
HOUSE BILL 2512

State of Washington 55th Legislature 1998 Regular Session

By Representatives Keiser, Johnson, Cole, Veloria and Linville

Read first time . 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.

9 (2) The superintendent of public instruction shall establish an
10 excellence in mathematics grant program. The purpose of the grant
11 program is to improve student learning by enhancing teachers' skills in
12 using teaching methods that have proven results gathered through
13 empirical research and to assist students in mathematics instruction in
14 elementary and middle school.

15 (3) Schools and school districts may apply for excellence in
16 mathematics grants. To qualify for a grant, the grant proposal shall
17 provide that the grantee must:

18 (a) Document that the instructional model the grantee intends to
19 implement has proven results gathered through empirical research;

20 (b) Agree to assist the independent contractor identified under
21 subsection (6) of this section in evaluating the effectiveness of the
22 selected instructional models; and

23 (c) Provide evidence of a significant number of students who are
24 not achieving mathematics proficiency at grade level, as measured by
25 the fourth grade assessment or, if fourth grade assessment results are
26 not available, by the fourth grade comprehensive test of basic skills.

27 (4) To the extent funds are appropriated, the superintendent of
28 public instruction shall make initial grants available by September 1,
29 1998, for schools and school districts. Subject to available funding,
30 schools and school districts may submit additional applications to the
31 superintendent of public instruction by September 1, 1999, and by
32 September 1st in subsequent years. Grants will be awarded for three
33 years, subject to available funding.

34 (5) The superintendent of public instruction shall appoint an
35 excellence in mathematics grant committee to develop an application and
36 review process for awarding the grants established in this section and
37 to oversee the design and implementation of the evaluation in
38 subsection (6) of this section. The committee shall consist of three

1 representatives of parents or students, one professor of mathematics,
2 one professional currently working in a math-related career, three
3 mathematics curriculum coordinators from within three different
4 educational service districts, three representatives of the office of
5 the superintendent of public instruction, including one assessment
6 specialist, and three mathematics teachers representing school
7 districts. Committee members shall serve without additional
8 compensation but are eligible for per diem and mileage allowances under
9 RCW 43.03.050 and 43.03.060.

10 (6) The superintendent of public instruction shall contract with an
11 independent contractor who has experience in program evaluation:

12 (a) To conduct and disseminate a literature review of best
13 practices in mathematics instruction and staff development in
14 elementary and middle school state-wide and nationally; and

15 (b) To the extent funds are specifically appropriated for this
16 purpose, conduct a multiyear evaluation of the effectiveness of the
17 instructional models as measured by student achievement on the fourth
18 grade assessment and later achievement on the seventh grade assessment.

19 (7) The contractor shall report changes in fourth grade and seventh
20 grade assessment results, effects of the instructional models on
21 student achievement, other variables that may have affected student
22 achievement, and recommendations for best practices in mathematics
23 instruction in elementary and middle school.

24 (8) The superintendent of public instruction shall submit
25 biennially to the legislature and the governor a report on the
26 excellence in mathematics grant program. The first report must be
27 submitted not later than December 1, 2000, and each succeeding report
28 must be submitted not later than December 1st of each even-numbered
29 year. Reports must include information on how the schools and school
30 districts used the grant money, the instructional models used, how they
31 were implemented, and the findings of the independent contractor.

32 (9) The superintendent of public instruction shall disseminate
33 information periodically to school districts that participate in the
34 excellence in mathematics grant program during the evaluation conducted
35 under subsection (6) of this section and shall report to the districts
36 regarding the final evaluation of the instructional models and
37 implementation strategies.

38 (10) The superintendent of public instruction shall disseminate
39 information to the school districts five years after the beginning of

1 the grant program regarding the evaluation of the instructional models
2 and implementation strategies.

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

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

9 (13) Funding under this section shall be used solely to supplement
10 and not supplant federal funds for mathematics instruction or state
11 basic education funds for mathematics instruction under chapters
12 28A.150, 28A.155, 28A.165, 28A.180, and 28A.190 RCW.

13 NEW SECTION. **Sec. 3.** If specific funding for this act,
14 referencing this act by bill or chapter number, is not provided by June
15 30, 1998, in the supplemental omnibus appropriations act, this act is
16 null and void.

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