

2SHB 1642 - S COMM AMD

By Committee on Early Learning & K-12 Education

OUT OF ORDER 04/16/2013

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

3 "NEW SECTION. **Sec. 1.** (1) The legislature finds that progress is  
4 being made in making dual high school and college credit courses  
5 available for students:

6 (a) Overall dual credit program enrollments increased by almost  
7 four percent between 2009 and 2012;

8 (b) The number of dual credit programs offered by Washington high  
9 schools increased by almost fifteen percent between the 2009-10 school  
10 year and the 2011-12 school year; and

11 (c) Dual credit program participation rates for low-income students  
12 increased more than fourteen percent between the 2009-10 school year  
13 and the 2011-12 school year.

14 (2) However, the legislature further finds that more can be done to  
15 promote academic acceleration for all students and eliminate barriers,  
16 real or perceived, that may prevent students from enrolling in rigorous  
17 advanced courses, including dual credit courses.

18 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.320  
19 RCW to read as follows:

20 (1) By September 1, 2013, each school district board of directors  
21 must adopt an academic acceleration policy for high school students as  
22 provided under this section.

23 (2) Under the academic acceleration policy:

24 (a) The district must automatically enroll any student who meets  
25 the state standard on the high school statewide student assessment or  
26 meets a district-approved minimum threshold score on the preliminary  
27 scholastic aptitude test (PSAT) in the next most rigorous level of  
28 advanced courses offered by the high school. Students who successfully  
29 complete such an advanced course must then be enrolled in the next most

1 rigorous level of advanced course, with the objective that students  
2 will eventually be automatically enrolled in courses that offer the  
3 opportunity to earn dual credit for high school and college.

4 (b) The subject matter of the advanced courses in which the student  
5 is automatically enrolled depends on the content area or areas of the  
6 statewide student assessment where the student has met the state  
7 standard or has met the minimum threshold score on the PSAT. Students  
8 who meet the state standard on both end-of-course mathematics  
9 assessments are considered to have met the state standard for high  
10 school mathematics. Students who meet the state standard in both  
11 reading and writing are eligible for enrollment in advanced courses in  
12 English, social studies, humanities, and other related subjects.  
13 Students who meet the minimum threshold score on the math problem-  
14 solving skills portion of the PSAT are eligible for enrollment in  
15 advanced courses in mathematics and science. Students who meet the  
16 minimum threshold score in the critical reading skills and writing  
17 skills sections of the PSAT are eligible for enrollment in advanced  
18 courses in English, social studies, humanities, and other related  
19 subjects.

20 (c) The district must notify students and parents or guardians  
21 regarding the academic acceleration policy and the advanced courses  
22 available to students.

23 (d) The district must provide a parent or guardian with an  
24 opportunity to opt out of the academic acceleration policy and enroll  
25 a student in an alternative course.

26 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.320  
27 RCW to read as follows:

28 (1) Subject to funds appropriated specifically for this purpose,  
29 the academic acceleration incentive program is established as provided  
30 in this section. The intent of the legislature is that the funds  
31 awarded under the program be used to support teacher training,  
32 curriculum, technology, examination fees, and other costs associated  
33 with offering dual credit courses to high school students.

34 (2) The office of the superintendent of public instruction shall  
35 allocate half of the funds appropriated under subsection (1) of this  
36 section by calculating each high school's growth of year-to-year dual  
37 credit students based on the data collected pursuant to section 4 of

1 this act, identify the schools in the top ten percent, and allocate the  
2 funds to districts based on the rankings of the districts' high  
3 schools. Funding shares to districts must be calculated such that high  
4 schools receive amounts proportional to the individual school's share  
5 of the number of students enrolled in dual credit courses in the top  
6 ten percent of schools identified. Districts receiving this funding  
7 must distribute it to the identified schools for the purposes of  
8 subsection (1) of this section. A student who earns more than one dual  
9 credit in the same school year counts only once for the purposes of the  
10 incentive award.

