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**SUBSTITUTE HOUSE BILL 1642**

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**State of Washington**

**63rd Legislature**

**2013 Regular Session**

**By** House Education (originally sponsored by Representatives Pettigrew, Springer, Habib, Holy, Ryu, and Magendanz)

READ FIRST TIME 02/22/13.

1       AN ACT Relating to establishing policies to support academic  
2 acceleration for high school students; adding new sections to chapter  
3 28A.320 RCW; adding a new section to chapter 28A.300 RCW; and creating  
4 a new section.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

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

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

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

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

17       (2) However, the legislature further finds that more can be done to  
18 promote academic acceleration for all students and eliminate barriers,

1 real or perceived, that may prevent students from enrolling in rigorous  
2 advanced courses, including dual credit courses.

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

5 (1) Each school district board of directors is encouraged to adopt  
6 an academic acceleration policy for high school students as provided  
7 under this section.

8 (2) Under an academic acceleration policy:

9 (a) The district automatically enrolls any student who meets the  
10 state standard on the high school statewide student assessment in the  
11 next most rigorous level of advanced courses offered by the high  
12 school. Students who successfully complete such an advanced course are  
13 then enrolled in the next most rigorous level of advanced course, with  
14 the objective that students will eventually be automatically enrolled  
15 in courses that offer the opportunity to earn dual credit for high  
16 school and college.

17 (b) The subject matter of the advanced courses in which the student  
18 is automatically enrolled depends on the content area or areas of the  
19 statewide student assessment where the student has met the state  
20 standard. Students who meet the state standard on both end-of-course  
21 mathematics assessments are considered to have met the state standard  
22 for high school mathematics. Students who meet the state standard in  
23 both reading and writing are eligible for enrollment in advanced  
24 courses in English, social studies, humanities, and other related  
25 subjects.

26 (c) The district must notify students and parents or guardians  
27 regarding the academic acceleration policy and the advanced courses  
28 available to students.

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

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

34 (1) Subject to funds appropriated specifically for this purpose,  
35 the academic acceleration incentive program is established as provided  
36 in this section. The intent of the legislature is that the funds

1 awarded under the program be used to support teacher training,  
2 curriculum, technology, examination fees, and other costs associated  
3 with offering dual credit courses to high school students.

4 (2) The office of the superintendent of public instruction shall  
5 allocate half of the funds appropriated for the purposes of this  
6 section on a competitive basis to provide one-time grants for high  
7 schools to expand the availability of dual credit courses. To be  
8 eligible for a grant, a school district must have adopted an academic  
9 acceleration policy as provided under section 2 of this act. In making  
10 grant awards, the office of the superintendent of public instruction  
11 must give priority to grants for high schools with a high proportion of  
12 low-income students and high schools seeking to develop new capacity  
13 for dual credit courses rather than proposing marginal expansion of  
14 current capacity.

15 (3) The office of the superintendent of public instruction shall  
16 allocate half of the funds appropriated for the purposes of this  
17 section to school districts as an incentive award for each student who  
18 earned dual high school and college credit, as described under  
19 subsection (4) of this section, for courses offered by the district's  
20 high schools during the previous school year. School districts must  
21 distribute the award to the high schools that generated the funds. The  
22 award amount for low-income students eligible to participate in the  
23 federal free and reduced-price meals program who earn dual credits must  
24 be set at one hundred twenty-five percent of the base award for other  
25 students. A student who earns more than one dual credit in the same  
26 school year counts only once for the purposes of the incentive award.

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

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

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

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

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

1 (e) Students who satisfy the dual enrollment and class performance  
2 requirements to earn college credit through a tech prep course.

3 (5) If a high school provides access to online courses for students  
4 to earn dual high school and college credit at no cost to the student,  
5 such a course is considered to be offered by the high school. Students  
6 enrolled in the running start program under RCW 28A.600.300 do not  
7 generate an incentive award under this section.

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

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

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

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

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

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

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

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

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