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UPDATE: Dual Credit Programs Enrollment: Statewide and Among Academic Acceleration Grantees 2014

Authorizing legislation:

[RCW 28A.600.280](http://app.leg.wa.gov/rcw/default.aspx?cite=28A.600.280) (<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.600.280>)

[RCW 28A.320.196](http://app.leg.wa.gov/rcw/default.aspx?cite=28A.320.196) (<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.320.196>)

Secondary Education and Student Support

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Executive Summary

The purpose of this report is to examine the enrollment patterns of students in dual credit programs, statewide as well as within a selected cohort of high schools, partially funded to expand dual credit programming among diverse student communities. This report also examines participation levels by gender, ethnicity, special program participation, and Free and Reduced-Price Lunch eligibility.

The data source for much of the report is the Office of Superintendent of Public Instruction's (OSPI's) Comprehensive Education and Data Research System (CEDARS). For programs not reported to CEDARS, data are collected from either the local dual credit programs or from sponsoring corporate or agency officials. To ensure the legislature has the most current data on what is occurring in the schools, student participation information is current through the 2013–2014 school year in most cases.

Dual credit courses taken have increased by 29.3 percent since 2011. The rate of growth has been dramatic in Advanced Placement, College in the High School and Running Start. Tech Prep and Early College for Native American Youth have seen some drop in enrollment or, in the case of Early College, closure.

Duplicated student enrollment in dual credit offerings is up over 38.2 percent since 2010–11. There were 179,638 high school students enrolled in dual credit class in the 2013–14 school year, an 8.2 percent increase since 2011. This overall increase in student enrollment is uneven. American Indian/Alaska Natives, Special Education, Gifted, and Bilingual student rates have dropped. All other ethnic and other demographic groups have seen slow to moderate growth in dual credit enrollment.

The report also highlights the efforts of several high schools that had received competitive grants in 2013–2014 under provisions of RCW 28A.320.196 to expand dual credit programming. The findings among many of the schools support investment in academic acceleration policies, teacher training, as well as key supports for students who have traditionally been underrepresented in dual credit programs. These schools saw up to 17 percent growth in total dual credit enrollment, with a number of sites registering double-digit percentage growth. Even greater percentages were obtained by various underrepresented student populations in these schools. Individual schools saw up to 714 percent growth in College in the High School programs, and several saw significant growth in the otherwise declining statewide Tech Prep enrollment pattern.

Key stakeholders have placed dual credit enrollment at the center of college and career readiness conversations.

- The State Board of Education is including dual credit enrollment in its draft revision to the [Achievement Index](http://www.sbe.wa.gov/aaw.php#.UmLocLn99A) (<http://www.sbe.wa.gov/aaw.php#.UmLocLn99A>).
- OSPI annually reports dual credit enrollments by school and district in its online [school report cards](http://reportcard.ospi.k12.wa.us/summary.aspx?year=2012-13) (<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2012-13>).

- The Washington Student Achievement Council has indicated that the streamlining of dual credit offerings is one of its goals within its [Ten Year Roadmap](http://www.wsac.wa.gov/sites/default/files/Critical_Crossroads-Revised4-13.pdf) (http://www.wsac.wa.gov/sites/default/files/Critical_Crossroads-Revised4-13.pdf).
- [RCW 28A.320.196 - Academic acceleration incentive program — Dual credit courses](http://app.leg.wa.gov/rcw/default.aspx?cite=28A.320.196) (<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.320.196>) — Allocation of funds — Reports incentives legislation is reinforcing the need for school districts to expand dual credit programs.

However, the data also reveal that barriers remain to dual credit enrollment:

- Costs to the students.
- The challenges of bringing offerings to rural and isolated school districts.
- Disproportionate representation among some student ethnic groups.

More work needs to be done to build a cohesive dual credit policy that supports all students accessing a variety of dual credit options. The opportunities should be linked to what will best match students' educational and career goals.

The data in this report inform the conversation on current strengths and challenges existing in dual credit program development and participation. It serves as a starting point for engaging in policy and advocacy efforts to strengthen dual credit options as an essential part of every student's basic education.

Introduction

As our society moves toward a global economy, ensuring our students are well prepared is more important than ever before. Washington students must be highly skilled to be successful. One way to achieve success is to provide students the opportunity for a smooth transition to college and/or training.

Our state legislature is working to expand the number of students who begin earning college credits or career and technical certificates while still in high school.

RCW 28A.230.130 requires high schools, within existing resources, to work towards the goal of offering a sufficient number of “dual credit” high school courses. Such courses will let students earn a year’s worth of postsecondary credit toward a certificate, apprenticeship program, technical degree, or an associate or baccalaureate degree.

The OSPI School Report Card annually reports on a variety of accountability measures including test scores, graduation rates, special program participation, and dual credit enrollments.

