumstances. Flexible credits include:
 - 3 personalized pathway requirement credits (world language and one of the arts credits)
 - 4 elective credits
- Automatically grants high school credit for high school course taken in middle school. A student’s family can choose to opt out of this credit if desired.

ADDS REQUIREMENTS TO THE HIGH SCHOOL AND BEYOND PLAN (HSBP)

- HSBP must inform course-taking, so that it is aligned with the student’s goals for education or training and career after high school.
- For students with an IEP (Individualized Education Program), the HSBP must be updated in alignment with their “school to post-school transition plan” and must be updated in a similar manner and with similar school personnel as for all other students.

- Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.
- 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.

What else does 1599 do?

E2SHB 1599 DIRECTS SBE TO:

1. Survey interested parties regarding potential additional pathways or modifications to existing pathways (staff envision quantitative & qualitative survey methods).
2. Report to the education committees of the legislature by August 1, 2020, summarizing the information collected in the surveys.
3. Survey a sampling of the school districts unable to provide all of the graduation pathways under section 201 in order to identify the types of implementation barriers districts have.
4. Report to the education committees of the legislature by December 10, 2022, on the following:
 - (a) Recommended changes to the existing pathways;
 - (b) barriers school districts have to offering all of the graduation pathways and recommendations for ways to eliminate or reduce those barriers for school districts;
 - (c) Whether all students have equitable access to all of the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all of the graduation pathways; and
 - (d) Whether additional graduation pathways should be included and recommendations for what those pathways should be.

E2SHB 1599 also includes all elements of SBE’s request legislation, including: extending the expedited appeal, allowing district to waive two (non-core) credits for “student” rather than “unusual” circumstances (beginning in the Class of 2021), automatically granting high school credit for high school courses taken in middle school, and creating a mastery-based learning workgroup (coordinated by SBE).

MASTERY-LEARNING WORKGROUP (COORDINATED BY SBE): The legislation establishes a 13-person committee representing various organizations and stakeholders; the SBE will coordinate workgroup membership to ensure member diversity. The workgroup is tasked with addressing barriers to mastery-based learning in Washington State; examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to personal career goals and postsecondary education, specifically:

- Expansion of mastery-based credits to meet graduation requirements;
- Development of mastery-based pathways to the earning of a high school diploma;
- Role of HSBP in supporting mastery-based learning;
- SBE and OSPI must develop enrollment reporting guidelines to support schools operating with competency-based waivers (issued under RCW 28A.230.090).

E2SHB 1599 DIRECTS OSPI TO:

1. Ongoing Analysis of multiple pathways: OSPI must collect data – disaggregated by race, gender, and receipt of free or reduced-price lunch – 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.
2. Directs OSPI to facilitate the creation of a list of available electronic platforms for the HSBP.

E2SHB 1599 DIRECTS DISTRICTS TO:

1. Beginning in the 2020-21 school year, each district must ensure that an electronic HSBP platform is available to all students.
2. 1599 also adds “academic acceleration” provisions:
 - a. 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 8th 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 HSBP goals.
- b. Beginning in the 2021-22 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are *eligible* for enrollment in advanced courses in science.
 - c. 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.