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HOUSE BILL 1569

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State of Washington

56th Legislature

1999 Regular Session

By Representatives Keiser, Talcott, Schual-Berke, Carlson, Quall and Regala

Read first time 01/28/1999. Referred to Committee on Education.

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

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 only  
7 thirty-one percent of students who took the 1998 fourth grade  
8 Washington assessment of student learning met the standard for  
9 proficiency in mathematics. The legislature also finds that only  
10 twenty percent of students who took the seventh grade trial assessment  
11 met the standard for proficiency in mathematics. Findings from the  
12 third international mathematics and science study show that, although  
13 United States fourth grade students scored above the international  
14 average in mathematics, United States eighth grade students scored  
15 below average. The study also found that the middle school curriculum  
16 may be a weak link in the United States educational curriculum, and  
17 that many eighth grade and ninth grade students may lack the skills  
18 needed to be successful in college. The legislature also finds that  
19 females have traditionally not participated at the equivalent level as

1 males in challenging mathematics courses. The legislature intends to  
2 identify best practices in mathematics instruction for current and  
3 prospective mathematics teachers in the elementary and middle grades,  
4 and to provide opportunities for all students to improve their  
5 mathematics proficiency against state, national, and international  
6 standards.

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

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

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

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

28 (a) Documentation that the instructional model the applicant  
29 intends to implement has proven results gathered through empirical  
30 research;

31 (b) Agreement to assist the independent contractor identified under  
32 subsection (7) of this section in evaluating the effectiveness of the  
33 selected instructional models;

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

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

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

8 (4) To the extent funds are appropriated, the office of the  
9 superintendent of public instruction shall make initial grants  
10 available by September 1, 1999, for schools and school districts.  
11 Subject to available funding, schools and school districts may submit  
12 additional applications to the superintendent of public instruction by  
13 September 1, 2000, and by September 1st in subsequent years. Grants  
14 will be awarded for three years, subject to available funding.

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

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

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

38 (a) Conduct a multiyear evaluation of the effectiveness of the  
39 instructional models as measured by student achievement on the fourth

1 grade assessment and later achievement on the seventh grade assessment;  
2 and

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

8 (8) The office of the superintendent of public instruction shall  
9 submit biennially to the governor and the house of representatives and  
10 senate education committees a report on the excellence in mathematics  
11 grant program. The first report must be submitted not later than  
12 December 1, 2001, and each succeeding report must be submitted not  
13 later than December 1st of each odd-numbered year. Reports must  
14 include information on how the schools and school districts used the  
15 grant money, the instructional models used, how they were implemented,  
16 and the findings of the independent contractor.

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

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

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

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

33 (13) Funding under this section shall be used solely to supplement  
34 and not supplant federal funds for mathematics instruction or state  
35 basic education funds for mathematics instruction under chapters  
36 28A.150, 28A.155, 28A.165, 28A.180, and 28A.190 RCW.

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