RCW 28B.10.053 requires colleges and universities to develop master lists of courses that can be fulfilled by taking and meeting competency levels in dual credit opportunities. These lists are posted to the Washington Student Achievement Council (www.wsac.wa.gov), with a link from the OSPI Dual Credit Programs website. (www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit). These sites provide an important guidance resource for school districts, high schools, students, and their families.

RCW 28A.320.195 and RCW 28A.320.196 reinforce the importance of dual credit programs including the elimination of barriers. These laws encourage each school district board of directors to adopt an academic acceleration policy. Such policy should encourage high school students to advance to the most rigorous levels of courses, including dual credit options, after meeting or exceeding state assessment standards.

These laws also provide academic acceleration grant programs. OSPI administers a competitive grant program to award funds for high schools to expand the availability of dual credit courses. OSPI also administers an appropriation incentive award to go to high schools for each student meeting dual credit award standards outlined in the statutes and based on the previous school year. These funds are intended to support teacher training, curriculum, technology, examination fees, and other costs associated with offering dual credit courses to high school students. The initial incentive allocations were distributed to 265 high schools as part of the June 2014 apportionment allocation. Each eligible students generated \$9.92 to be reinvested in ongoing dual credit program development at the high school generating the incentive funding.

OSPI will collect and post the rates at which students earn college credit through dual credit course opportunities on the Washington State Report Card website. Data from the previous school year are posted the first business day of December each year, beginning December 1, 2014.

OSPI reports to the Legislature annually on the demographics of the students earning dual credits in the schools that received grants for the prior school year (Table 5 and Table 6).

Dual credit opportunities in Washington are diverse in structure. For example, some programs serve students in their high schools. Others are designed to be offered in college settings. Student participation costs range from near \$0 to \$320 per five-credit course. Some opportunities are restricted to juniors and seniors by statute, while others are open to all high school students.

Dual credit programs, such as Running Start, have saved state taxpayers and the families of students millions of dollars. As reported in the unpublished State Board for Community and Technical Colleges' (SBCTC) 2012–2013 Annual Running Start Progress Report, parent and student savings were about \$50 million.

Opportunities for dual credit coursework in Washington include, but are not limited to, Advanced Placement (AP), College in the High School (CHS), International Baccalaureate (IB), Running Start (RS), Running Start for the Trades, Tech Prep (TP), Cambridge Program (C), Gateway to College, and Technical College Direct-Funded Enrollment programs.

This report has the results of both state and local school district efforts to make dual credit programs available to their students. It includes year-to-year enrollment data for each dual credit program. The report also identifies trends in the data for use in policy planning.

Specific information and findings on each of the programs can be obtained by linking to the Fact Sheets identified in Appendix B.

Conclusion and Next Steps

With the exception of Tech Prep, the number of students participating in dual credit offerings continues to grow. The total number of student enrollments in dual credit courses taken has increased 29.3 percent, from 401,002 (2011) to 518,654 (2014). The number of students (unduplicated) taking dual credit courses has increased from 165,971 to 179,638, an increase of 8.2 percent over the same four-year period.

Even with increased student participation in dual credit opportunities, CEDARS enrollment data shows that students are only taking an average of 1.4 dual credit courses per year. However, this number has increased from only .98 dual credit courses per student in 2011.

While experiencing overall growth in dual credit participation, ninth grade enrollments in Advanced Placement courses has notably increased (306 percent) since 2011.

There is an unevenness in dual credit participation to be found among underrepresented ethnic groups. Over the past four years, dual credit course enrollment has increased across all ethnic groups except American Indian/Alaska Native, which has dropped by 3.9 percent since 2011. Excluding American Indian/Alaska Native and White demographic groups, non-white students have increased participation in dual credit courses by 18.9 percent since 2011, now representing 41.1 percent of students enrolled in dual credit courses.

Students served by Special Education or Bilingual programs have also seen decreased enrollment in dual credit offerings over the past four years (5.6 percent and 8.6 percent, respectively).

The CEDARS data show significant increases in participation rates among Free and Reduced-Price Lunch students between 2011 and 2014 (16.5 percent increase).

Students served by Gifted programs have seen strong growth (35 percent) in participation over the past four years.

The rates of growth among dual credit programs have varied over the past four years. Tech Prep participation has dropped 4.2 percent. All other programs have seen expansion in the number of schools participating and student enrollments. International Baccalaureate and College in the High School programs have seen the fastest rates of growth over the past three years (51.3 percent and 45.6 percent, respectively).

Dual credit programs exclusively offered at the high schools, such as AP, IB, and Cambridge, continue to grow. Student costs for these programs tend to be low or non-existent.

College in the High School and Running Start are growing. However, barriers such as college/university fees and transportation can adversely impact underrepresented student populations' participation. In response, Running Start is increasingly being offered on high school campuses (estimated at over 110 high schools) by some colleges and universities.

Tech Prep lost all federal funds, which were critical to the development and maintenance of agreements between colleges and school districts. This program is an essential piece of the dual credit system in Washington. It is designed to provide dual credit opportunities in technical fields of study, critical to meeting Washington's workforce needs.

