
Education Committee

E2SSB 5243

Brief Description: Establishing policies to support academic acceleration for high school students.

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Litzow, Dammeier, Tom, Harper, Hobbs, Delvin, Hewitt, Padden, Mullet and Shin).

Brief Summary of Engrossed Second Substitute Bill

- Requires school districts to adopt a policy to automatically enroll a student who meets the standard on the high school state assessments or the Preliminary SAT in the next most rigorous advanced course in that subject, with the objective that students eventually enroll in dual credit courses.
- Provides an award to the top 10 percent of high schools based on growth in enrollment in dual credit courses, if funding is appropriated.
- Provides grants to the lowest 25 percent of high schools based on enrollment in dual credit courses in order to promote increased enrollment, if funding is appropriated.

Hearing Date: 3/15/13

Staff: Barbara McLain (786-7383).

Background:

There are a number of different programs that provide high school students the opportunity to earn both high school and college credit. For example:

1. Advanced Placement (AP) courses are recognized by the College Board as having a college-level curricula. Most colleges and universities award students college credit for achieving a certain score on the AP course exam.
2. International Baccalaureate (IB) is a series of academically rigorous courses, activities, and examinations. Students may take individual courses, or attempt to complete an IB diploma

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

based on the full program. Like the AP, colleges and universities award credit based on exam scores.

3. The Cambridge Program is similar to the IB in offering an internationally recognized rigorous set of courses and examinations.
4. College in the High School is a program in which a high school and a college or university enter a contract to have a course that is taught by a high school teacher generate college credit. Whether the student or the high school pays the tuition for the course depends on the contract.
5. Tech Prep offers students the opportunity to apply to a community or technical college to have high school career and technical education (CTE) courses recognized for college credit.
6. Running Start is a program where high school students may enroll in a participating public institution of higher education in Washington and earn both high school and college credit. For the most part, students attend class on the college campus. State funding is transferred from the high school to the college in lieu of tuition.

The following data is from the 2011-12 Dual Credit Program report from the Office of the Superintendent of Public Instruction (OSPI):

| Program | # Schools | # Students |
|--------------------------------|-----------|------------|
| Advanced Placement | 304 | 47,565 |
| International Baccalaureate | 15 | 5,696 |
| Cambridge Program | 2 | 1,138 |
| College in the High School | 112 | 12,742 |
| Tech Prep (Dual Credit Earned) | 379 | 28,946 |
| Running Start | 440 | 17,505 |

The OSPI posts information about dual credit program enrollment by school district and high school on the School Report Card website. The information does not indicate pass-rates on program examinations.

The statewide assessment system measures whether a student meets the state learning standard in a particular subject area. High school students take state assessments in reading, writing, mathematics, and science. The state standard for mathematics is measured using an end-of-course test in Algebra I and Geometry. The standard for science is measured using an end-of-course test in Biology. The reading and writing assessments are administered in 10th grade.

The Preliminary SAT (PSAT) is a national test that measures student reading, writing, and mathematical problem-solving skills. The PSAT scores can be used to identify a student's readiness for advanced and college-level courses, including AP courses.

Summary of Bill:

Academic Acceleration Policy.

By September 1, 2013, each school district must adopt an Academic Acceleration Policy where students who meet the state standard on the high school state assessment or meet a district-established score on the PSAT are automatically enrolled in the next most rigorous advanced course offered by the high school. Students who are successful in that course are then automatically enrolled in the next most rigorous course, with the objective that these students will eventually be automatically enrolled in dual credit courses.

The subject of the course depends on the subject of the state assessment or the subject area of the PSAT. Students must pass end-of-course tests in both Algebra I and Geometry to meet the standard in mathematics. Students who meet the standard in reading and writing qualify for advanced English, Social Studies, Humanities, and other related courses.

School districts must notify students and parents about the Academic Acceleration policy, and must provide parents an opportunity to opt out and enroll the student in alternative courses.

Academic Acceleration Incentive Program.

Subject to funding, the Academic Acceleration Incentive Program is created. The Legislature intends that funds be used to support teacher training, curriculum, exam fees, and other costs of dual credit courses.

The OSPI allocates half of the appropriated funds by calculating each high school's year-to-year growth in students enrolled in dual credit courses, identifying the top 10 percent of high schools, and awarding the funds to those schools proportional to their share of the number of students enrolled in dual credit courses among the other top 10 percent of schools. The award must go to the high school that generated it. Each student counts once, even if they earned more than one credit.

The other half of the appropriated funds are allocated for the purpose of promoting growth in enrollment in dual credit courses. The OSPI calculates each high school's percentage of student enrollment in dual credit courses, identifies the lowest 25 percent, and allocates the funds to those schools proportional to their total student enrollment. The grant must go to the high school that generated it.

The award or grant is based on the number of students who:

1. earned a score of three or higher on an AP exam;
2. earned a score of four or higher on an IB exam;
3. successfully completed a Cambridge Advanced International Certificate of Education exam;
4. earned college credit through a College in the High School course;
5. successfully completed a Running Start course; or
6. earned college credit through a Tech Prep course.

Online dual credit courses count if the high school offers them at no charge to the student.

The OSPI must include information on dual credit exam pass-rates and college credits awarded in the School Report Card.

Appropriation: None.

Fiscal Note: Requested on March 11, 2013.

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