
ENGROSSED SECOND SUBSTITUTE SENATE BILL 5243

State of Washington

63rd Legislature

2013 Regular Session

By Senate Ways & Means (originally sponsored by Senators Litzow, Dammeier, Tom, Harper, Hobbs, Delvin, Hewitt, Padden, Mullet, and Shin)

READ FIRST TIME 03/01/13.

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 by calculating each high school's growth of year-to-year dual
15 credit students based on the data collected pursuant to section 4 of
16 this act, identify the schools in the top ten percent, and allocate the
17 funds to districts based on the rankings of the districts' high
18 schools. Funding shares to districts must be calculated such that high
19 schools receive amounts proportional to the individual school's share
20 of the number of students enrolled in dual credit courses in the top
21 ten percent of schools identified. Districts receiving this funding
22 must distribute it to the identified schools for the purposes of
23 subsection (1) of this section. A student who earns more than one dual
24 credit in the same school year counts only once for the purposes of the
25 incentive award.

26 (3) The office of the superintendent of public instruction shall
27 allocate half of the funds appropriated under subsection (1) of this
28 section to school districts for the purpose of promoting the growth of
29 enrollment in dual credit courses. The office of the superintendent of
30 public instruction will distribute funding by calculating each high
31 school's percent of student enrollment in a dual credit program, rank
32 the high schools by the percent of student enrollment, identify the
33 lowest twenty-five percent, and allocate the money to the districts.
34 Funding shares to districts must be calculated such that high schools
35 in the lowest quartile receive amounts proportional to their total
36 student enrollment. Districts must further distribute the funding to

1 the identified schools to promote and encourage increased enrollment in
2 dual credit courses, or for one of the purposes outlined in subsection
3 (1) of this section.

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

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

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

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

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

16 (e) Students who successfully complete a course through the running
17 start program under RCW 28A.600.300 and are awarded credit by a
18 partnering institution of higher education; and

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

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

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

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

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

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

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

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

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

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

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