Within the 2013–14 Academic Acceleration grantee cohort of 25 high schools, 19 saw growth in enrollment within one or more dual credit options. Eleven schools reported growth in Advanced Placement enrollments. Ten high schools reported growth in Tech Prep, demonstrating that even without federal support for this programming, high schools, colleges, and students continue to see the critical role that career and technical education plays in student postsecondary readiness.

Among these grantees, there were also some significant gains in dual credit enrollments by students of historically underrepresented ethnic communities. One high school increased Hispanic/Latino enrollment in College in the High School from 16 students in 2012–13 to 179 in 2013–2014. Another increased African American enrollment in Advanced Placement from 105 to 188 during the same one-year period.

Grantees demonstrating the most significant growth utilized their grant dollars (\$1900 to \$10,000) to invest in teacher training, student supports such as tutoring and counseling, as well as in creating a system by which students and staff have adopted a belief that all students can be career and college ready, and capable of accessing and being successful in dual credit programming.

Providing the legislature with student data from the previous school years (2013–14) has presented some challenges. The submission of data from local school districts to the CEDARS system is not always complete by October. This means there should be some caution in interpreting the results. OSPI has enacted a rule supporting the timely submission of student data, beginning this year: WAC 392-117-038 – Failure to meet CEDARS submission requirements (<http://apps.leg.wa.gov/wac/default.aspx?cite=392-117-038>). District reporting of student course history information should be more complete and accurate with each successive reporting year.

Acknowledgments

This report is the result of collaborative efforts among multiple agency staff as well as local, state, and organizational dual credit program stakeholders.

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<http://research.collegeboard.org/programs/ap/data/participation/ap-2014>

“Update: Dual Credit Programs: Report to the Legislature, 2013.” OSPI
<http://www.k12.wa.us/LegisGov/2013documents/DualCreditProgramsDec2013.pdf>

“International Baccalaureate Washington State IB Schools.” International Baccalaureate Organization
http://www.ibo.org/school/search/index.cfm?programmes=DIPLOMA&country=US®ion=WA&find_schools=Find

“Tech Prep: Increasing Credit Options and Technical Skills.” OSPI
<http://www.k12.wa.us/careertech/TechPrep.aspx>

“2013 - 2014 Academic Year Report, November, 2014.” State Board for Community and Technical Colleges: <http://www.sbctc.edu/college/d-acad2013-14.aspx>

“2012-2013 Running Start Annual Progress Report, January, 2014.” State Board for Community and Technical Colleges. Report available upon request from Scott Copeland, Policy Associate, Student Services (scopeland@sbctc.edu).

APPENDICES

Appendix A: Legislation

RCW 28A.600.280

Dual credit programs — Annual report

(1) The office of the superintendent of public instruction, in collaboration with the state board for community and technical colleges, the Washington state apprenticeship and training council, the workforce training and education coordinating board, the student achievement council, the public baccalaureate institutions, and the education data center, shall report by September 1, 2010, and annually thereafter to the education and higher education committees of the Legislature regarding participation in dual credit programs. The report shall include:

(a) Data about student participation rates and academic performance including but not limited to running start, college in the high school, tech prep, international baccalaureate, advanced placement, and running start for the trades;

(b) Data on the total unduplicated head count of students enrolled in at least one dual credit program course; and

(c) The percentage of students who enrolled in at least one dual credit program as percent of all students enrolled in grades nine through twelve.

(2) Data on student participation shall be disaggregated by race, ethnicity, gender, and receipt of free or reduced-price lunch.

RCW 28A.320.195

Academic acceleration for high school students — Adoption of policy

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

(2) Under an academic acceleration policy:

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

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

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

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

RCW 28A.320.196

Academic acceleration incentive program — Dual credit courses — Allocation of funds — Reports.

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

(2) The office of the superintendent of public instruction shall allocate half of the funds appropriated for the purposes of this section on a competitive basis to provide one-time grants for high schools to expand the availability of dual credit courses. To be eligible for a grant, a school district must have adopted an academic acceleration policy as provided under RCW [28A.320.195](#). In making grant awards, the office of the superintendent of public instruction must give priority to grants for high schools with a high proportion of low-income students and high schools seeking to develop new capacity for dual credit courses rather than proposing marginal expansion of current capacity.

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

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

- (a) Students who achieve a score of three or higher on an AP examination;
- (b) Students who achieve a score of four or higher on an examination of the International Baccalaureate Diploma Programme;
- (c) Students who successfully complete a Cambridge advanced international certificate of education examination;
- (d) Students who successfully complete a course through the college in the high school program under RCW [28A.600.290](#) and are awarded credit by the partnering institution of higher education; and
- (e) Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course.

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

(6) The office of the superintendent of public instruction shall report to the education policy committees and the fiscal committees of the legislature, by January 1st of each year, information about the demographics of the students earning dual credits in the schools receiving grants under this section for the prior school year. Demographic data shall be disaggregated pursuant to RCW [28A.300.042](#).

