

SENATE BILL REPORT

2SHB 1906

As Reported By Senate Committee On:
Early Learning & K-12 Education, March 29, 2007
Ways & Means, April 2, 2007

Title: An act relating to improving mathematics and science education.

Brief Description: Improving mathematics and science education.

Sponsors: House Committee on Appropriations (originally sponsored by Representatives Hunter, Anderson, Wallace, Seaquist, Eddy, P. Sullivan, McDermott, Ormsby, McIntire, Pedersen, Rolfes, Barlow, Goodman, Rodne, O'Brien, Kenney, McDonald, Morrell, Newhouse, Hurst, Skinner, Wood and Bailey).

Brief History: Passed House: 3/28/07, 90-7.

Committee Activity: Early Learning & K-12 Education: 3/29/07, 3/30/07 [DPA-WM, DNP, w/oRec].

Ways & Means: 4/02/07 [DPA, DNP, w/oRec].

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: Do pass as amended and be referred to Committee on Ways & Means.

Signed by Senators McAuliffe, Chair; Tom, Vice Chair; Eide, Hobbs, Kauffman, Oemig, Rasmussen and Weinstein.

Minority Report: Do not pass.

Signed by Senators Holmquist, Ranking Minority Member; Brandland, Clements and Hewitt.

Minority Report: That it be referred without recommendation.

Signed by Senator Zarelli.

Staff: Eric Bratton (786-7438)

SENATE COMMITTEE ON WAYS & MEANS

Majority Report: Do pass as amended.

Signed by Senators Prentice, Chair; Fraser, Vice Chair, Capital Budget Chair; Pridemore, Vice Chair, Operating Budget; Carrell, Hatfield, Hobbs, Keiser, Kohl-Welles, Oemig, Rasmussen, Regala, Rockefeller and Tom.

Minority Report: Do not pass.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Signed by Senator Zarelli, Ranking Minority Member.

Minority Report: That it be referred without recommendation.

Signed by Senators Brandland, Honeyford, Parlette, Roach and Schoesler.

Staff: Bryon Moore (786-7726)

Background: In 2005, the Legislature created a steering committee (Washington Learns) comprised of legislators, the Governor, and others, and three sector advisory committees on which legislators and others served. The steering and advisory committees were directed to conduct a comprehensive study of early learning, K-12, and higher education; to develop recommendations on how the state can best provide stable funding for early learning, public schools, and public colleges and universities; and to develop recommendations on specified policy issues. The steering committee submitted an interim and a final report with recommendations to the Legislature.

Summary of Second Substitute Bill: Math and Science Standards and Curriculum: The State Board of Education (SBE) will appoint two advisory panels, one for mathematics and one for science, to advise the SBE on revising the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) for mathematics and science. The panels will also advise the SBE on developing three state-identified curricula for each grade span (elementary, middle, and high school) for both mathematics and science. Each panel will have no more than sixteen members with representation from individuals from academia and industry, and educators, parents, and other individuals who could contribute to the work of the panel based on their experience.

By September 30, 2007, the SBE, after considering the recommendations of expert consultants and the advice of the advisory panels, will recommend to the Superintendent of Public Instruction (SPI) revised EALRs and GLEs in mathematics. By January 31, 2008, the SPI must revise the EALRs and GLEs and submit them to the SBE and the Legislature for review. The SPI will adopt the EALRs and GLEs unless otherwise directed by the Legislature during the 2008 Legislative Session. The same process will begin for science with the SBE submitting recommendations to the SPI by June 30, 2008, and the SPI presenting the revised EALRs and GLEs to the SBE and the Legislature by December 1, 2008.

The SPI will identify no more than three mathematics and science curricula for elementary, middle, and high school grade spans that align with the new EALRs and GLEs. Mathematics curricula must be identified by May 15, 2008, and submitted to the SBE for review. The SBE will provide comments by June 30, 2008. The SPI will make necessary changes and then adopt the recommended curricula. The timeline for the science curricula development will be May 15, 2009, and June 30, 2009. Subject to appropriated funds, at least one of the curricula for each grade span in both mathematics and science must be available online at no cost to schools and parents.

Nothing requires a school district to use the identified curricula. However, the accountability plan adopted by the SBE must recommend conditions where schools would be required to use the curricula. Required use of the curricula as an intervention strategy must be authorized by the Legislature. Subject to appropriated funds, districts that purchase one or more of the

curricula after they are identified by the SBE will be reimbursed for the cost. The SPI and the SBE will make quarterly progress reports to the Legislature through December 2008.

By December 1, 2007, the SBE must revise the high school graduation requirements to include a minimum of three credits of mathematics. At least one of the credits can be a career and technical education course equivalent.

After School Support: An after school mathematics support program is created. The SPI provides grants to community-based nonprofit organizations that demonstrate the capacity to provide assistance in mathematics learning, with priority for proposals to serve middle and junior high school students. The SPI evaluates program outcomes and makes recommendations regarding continuation, modification, sustainability, and possible expansion. An interim report is due November 1, 2008, with a final report due December 1, 2009.

Instructional Coaches: A mathematics and science instructional coach program is created. The program includes a coaching institute, coaching support seminars, and additional coach development services. In developing the program the SPI must draw upon research and the experiences of coaches in other programs.

Participating schools and districts select the individuals to perform the role of coach, based on characteristics of a successful coach. The coach's role is to support teachers as they apply knowledge, develop skills, polish techniques, and deepen their understanding of content and instructional practices. Each coach is assigned to two schools.

Coach Program participants ensure that coaches participate in the coach development institute and support seminars, practice coaching activities according to their defined role, collect data, and participate in program evaluation activities.