11 (3) The office of the superintendent of public instruction shall  
12 allocate half of the funds appropriated under subsection (1) of this  
13 section to school districts for the purpose of promoting the growth of  
14 enrollment in dual credit courses. The office of the superintendent of  
15 public instruction will distribute funding by calculating each high  
16 school's percent of student enrollment in a dual credit program, rank  
17 the high schools by the percent of student enrollment, identify the  
18 lowest twenty-five percent, and allocate the money to the districts.  
19 Funding shares to districts must be calculated such that high schools  
20 in the lowest quartile receive amounts proportional to their total  
21 student enrollment. Districts must further distribute the funding to  
22 the identified schools to promote and encourage increased enrollment in  
23 dual credit courses, or for one of the purposes outlined in subsection  
24 (1) of this section.

25 (4) For the purposes of this section, the following students are  
26 considered to have earned dual high school and college credit in a  
27 course offered by a high school:

28 (a) Students who achieve a score of three or higher on an AP  
29 examination;

30 (b) Students who achieve a score of four or higher on an  
31 examination of the international baccalaureate diploma programme;

32 (c) Students who successfully complete a Cambridge advanced  
33 international certificate of education examination;

34 (d) Students who successfully complete a course through the college  
35 in the high school program under RCW 28A.600.290 and are awarded credit  
36 by the partnering institution of higher education;

37 (e) Students who successfully complete a course through the running

1 start program under RCW 28A.600.300 and are awarded credit by a  
2 partnering institution of higher education; and

3 (f) Students who satisfy the dual enrollment and class performance  
4 requirements to earn college credit through a career and technical  
5 education or tech prep course.

6 (5) If a high school provides access to online courses for students  
7 to earn dual high school and college credit at no cost to the student,  
8 such a course is considered to be offered by the high school.

9 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.300  
10 RCW to read as follows:

11 In addition to data on student enrollment in dual credit courses,  
12 the office of the superintendent of public instruction shall collect  
13 and post on the Washington state report card web site the rates at  
14 which students earn college credit through a dual credit course, using  
15 the following criteria:

16 (1) Students who achieve a score of three or higher on an AP  
17 examination;

18 (2) Students who achieve a score of four or higher on an  
19 examination of the international baccalaureate diploma programme;

20 (3) Students who successfully complete a Cambridge advanced  
21 international certificate of education examination;

22 (4) Students who successfully complete a course through the college  
23 in the high school program under RCW 28A.600.290 and are awarded credit  
24 by the partnering institution of higher education;

25 (5) Students who satisfy the dual enrollment and class performance  
26 requirements to earn college credit through a tech prep course; and

27 (6) Students who successfully complete a course through the running  
28 start program under RCW 28A.600.300 and are awarded credit by the  
29 institution of higher education."

**OUT OF ORDER 04/16/2013**

1        On page 1, line 2 of the title, after "students;" strike the  
2 remainder of the title and insert "adding new sections to chapter  
3 28A.320 RCW; adding a new section to chapter 28A.300 RCW; and creating  
4 a new section."

EFFECT:        Directs school districts to adopt an academic acceleration policy by September 1, 2013. Requires students who meet a minimum threshold score on the PSAT to be enrolled in the academic acceleration program. Allows students to enroll in advanced mathematics and science courses by meeting a minimum score threshold on the PSAT mathematics section, or to enroll in advanced English, social studies, humanities, and other related subjects by meeting a minimum score threshold on the PSAT writing skills and critical reading skills sections of the PSAT. Requires OSPI to direct half of the appropriated funding for the Academic Acceleration Award Program to schools in the bottom 25 percent of enrollment in dual credit classes for the purpose of encouraging higher enrollment, and to direct the second half of the appropriated funding in a program providing an award to schools that finish in the top 10 percent of growth of enrollment in dual credit programs. Adds career and technical education courses that result in a student receiving dual credit and Running Start programs to the list of courses considered "dual credit" for the purposes of the award program. Removes a null and void clause that applies to the incentive award program if specific funding is not provided in the omnibus appropriations bill in 2013.

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