Appendix B: Dual Credit Programs: OSPI Program Briefs

Advanced Placement (AP)—The AP program allows students to take rigorous, college-level courses while still in high school. With 37 courses in a variety of subject areas, AP provides willing and academically-prepared high school students with the opportunity to study and learn at the college level. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx> (Fact Sheet)

Cambridge International Exams—The Cambridge Program offers an international, pre-university curriculum and examination system, emphasizing the value of a broad and balanced education for academically able students. Students meet international standards in this academically rigorous course of study. Students may enroll in up to 17 college-level courses within the program’s three curriculum groups: 1) mathematics and science, 2) languages, and 3) arts and humanities. Just as with IB and AP, colleges and universities have recognition policies for the awarding of credit based on exam scores.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx> (Fact Sheet)

College in the High School (CHS)—A program in which a high school and a college or university enter a contract to have a college course taught in the high school by a college/university-approved high school teacher. The agreement between the school and college/university is governed by a local contract. High school students enrolled in CHS are officially enrolled in the college or university. The students must meet college/university-course requirements and pre-requisites. Student outcomes in CHS courses are assessed by the same standards used for the course when offered the college/university with the opportunity to earn full college credit.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Fact Sheet)

Gateway to College—The Gateway to College program is a national dropout recovery and scholarship program, allowing students between the ages of 16 and 20. These students may not have been successful in high school. This program gives them an opportunity to get back on track and earn a high school diploma. Students complete their high school diploma requirements at community or technical colleges while earning college credits toward an associate degree, transfer credits, or a certificate.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Fact Sheet)

International Baccalaureate (IB)—The IB program is designed as an academically challenged and balanced program of education with final examinations. The high school program is normally taught over two years and has gained recognition and respect from the world's leading universities. Students may take individual IB courses or may study up to six courses at standard or higher level in an effort to earn an IB diploma.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx> (Fact Sheet)

Running Start—Running Start is a program that allows 11th and 12th grade students to take college courses at Washington’s 34 community and technical colleges along with Central Washington University, Eastern Washington University, Washington State University, Northwest Indian College, and Spokane Tribal College. Running Start students and their families do not pay tuition. However students do pay college fees, buy their own books, and provide their own transportation. Students receive both high school and college credit for these classes. The colleges participating are reimbursed by the K–12 districts whose students participate in the program.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Fact Sheet)

Running Start for the Trades—This program was initially established to provide graduating high school students with opportunities to enter registered apprenticeship programs. This program is not currently funded by the state. However, some activity continues between OSPI, the Department of Labor and Industries, and a few local school districts.

Technical College Direct-Funded Enrollment Programs—Students from various school districts attend high school and college courses on a technical college campus. Enrollment in a technical college by high school students is linked to an interlocal agreement with a school district. State basic education apportionment dollars are paid directly to the technical college.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Fact Sheet)

http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx#wtech.edu/enrollment/high_school_programs/lake_washington_technical_academy.html

<http://www.bates.ctc.edu/highschool/>

<http://www.cptc.edu/nwcths>

Tech Prep—Tech Prep serves students in Grades 9–12. All Tech Prep dual credit classes are taken on the high school campus and are identified as Career and Technical Education (CTE) classes. CTE classes integrate academics with technical skills development to help prepare students for advanced education and careers related to “professional-technical” occupations.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Fact Sheet)

LIST OF TABLES

Table 1: Overall State Student Enrollment (2011–14)

October Enrollment	Grades 9–12	Grades 11–12
2010-11	330,050	163,846
2011-12	326,973	163,230
2012-13	327,630	164,053
2013-14	328,743	163,988

Data Source: Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, October 7, 2014

Table 2: Number of Students Enrolled in Dual Credit Eligible Courses (2011–14)

October Enrollment	# of eligible Students	% of eligible students
2010-11	177,774	46.8
2011-12	177,654	47.0
2012-13	173,917	46.6
2013-14	179,638	54.6

Data Source: Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, October 7, 2014

Table 3: Dual Credit Enrollment Programs Data Summary (2013–14)

Program	# of schools	2013–14 Enrollment	% of Eligible Students	% Free/Reduced Lunch Eligible	% Male	% Female	% Special Ed	% Bilingual Program	% Gifted Program
Advanced Placement ¹	302	57,159	17.4	27.5	45.5	54.5	1.5	1.1	9.3
College in the High School ¹	166	19,040	11.6	26.8	47.6	52.4	2.5	1.2	11.5
International Baccalaureate ¹	19	7761	4.7	32.5	47.7	52.3	2.4	2.2	10.8
Running Start ¹	458	19,741	12.0	40.3	40.1	59.9	1.1	.4	4.0
Running Start for the Trades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Tech Prep Eligible ¹	364	112,353	34.2	44.6	54	46.0	10.5	3.7	2.9
Tech College Direct Funded Enrollment Programs	*3	626	.2	0	63.6	36.4	0	0	0
Cambridge International Exams ¹	3	1087	.7	49.6	46.8	53.2	2.0	2.5	1.1
Gateway to College ²	3	579	N/A	N/A	64.2	35.8	N/A	N/A	N/A

Data Sources: 1. Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, October 7, 2014

2. Lake Washington Technical Academy and Highline Community College; Spokane Falls Community College, November, 2014

* = Clover Park Technical College has not submitted student CEDARS data for 2013–14 as of 10.07.14.

