
SUBSTITUTE HOUSE BILL 2512

State of Washington

55th Legislature

1998 Regular Session

By House Committee on Education (originally sponsored by Representatives Keiser, Johnson, Cole, Veloria, Linville, Poulsen, Constantine, Chopp, Cooper, Gardner, Kenney, Wolfe, Wood, Conway and Anderson)

Read first time 02/04/98. Referred to Committee on .

1 AN ACT Relating to improving mathematics proficiency; adding a new
2 section to chapter 28A.300 RCW; and creating new sections.

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

4 NEW SECTION. **Sec. 1.** The legislature has identified several
5 findings that indicate that mathematics instruction in the elementary
6 and middle grades needs improvement. The legislature finds that less
7 than twenty-two percent of students who took the 1997 fourth grade
8 Washington assessment of student learning met the standard for
9 proficiency in mathematics. Findings from the third international
10 mathematics and science study show that, although United States fourth
11 grade students scored above the international average in mathematics,
12 United States eighth grade students scored below average. The study
13 also found that the middle school curriculum may be a weak link in the
14 United States educational curriculum, and that many eighth grade and
15 ninth grade students may lack the skills needed to be successful in
16 college. The legislature also finds that females have traditionally
17 not participated at the equivalent level as males in challenging
18 mathematics courses. The legislature intends to identify best
19 practices in mathematics instruction for current and prospective

1 mathematics teachers in the elementary and middle grades, and to
2 provide opportunities for all students to improve their mathematics
3 proficiency against state, national, and international standards.

4 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
5 RCW to read as follows:

6 (1) For purposes of this section, "assessment" means Washington
7 assessment of student learning developed by the commission on student
8 learning under RCW 28A.630.885, and "sending schools" means elementary
9 schools providing students to a middle school or junior high school
10 which is either applying for a grant through the program described in
11 subsection (2) of this section, or in which students from the sending
12 school scored poorly on the seventh grade assessment.

13 (2) The excellence in mathematics grant program is established to
14 improve the mathematics performance of elementary, middle, and junior
15 high school students. The purpose of the grant program is to improve
16 students' proficiency in mathematics by enhancing teachers' skills in
17 using teaching methods that have proven results gathered through
18 empirical research. The program shall be administered by the office of
19 the superintendent of public instruction.

20 (3) Schools, and school districts on behalf of schools in which a
21 significant portion of the students performed below standard on one or
22 more mathematics assessments, may apply for excellence in mathematics
23 grants. To qualify for a grant, the applicant's grant proposal must
24 include the following components:

25 (a) Documentation that the instructional model the applicant
26 intends to implement has proven results gathered through empirical
27 research;

28 (b) Agreement to assist the independent contractor identified under
29 subsection (7) of this section in evaluating the effectiveness of the
30 selected instructional models;

31 (c) Evidence of a significant number of students who are not
32 achieving mathematics proficiency at grade level, as measured by the
33 fourth grade or seventh grade assessment or both. If fourth grade
34 assessment results are not available, the applicant may use the results
35 of the fourth grade comprehensive test of basic skills;

36 (d) Documentation that grant funds will be used to benefit
37 instruction solely in one or more of the following grade levels:
38 Fifth, sixth, and seventh; and

1 (e) Documentation that grant funds will be used to benefit
2 instruction in schools or sending schools in which students performed
3 below the mathematics standard on the fourth grade or seventh grade
4 assessment, or both.

5 (4) To the extent funds are appropriated, the office of the
6 superintendent of public instruction shall make initial grants
7 available by September 1, 1998, for schools and school districts.
8 Subject to available funding, schools and school districts may submit
9 additional applications to the superintendent of public instruction by
10 September 1, 1999, and by September 1st in subsequent years. Grants
11 will be awarded for three years, subject to available funding.

12 (5) The office of the superintendent of public instruction shall
13 appoint an excellence in mathematics grant committee to develop an
14 application and review process for awarding the grants established in
15 this section and to oversee the design and implementation of the
16 evaluation in subsection (7) of this section. The committee shall
17 consist of up to three representatives of parents or students, one
18 professor of mathematics, one professional currently working in a math-
19 related career, two mathematics curriculum coordinators from within two
20 different educational service districts, two representatives of the
21 office of the superintendent of public instruction, including one
22 assessment specialist, three mathematics teachers representing
23 different school districts, and one principal. Committee members shall
24 serve without additional compensation but are eligible for per diem and
25 mileage allowances under RCW 43.03.050 and 43.03.060.

26 (6) The office of the superintendent of public instruction shall
27 contract with an independent contractor to conduct and disseminate a
28 literature review of best practices in mathematics instruction and
29 staff development in elementary and middle school state-wide and
30 nationally.

31 (7) To the extent funds are specifically appropriated for these
32 purposes, the office of the superintendent of public instruction shall
33 contract with an independent contractor who has experience in program
34 evaluation. The contractor shall:

35 (a) Conduct a multiyear evaluation of the effectiveness of the
36 instructional models as measured by student achievement on the fourth
37 grade assessment and later achievement on the seventh grade assessment;
38 and

1 (b) Report changes in fourth grade and seventh grade assessment
2 results, effects of the instructional models on student achievement,
3 other variables that may have affected student achievement, and
4 recommendations for best practices in mathematics instruction in
5 elementary and middle school.

6 (8) The office of the superintendent of public instruction shall
7 submit biennially to the governor and the house of representatives and
8 senate education committees a report on the excellence in mathematics
9 grant program. The first report must be submitted not later than
10 December 1, 2000, and each succeeding report must be submitted not
11 later than December 1st of each even-numbered year. Reports must
12 include information on how the schools and school districts used the
13 grant money, the instructional models used, how they were implemented,
14 and the findings of the independent contractor.

15 (9) The office of the superintendent of public instruction shall
16 disseminate information periodically to school districts that
17 participate in the excellence in mathematics grant program during the
18 evaluation conducted under subsection (7) of this section and shall
19 report to the districts regarding the final evaluation of the
20 instructional models and implementation strategies.

21 (10) The office of the superintendent of public instruction shall
22 disseminate information to the school districts five years after the
23 beginning of the grant program regarding the evaluation of the
24 instructional models and implementation strategies.

25 (11) The office of the superintendent of public instruction may use
26 up to five percent of the appropriated funds for administration of the
27 excellence in mathematics grant program established in this section.

28 (12) Funding under this section shall not become part of the
29 state's basic program of education obligation as set forth under
30 Article IX of the state Constitution.

31 (13) Funding under this section shall be used solely to supplement
32 and not supplant federal funds for mathematics instruction or state
33 basic education funds for mathematics instruction under chapters
34 28A.150, 28A.155, 28A.165, 28A.180, and 28A.190 RCW.

35 NEW SECTION. **Sec. 3.** If specific funding for this act,
36 referencing this act by bill or chapter number, is not provided by June

1 30, 1998, in the supplemental omnibus appropriations act, this act is
2 null and void.

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