

HOUSE BILL ANALYSIS

HB 2749

Title: An act relating to extended learning opportunities for struggling students.

Brief Description: Creating extended learning opportunities for struggling students.

Sponsors: Representatives Quall, Talcott, Haigh, Thomas, Stensen, Rockefeller, Eickmeyer, O'Brien, Lovick, Regala, Tokuda, Keiser, Edmonds, Conway, Van Luven, Wood, Kagi, Morris, Kenney, Ogden and Santos.

HOUSE COMMITTEE ON EDUCATION

Meeting Date: January 27, 2000

Bill Analysis Prepared by: Susan Morrissey (786-7111).

Background: The Commission on Student Learning presented a series of recommendations to the 1999 legislature for a state educational accountability system. The commission recommended that the system include extended learning opportunities for students who have had or will have difficulty meeting the state's academic standards. The commission also recommended that the school districts review programs and practices that are effective with struggling students. The 1999 legislature created an educational accountability system for the state. The findings section of the legislation states that the purpose of the system is to improve student learning and achievement of the state's academic standards, also called the essential academic learning requirements.

Washington has a number of programs designed to assist struggling students. One such program is the Learning Assistance Program, in operation for about 19 years. Another is the Reading Corps. The programs are not specifically designed to provide extended learning opportunities for students who have had or will have trouble meeting the state's standards in more than one subject. The state does not provide funding for summer school programs.

Summary: The Superintendent for Public Instruction will provide money to school districts to fund summer school extended learning programs for struggling students who have completed grades one through three. The programs are intended to help the students meet the state standards in reading, writing, and mathematics on the fourth grade Washington Assessment of Student Learning.

School districts will decide how to select students for the program, using teacher referrals as part of that process. Students cannot be required to participate, but districts are directed to encourage struggling students and their parents to enroll the students into the summer programs. The programs must offer students at least 20 days of instruction. Schools on year round calendars may offer the programs during vacations and

intercessions, however the program will not fund after school or Saturday school programs.

Program funds may be used for salaries for instructional staff, student transportation, and to support other services necessary for full-day programs. The districts must use program funds to supplement and not supplant funding used before May 1, 2000 to support extended learning programs for struggling students. One fourth of the instructional staff may be classified instructional staff.

The principal will select willing instructional staff to participate in the program. The staff must be trained in effective strategies to help struggling students improve their skills in math, reading, and writing. The selection process is not subject to collective bargaining.

Funding will be allocated to school districts based on a formula that multiplies the number of students scoring in the lowest level of the 1999 fourth grade WASL by the number of full-time equivalent students enrolled in grades one through three.

Appropriation: \$23,000,000 is appropriated to OSPI for the 2000-01 fiscal year. OSPI may use \$75,000 of the amount for an independent evaluation of the program.

Fiscal Note: requested

Effective Date: 90 days