Table 4: Dual Credit Program Enrollment by Ethnicity (2013–14)

Program	%American Indian / Alaskan Native	% Asian	% Black/ African American	% Hispanic/ Latino	% White	% Native Hawaiian/ Pacific Islander	% Two or More Races	% Ethnicity Not Provided
Advanced Placement ¹	.7	13.8	4.0	11.7	63.0	.7	6.2	0
College in the High School ¹	.7	11.6	2.5	11.6	67.8	.4	5.5	0
International Baccalaureate ¹	.4	23.3	5.9	16.0	47.2	.9	6.2	0
Running Start ¹	.7	8.4	2.6	10.5	72.2	.3	5.3	0
Running Start for the Trades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Tech Prep Eligible ¹	1.3	7.6	5.6	17.9	60.6	1	6.0	0
Technical College Direct Funded Enrollment Programs	1.1	3.7	6.5	15.0	68.4	1.3	4.0	0
Cambridge Program ¹	.9	14.1	13.4	19.3	37.6	6	8.6	0
Gateway to College ²	2.7	7.5	10.3	18.4	59.7	See Asian	3.5	0

Data Sources: 1. Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, October 7, 2014

2. Lake Washington Technical Academy and Highline Community College; Spokane Falls Community College, November, 2014

Table 5: Academic Acceleration Grantee Dual Credit Enrollment Programs Data Summary (2013–14)

High School Data Year	9-12 Enrollment	Total Dual Credit Students	Percentage of Enrollment	Dual Credit Program	Enrollment	F/R Lunch Eligible	Male	Female	Special Ed Program	Bilingual Program	Gifted Program
Brewster HS											
2012-2013	275	55	20 percent	Advanced Placement	19	19	11	8	0	0	0
2013-2014	272	60	22 percent		*	*	*	*	*	*	*
Bridgeport HS											
2012-2013	216	175	81 percent	Advanced Placement	111	111	43	68	1	13	0
2013-2014	229	181	79 percent		114	114	48	66	2	7	0
2012-2013				College in the High School	110	110	42	68	1	13	0
2013-2014					114	114	48	66	2	7	0
2012-2013				Tech Prep	123	123	70	53	13	33	0
2013-2014					119	118	65	54	10	24	0
Career Academy at Truman HS											
2012-2013	244	56	23 percent	College in the High School	12	9	7	5	0	1	11
2013-2014	204	48	24 percent		*	*	*	*	*	*	*
2012-2013				Tech Prep	48	37	17	31	5	2	7
2013-2014					46	30	21	25	5	1	0
Dayton HS											
2012-2013	182	117	65 percent	Advanced Placement	11	3	4	7	2	0	0
2013-2014	179	78	44 percent		*	*	*	*	*	*	*
2012-2013				Tech Prep	99	46	52	47	15	0	0
2013-2014					37	18	23	14	7	0	0
2013-2014				College in the High School	30	12	10	20	5	0	0
Decatur HS											
2012-2013	1601	944	59 percent	Advanced Placement	448	173	210	238	8	3	427
2013-2014	1586	1010	64 percent		555	225	270	285	9	6	0
2012-2013				Tech Prep	569	302	326	243	87	31	375
2013-2014					590	330	394	146	85	38	0
Federal Way HS											
2012-2013	1847	1143	62 percent	Advanced Placement	61	19	26	35	0	1	61
2013-2014	1853	1303	70 percent		82	36	46	36	0	2	0
2012-2013				Cambridge	964	562	461	503	27	34	945
2013-2014					898	514	434	464	20	27	0