The Washington State Institute for Public Policy evaluates the program. An interim report is due November 1, 2008, with a final report due December 1, 2009.

Alternative Routes to Teacher Certification: Two new alternative routes to teacher certification are created. The Pipeline for Paraeducators program is for individuals with at least three years of classroom experience but without a college degree. A conditional scholarship of up to \$4,000 per year for no more than two years is provided for candidates to enroll in a direct transfer associate degree program in mathematics education. Upon completion of the program, the candidate is eligible to enroll in a Route One alternative route program to obtain a mathematics and special education or a mathematics and English as a Second Language (ESL) teaching certificate.

The Retooling to Teach Mathematics and Science Program is for current teachers and individuals who are not employed as teachers, but who have an elementary teaching certificate. A conditional scholarship of up to \$3,000 per year is provided for these individuals to pursue a middle level or secondary mathematics or science endorsement through one of the PESB's pathways to endorsement. Candidates with an elementary teaching certificate who are not employed as teachers can seek only a middle level endorsement.

College Readiness: By September 1, 2008, the State Board for Community and Technical Colleges, the Council of Presidents, the Higher Education Coordinating Board, and the Office

of the SPI, under the leadership of the Transition Math Project and in collaboration with representatives of public two and four-year institutions of higher education, will jointly revise the Washington mathematics placement test to serve as a common college readiness test for all two and four-year institutions of higher education. The test must be implemented by all public two and four-year institutions of higher education by September 1, 2009, and they must use a common performance standard on the mathematics placement test for purposes of determining college readiness in mathematics.

Subject to funds appropriated for this purpose and beginning in the fall of 2009, school districts must provide students the option of taking the mathematics placement test once at no cost and encourage junior and seniors to take it. Subject to funds appropriated for this purpose, the SPI will reimburse each district for the costs of providing students this opportunity.

EFFECT OF CHANGES MADE BY RECOMMENDED AMENDMENT(S) AS PASSED COMMITTEE (Early Learning & K-12 Education): The language from Substitute Senate Bill 5814, creating educational opportunities in mathematics, science, and technology, is added:

- allowing approved middle school career and technical career programs to receive funding at an enhanced rate;
- establishing statewide coordination for math, science, and technology by creating a director position;
- directing OSPI to provide support for a variety of efforts aimed at expanding math, science, and technology programs within the public schools;
- directing OSPI to develop EALRs and GLEs as well as classroom based assessments in technology; and
- directing the Higher Education Coordinating Board to assess the need for baccalaureate programs that specialize in teacher preparation in math, science, and technology, and, depending on the outcome of this assessment, possibly encourage institutions of higher education to offer these programs.

The Pipeline for Paraeducators Conditional Scholarship Program is changed to allow participants to earn mathematics, special education, or ESL endorsement.

EFFECT OF CHANGES MADE BY RECOMMENDED AMENDMENT(S) AS PASSED COMMITTEE (Ways & Means): The provisions that reference direct state reimbursement, if school districts opt to adopt a new math or science curriculum from the menu that is established pursuant to the legislation, are removed.

Appropriation: None.

Fiscal Note: Available.

Committee/Commission/Task Force Created: No.

Effective Date: The bill takes effect ninety days after adjournment of session in which bill is passed except for sections 1 and 2, regarding the review of mathematics and science standards and curriculum and the creation of the advisory panels, which take effect immediately.

Staff Summary of Public Testimony (Early Learning & K-12 Education): PRO: This bill takes a comprehensive look at how we address the standards and curriculum. This is not a testing problem, it is an instruction problem. This bill provides for a transparent assessment process. We particularly support the alignment of the SBE to do the EALR and GLE reviews. The language contained in this bill regarding the paraeducators conditional scholarships more closely aligns with what is currently happening in the alternative route program and is easier to implement. If the state of Washington's goal is to have students compete nationally and internationally, they need to have a panel of experts that know what is required of them after high school. The panel needs to be truly independent. The after school program provides help to kids that really need it. Support the math curriculum as an option and not a requirement. Increasing the math requirement without having teachers in place would be a huge burden. In order to obtain a truly independent, third-party review, we need the Legislature to select the panel members instead of the SBE selecting both the consultant and the advisory panel. The provisions of Substitute Senate Bill 5814 should be included in this bill. The pipeline for paraeducators needs to keep the focus on getting more math teachers.

CON: It is at the classroom level that school districts best know their children and the diverse needs of the children. Any type of material needed to assist a child in learning math and science should come from the local level. Need to maintain local control.

OTHER: When looking at international standards and curriculum, it is important to keep in mind the different cultures that might play a part in curriculum development. The instructional coaching project should be a pilot program so as to examine its benefits and see if it is an effective use of money.

Persons Testifying (Early Learning & K-12 Education): PRO: Representative Hunter, prime sponsor; Representative Anderson, cosponsor; Judy Hartmann, Governor Gregoire's Policy Office; Bill Keim, Educational Service District 113; Julie Wright, Washington State Parent Teacher Association; Elliot Paull, Where's the Math; Nancy Alwood, American Electronics Association; Loretta Seppanen, State Board for Community and Technical Colleges; Kathleen Lopp, Career and Technical Education; Kyra Kester, Office of the Superintendent of Public Instruction; Nasue Nishida, Professional Educators Standards Board; Kay Lee Evans, parent.

CON: Sharon Hanek, parent.

OTHER: Lucinda Young, Washington Education Association.

Staff Summary of Public Testimony (Ways & Means): None.

Persons Testifying (Ways & Means): No one.