

**HB 2339 - DIGEST**

Requires the mathematics and science improvement initiative to provide the capacity and resources for educational service districts, school districts, and schools to conduct a broad range of activities, depending on the level of need and priority of the school or district. The focus of the initiative is on building and enhancing the quality of mathematics and science instruction.

Provides that, in support of the mathematics and science improvement initiative, the office of the superintendent of public instruction shall: (1) In collaboration with the educational service districts, develop a methodology for distributing funds appropriated for activities under the tiered support system among the educational service districts and among the three tiers of support. The methodology shall take into account the anticipated demand and need for services by school districts in each tier and the size of those school districts. The methodology shall also reflect a higher priority and greater need for support and resources for schools and districts in tier three;

(2) Develop guidelines for educational service districts in administering grants, developing district improvement agreements, and implementing intensive intervention and support services. The guidelines shall not require all educational service districts to follow the same procedures in all circumstances, but shall ensure general equity for school districts across the state in how the districts may access resources under the initiative and the activities and services that are provided by the educational service districts;

(3) Identify the schools and school districts eligible for tier three intensive intervention and support, based on low student performance in mathematics and science. Tier three schools and districts shall not be participating in other state or federal school improvement assistance programs. To the maximum extent possible, the identification of and the intensive intervention services provided to tier three schools and districts shall align with the accountability plan developed by the state board of education; and

(4) In collaboration with the educational service districts, develop guidelines and a common reporting format for collecting data and information about the activities and outcomes under the initiative and designate one or more common diagnostic assessments for districts to use in reporting and monitoring student achievement.

Repeals RCW 28A.300.350.