High School Data Year	9-12 Enrollment	Total Dual Credit Students	Percentage of Enrollment	Dual Credit Program	Enrollment	F/R Lunch Eligible	Male	Female	Special Ed Program	Bilingual Program	Gifted Program
2012-2013 2013-2014				College in the High School	96 *	63 *	51 *	45 *	2 *	0 *	92 *
2012-2013 2013-2014				Tech Prep	520 744	364 532	236 371	284 373	40 65	33 59	376 0
Foss HS											
2012-2013 2013-2014	1262 1224	1071 730	85 percent 60 percent	Advanced Placement	29 *	20 *	7 *	22 *	0 *	0 *	1 *
2012-2013 2013-2014				International Baccalaureate	284 257	196 159	128 119	156 156	6 2	18 6	19 7
2012-2013 2013-2014				Tech Prep	1038 591	795 453	563 321	475 270	91 79	41 34	12 7
Lincoln HS											
2012-2013 2013-2014	1752 1811	1501 1294	86 percent 71 percent	Advanced Placement	385 583	299 482	178 284	207 299	1 24	8 24	2 2
2012-2013 2013-2014				Tech Prep	1463 1077	1217 910	810 596	653 481	108 149	83 78	7 4
Mabton Jr/Sr HS											
2012-2013 2013-2014	254 269	175 176	69 percent 61 percent	Advanced Placement	25 42	25 41	14 19	11 23	1 0	2 2	0 0
2012-2013 2013-2014				Tech Prep	160 154	160 154	86 87	74 67	17 16	45 41	0 0
Mount Vernon HS											
2012-2013 2013-2014	2193 2135	1589 1473	72 percent 69 percent	Advanced Placement	213 226	114 104	79 92	134 134	3 2	5 2	46 42
2012-2013 2013-2014				Tech Prep	1413 1287	945 887	693 672	720 615	170 145	162 123	92 60
Oakesdale HS											
2012-2013 2013-2014	34 *	14 *	41 percent *	Advanced Placement	14 *	6 *	6 *	8 *	0 *	0 *	0 *
Odessa HS											
2012-2013 2013-2014	60 67	27 27	45 percent 40 percent	Advanced Placement	27 26	7 7	15 14	12 12	2 1	0 0	0 0
Omak HS											

High School Data Year	9-12 Enrollment	Total Dual Credit Students	Percentage of Enrollment	Dual Credit Program	Enrollment	F/R Lunch Eligible	Male	Female	Special Ed Program	Bilingual Program	Gifted Program
2012-2013	468	194	41 percent	Advanced Placement	63	29	24	39	1	0	12
2013-2014	463	203	44 percent		50	25	14	36	0	0	8
2012-2013				College in the High School	41	18	8	14	0	0	1
2013-2014					49	24	14	35	0	0	8
2012-2013				Tech Prep	128	91	79	49	23	2	3
2013-2014					145	104	95	50	25	2	4
Oroville M/HS											
2012-2013	190	43	23 percent	Tech Prep	40	28	21	19	2	1	0
2013-2014	187	75	40 percent		42	28	27	15	5	2	0
Quincy HS											
2012-2013	835	318	38 percent	College in the High School	28	16	12	16	0	1	1
2013-2014	837	343	41 percent		228	177	114	114	14	27	9
2012-2013				Tech Prep	284	226	153	131	20	40	6
2013-2014					153	116	85	68	16	23	7
Rochester HS											
2012-2013	659	67	10 percent	Advanced Placement	39	14	19	20	0	0	0
2013-2014	691	95	14 percent		58	21	26	32	1	0	0
Science and Math Institute											
2012-2013	586	344	59 percent	Advanced Placement	22	11	8	14	0	0	2
2013-2014	463	243	52 percent		**	**	**	**	**	**	**
2012-2013				International Baccalaureate	25	13	15	10	0	0	2
2013-2014					**	**	**	**	**	**	**
2012-2013				Tech Prep	344	171	195	149	20	3	17
2013-2014					182	82	127	55	12	1	20
2013 -2014				College in the High School	143	36	57	46	6	0	7
Squalicum HS											
2012-2013	1478	875	59 percent	Advanced Placement	635	187	283	352	11	7	12
2013-2014	1468	993	68 percent		748	245	345	403	24	13	20
2012-2013				Tech Prep	218	91	160	58	21	7	3
2013-2014					252	83	184	68	21	5	3
Stadium HS											
2012-2013	1885	1634	87 percent	Advanced Placement	230	31	103	127	1	0	52
2013-2014	1900	1221	64 percent		315	47	127	188	2	0	37

High School Data Year	9-12 Enrollment	Total Dual Credit Students	Percentage of Enrollment	Dual Credit Program	Enrollment	F/R Lunch Eligible	Male	Female	Special Ed Program	Bilingual Program	Gifted Program
2012-2013 2013-2014				Tech Prep	1623 1048	672 428	798 582	825 466	104 89	18 12	100 67
Tacoma School of the Arts											
2012-2013 2013-2014	826 522	400 317	48 percent 61 percent	Tech Prep	400 256	117 94	136 105	264 151	16 20	1 0	17 14
2013-2014				College in the High School	153	39	45	108	5	0	6
Technology Access Foundation Academy											
2012-2013 2013-2014	96 127	26 14	27 percent 11 percent	Advanced Placement	24 8	22 6	11 3	15 5	1 0	1 2	24 0
Thomas Jefferson HS											
2012-2013 2013-2014	2024 2022	1350 1643	67 percent 81 percent	Advanced Placement	92 100	29 32	43 53	49 47	0 0	0 3	92 0
2012-2013 2013-2014				International Baccalaureate	1231 1360	627 755	623 677	608 683	76 91	38 63	819 0
2012-2013 2013-2014				Tech Prep	682 757	367 459	358 411	324 346	56 82	37 79	356 0
Todd Beamer HS											
2012-2013 2013-2014	2088 2077	1052 1248	50 percent 60 percent	Advanced Placement	492 633	181 267	196 278	296 355	4 4	3 6	491 0
2012-2013 2013-2014				Tech Prep	583 704	282 366	305 404	278 300	70 78	19 22	461 0
Toppenish HS											
2012-2013 2013-2014	829 870	166 129	20 percent 15 percent	Advanced Placement	88 65	88 65	37 24	51 43	2 0	6 5	4 1
2012-2013 2013-2014				College in the High School	88 65	88 65	37 24	51 43	2 0	6 5	0 1
2012-2013 2013-2014				Tech Prep	79 113	79 58	50 72	29 41	7 9	5 1	4 0

