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**SUBSTITUTE SENATE BILL 5243**

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**State of Washington**

**63rd Legislature**

**2013 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators Litzow, Dammeier, Tom, Harper, Hobbs, Delvin, Hewitt, Padden, Mullet, and Shin)

READ FIRST TIME 02/11/13.

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

8 (2) Under the academic acceleration policy:

9 (a) The district must automatically enroll any student who meets  
10 the state standard on the high school statewide student assessment or  
11 meets a district-approved minimum threshold score on the preliminary  
12 scholastic aptitude test (PSAT) in the next most rigorous level of  
13 advanced courses offered by the high school. Students who successfully  
14 complete such an advanced course must then be enrolled in the next most  
15 rigorous level of advanced course, with the objective that students  
16 will eventually be automatically enrolled in courses that offer the  
17 opportunity to earn dual credit for high school and college.

18 (b) The subject matter of the advanced courses in which the student  
19 is automatically enrolled depends on the content area or areas of the  
20 statewide student assessment where the student has met the state  
21 standard or has met the minimum threshold score on the PSAT. Students  
22 who meet the state standard on both end-of-course mathematics  
23 assessments are considered to have met the state standard for high  
24 school mathematics. Students who meet the state standard in both  
25 reading and writing are eligible for enrollment in advanced courses in  
26 English, social studies, humanities, and other related subjects.  
27 Students who meet the minimum threshold score on the math problem-  
28 solving skills portion of the PSAT are eligible for enrollment in  
29 advanced courses in mathematics and science. Students who meet the  
30 minimum threshold score in the critical reading skills and writing  
31 skills sections of the PSAT are eligible for enrollment in advanced  
32 courses in English, social studies, humanities, and other related  
33 subjects.

34 (c) The district must notify students and parents or guardians  
35 regarding the academic acceleration policy and the advanced courses  
36 available to students.

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

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

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

12 (2) The office of the superintendent of public instruction shall  
13 allocate half of the funds appropriated under subsection (1) of this  
14 section to school districts for the purposes of establishing an  
15 incentive award based on the growth of the percentage of students who  
16 earn dual high school and college credit in each school during the  
17 previous school year. School districts must distribute the award to  
18 the high schools that finish in the top ten percent of growth in dual  
19 credit earning students, based on the data collected pursuant to  
20 section 4 of this act. A student who earns more than one dual credit  
21 in the same school year counts only once for the purposes of the  
22 incentive award.

23 (3) The office of the superintendent of public instruction shall  
24 allocate half of the funds appropriated under subsection (1) of this  
25 section to school districts for the purpose of promoting the growth of  
26 enrollment in dual credit courses. The office of the superintendent of  
27 public instruction will distribute funding to districts containing high  
28 schools with dual credit course enrollment rates that fall into the  
29 lowest twenty-five percentage quartile of high schools. School  
30 districts must distribute the funding to those high schools to promote  
31 and encourage increased enrollment in dual credit courses, or for one  
32 of the purposes outlined in subsection (1) of this section.

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

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

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

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

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

8 (e) Students who satisfy the dual enrollment and class performance  
9 requirements to earn college credit through a career and technical  
10 education or tech prep course.

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

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

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

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

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

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

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

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

34 (6) Students who successfully complete a course through the running  
35 start program under RCW 28A.600.300 and are awarded credit by the

1 institution of higher education.

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