

Heidi Bennett, representing Washington State PTA Testifying in support of SB 5410 - January 29, 2019

Chair Palumbo and members of the committee thank you for this hearing and thank you Senator Mullet for bringing this issue back to the Legislature to create a systemwide approach to awarding college credit for the three “credit through testing” programs of AP, IB and Cambridge.

1. Overall, these three exam programs are offered at 78% of all high schools, 72,500 high school students took an average of 3+ dual credit exam classes with over 246,000 exams (2014-15 school year). **Seventeen districts offer IB or CI, with 9,521 or 13% of dual exam students.** In Seattle 1/3 of the comprehensive high schools are IB schools.
2. The **International Baccalaureate** diploma program is powerful and rigorous curriculum designed to encourage global thinking. It **includes an extended essay done over the summer and a Theory of Knowledge class that extends the school day.** Not all IB students do the full diploma program but all IB students should earn dual credit like their AP counterparts.
3. OSPI & WSAC report that **IB & CI classes have higher rates of low-income and students of color than AP classes** (see charts on reverse side). So **not awarding dual credit for scores of 4 on the two-year courses or one-year standard level courses disproportionately hurts those students who need the financial assistance and the encouragement to pursue higher ed the most.** But you can change that policy!
4. For the most part, **students cannot choose IB over AP**, their schools have made that investment choice for one reason or the other. School districts with more than one high school often will offer AP at one school and IB at the other. When IB or CI are not treated the same as AP, kids find themselves not getting college credit, leading a student to either transfer high schools, not bothering to sit for the rigorous exams, or squeezing out IB from being offered as a dual credit option.
5. While **WSAC research shows the taking dual credit courses increases post-secondary entrance and completion. Wouldn't those outcomes increase if students actually earned the post-secondary credit?**
6. In addition, as part of the **federal Every Student Succeeds Act**, the state now **measures school districts with high schools on the number of students who successfully complete a dual credit course.** If this metric is important for state and federal accountability, **then students should also have some predictability and certainty that if they score a 4 on the IB (and an E on Cambridge) assessments that they will be awarded credit.**
7. Finally, the **“Launch Year Act”** (passed 2011, RCW 28A.230.130) encouraged all public high schools to increase the number of dual credit courses offered to maximize a student’s 12th year – thereby “Launching their careers while still in high school.

#3: Within existing resources, all public high schools in the state shall: (a) **Work towards the goal of offering a sufficient number of high school courses that give students too opportunity to earn the equivalent of a year’s worth of postsecondary credit towards a certificate, apprenticeship program, technical or associate or baccalaureate degrees...**”

Awarding equitable dual credit for exam courses is in adherence with this statute and is within a school district’s budget. It is a worthwhile investment for our colleges/universities if more students pursue and complete degrees.

Thank you for supporting equity credit for IB SL & HL and CI classes.

Data Sources: WSAC Dual Credit Report (2016) for 2014-2015 school year

<https://www.wsac.wa.gov/sites/default/files/2016.10.07.WSAC.Dual%20Credit%20Report.pdf>

<http://reportcard.ospi.k12.wa.us/DualCredit.aspx?domain=DualCredit&groupLevel=District&schoolId=1&reportLevel=State&yrs=2014-15&year=2014-15>

DATA GRAPHS from OPSI/WSAC Dual Credit Report

<https://www.wsac.wa.gov/sites/default/files/2016.10.07.WSAC.Dual%20Credit%20Report.pdf>

IB and CI classes have a higher percent of students of color than AP classes.

Student demographics

Students of color in any dual credit are in similar proportion to overall 9-12 grade population, but varies by program

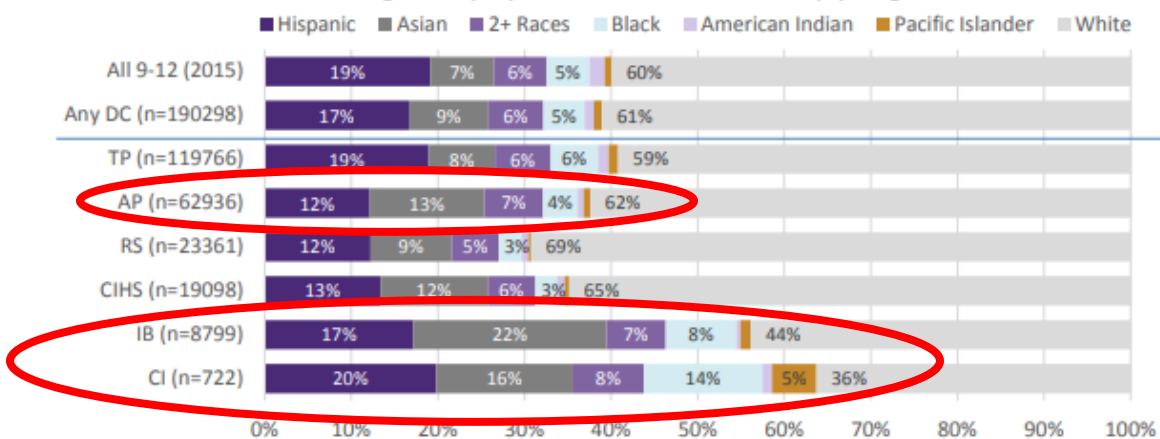


Figure 9 Source: OSPI. (2016). Washington Student Achievement Council staff analysis of OSPI Dual Credit Report Card and October 1 Enrollment of all students.

IB and CI classes have a higher percent of Free or Reduced Lunch Students than AP classes.

Free or Reduced Price Lunch Eligible Student Participation in Dual Credit 2014-15