High School Data Year	9-12 Enrollment	Total Dual Credit Students	Percentage of Enrollment	Dual Credit Program	Enrollment	F/R Lunch Eligible	Male	Female	Special Ed Program	Bilingual Program	Gifted Program
Wilson HS											
2012-2013 2013-2014	1449 1325	1455 1044	100 percent 79 percent	Advanced Placement	309 298	104 112	117 126	196 172	0 1	2 3	29 11
2012-2013 2013-2014				Tech Prep	1448 928	689 475	733 492	715 436	81 97	28 21	53 25

Data Source: Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, October 7, 2014

* = Student dual credit enrollment data has not submitted student CEDARS data for 2013–14 as of 10.07.14.

Table 6: Academic Acceleration Grantee Dual Credit Program Enrollment by Ethnicity (2013–14)

High School Data Year	Dual Credit Program	American Indian/ Alaska Native	Asian	Black / African American	Hispanic / Latino	White	Native Hawaiian/ Pacific Islander	Two or More Races	Ethnicity not Provided
Brewster HS									
2012-2013 2013-2014	Advanced Placement	0 *	0 *	0 *	12 *	7 *	0 *	0 *	0 *
Bridgeport HS									
2012-2013 2013-2014	Advanced Placement	0 0	0 0	0 0	99 100	12 14	0 0	0 0	0 0
2012-2013 2013-2014	College in the High School	0 0	0 0	0 0	98 100	12 14	0 0	0 0	0 0
2012-2013 2013-2014	Tech Prep	0 0	1 0	0 1	104 99	17 18	0 0	1 1	0 0
Career Academy at Truman HS									
2012-2013 2013-2014	College in the High School	0 *	1 *	0 *	7 *	3 *	0 *	1 *	0 *
2012-2013	Tech Prep	1	1	8	11	18	1	8	0

High School Data Year	Dual Credit Program	American Indian/ Alaska Native	Asian	Black / African American	Hispanic / Latino	White	Native Hawaiian/ Pacific Islander	Two or More Races	Ethnicity not Provided
2013-2014		1	3	3	14	18	2	5	0
Dayton HS									
2012-2013 2013-2014	Advanced Placement	0 *	0 *	1 *	1 *	9 *	0 *	0 *	0 *
2012-2013 2013-2014	Tech Prep	3 1	4 1	4 2	11 3	76 30	0 0	1 0	0 0
Decatur HS									
2012-2013 2013-2014	Advanced Placement	2 4	100 108	43 58	56 89	211 251	7 5	29 40	0 0
2012-2013 2013-2014	Tech Prep	7 6	49 61	64 71	128 131	270 262	16 14	35 43	0 0
Federal Way HS									
2012-2013 2013-2014	Advanced Placement	0 0	11 15	3 12	9 15	30 24	2 8	6 8	0 0
2012-2013 2013-2014	Cambridge	5 8	137 119	150 145	219 200	304 281	76 65	73 80	0 0
2012-2013 2013-2014	College in the High School	1 *	15 *	17 *	31 *	26 *	4 *	2 *	0 *
2012-2013 2013-2014	Tech Prep	5 5	54 84	91 128	136 223	121 176	47 60	55 68	0 0
Foss HS									
2012-2013 2013-2014	Advanced Placement	0 *	7 *	9 *	5 *	7 *	1 *	0 *	0 *
2012-2013 2013-2014	International Baccalaureate	3 3	75 74	55 43	47 43	94 80	8 7	2 7	0 0
2012-2013 2013-2014	Tech Prep	11 9	166 86	323 174	169 111	316 170	25 14	28 27	0 0
Lincoln HS									
2012-2013 2013-2014	Advanced Placement	8 11	69 86	105 188	96 139	98 129	9 13	0 17	0 0
2012-2013 2013-2014	Tech Prep	42 19	225 153	387 280	353 260	403 296	45 35	7 34	0 0
Mabton Jr/Sr HS									

High School Data Year	Dual Credit Program	American Indian/ Alaska Native	Asian	Black / African American	Hispanic / Latino	White	Native Hawaiian/ Pacific Islander	Two or More Races	Ethnicity not Provided
2012-2013	Advanced Placement	0	0	0	24	1	0	0	0
2013-2014		0	0	0	41	1	0	0	0
2012-2013	Tech Prep	0	0	0	159	1	0	0	0
2013-2014		0	0	0	151	3	0	0	0
Mount Vernon HS									
2012-2013	Advanced Placement	1	12	1	93	102	2	2	0
2013-2014		0	15	3	90	113	0	5	0
2012-2013	Tech Prep	14	29	13	726	592	10	29	0
2013-2014		12	29	11	700	499	9	27	0
Oakesdale HS									
2012-2013	Advanced Placement	0	0	0	0	13	0	1	0
2013-2014		*	*	*	*	*	*	*	*
Odessa HS									
2012-2013	Advanced Placement	0	0	0	0	27	0	0	0
2013-2014		0	0	0	1	25	0	0	0
Omak HS									
2012-2013	Advanced Placement	4	2	1	13	38	0	5	0
2013-2014		3	2	0	14	28	0	3	0
2012-2013	College in the High School	4	1	1	8	24	0	3	0
2013-2014		2	2	0	14	28	0	3	0
2012-2013	Tech Prep	32	0	0	33	59	0	4	0
2013-2014		32	1	0	27	77	0	8	0
Oroville HS									
2012-2013	Tech Prep	3	0	0	10	27	0	0	0
2013-2014		3	0	0	10	28	0	1	0
Quincy HS									
2012-2013	College in the High School	0	0	0	16	12	0	0	0
2013-2014		0	0	0	179	49	0	0	0
2012-2013	Tech Prep	0	1	0	231	51	0	1	0
2013-2014		0	0	0	118	35	0	0	0
Rochester HS									
2012-2013	Advanced Placement	0	1	0	4	31	0	3	0
2013-2014		1	1	0	8	44	0	4	0

High School Data Year	Dual Credit Program	American Indian/ Alaska Native	Asian	Black / African American	Hispanic / Latino	White	Native Hawaiian/ Pacific Islander	Two or More Races	Ethnicity not Provided
Science and Math Institute									
2012-2013 2013-2014	Advanced Placement	0 *	4 *	5 *	0 *	13 *	0 *	0 *	0 *
2012-2013 2013-2014	International Baccalaureate	0 *	8 *	0 *	3 *	14 *	0 *	0 *	0 *
2012-2013 2013-2014	Tech Prep	7 1	33 15	54 22	33 11	210 128	4 4	3 1	0 0
Squalicum HS									
2012-2013 2013-2014	Advanced Placement	1 7	66 74	2 5	89 117	444 491	1 2	32 52	0 0
2012-2013 2013-2014	Tech Prep	4 3	17 15	2 0	32 36	155 179	0 1	8 18	0 0
Stadium HS									
2012-2013 2013-2014	Advanced Placement	1 3	40 64	14 21	8 19	167 205	0 0	0 3	0 0
2012-2013 2013-2014	Tech Prep	27 14	158 105	280 152	155 106	966 628	24 12	13 31	0 0
Tacoma School of the Arts									
2012-2013 2013-2014	Tech Prep	4 2	29 18	47 34	22 22	295 176	2 1	1 3	0 0
Technology Access Foundation Academy									
2012-2013 2013-2014	Advanced Placement	0 0	5 1	6 1	7 2	6 4	0 0	0 0	0 0
Thomas Jefferson HS									
2012-2013 2013-2014	Advanced Placement	0 0	51 50	2 3	3 5	28 35	1 0	7 7	0 0
2012-2013 2013-2014	International Baccalaureate	7 5	285 308	109 121	244 316	491 495	11 22	84 93	0 0
2012-2013 2013-2014	Tech Prep	6 5	137 140	62 83	144 200	287 258	7 18	39 53	0 0
Todd Beamer HS									

High School Data Year	Dual Credit Program	American Indian/ Alaska Native	Asian	Black / African American	Hispanic / Latino	White	Native Hawaiian/ Pacific Islander	Two or More Races	Ethnicity not Provided
2012-2013	Advanced Placement	2	152	45	52	201	11	29	0
2013-2014		4	173	65	69	251	19	52	0
2012-2013	Tech Prep	11	114	70	75	254	15	44	0
2013-2014		8	112	91	89	309	30	65	0
Toppenish HS									
2012-2013	Advanced Placement	2	0	0	79	6	0	1	0
2013-2014		0	0	0	62	2	0	1	0
2012-2013	College in the High School	2	0	0	79	6	0	1	0
2013-2014		0	0	0	62	2	0	1	0
2012-2013	Tech Prep	5	0	0	71	3	0	0	0
2013-2014		7	0	0	49	1	0	0	0
Wilson HS									
2012-2013	Advanced Placement	6	28	40	26	205	1	3	0
2013-2014		4	25	39	22	196	1	11	0
2012-2013	Tech Prep	22	87	278	101	925	7	28	0
2013-2014		13	56	173	72	572	7	35	0

Data Source: Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, October 7, 2014

* = Student dual credit enrollment data has not submitted student CEDARS data for 2013–14 as of 10.07.14.

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