



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Spokane SD Pilot, Chehalis SD Pilot, Bremerton SD Pilot

1. **Purpose:**

To provide funding to three districts for math pilot programs to promote student centered math classrooms that position our students as learners who communicate and can apply their knowledge to solve problems.

2. **Description of services provided:**

Grantees will provide professional development and training opportunities to pilot teachers to support the following:

- Increasing educator ability to implement new strategies, work with diverse learners, differentiate instruction, and support family engagement.
- Data collection to inform mathematics instruction and document student growth.
- The creation of an intentional system of supports for secondary mathematics teachers that is purposeful, coherent, pervasive, and supportive of ongoing professional learning and part of an inquiry cycle.

Grantees will participate in post-award evaluation including surveys, interviews, site visits, and reporting.

3. **Criteria for receiving services and/or grants:**

Pilot districts are explicitly named in the proviso to be Chehalis, Bremerton, and Spokane School Districts; OSPI works directly with named pilot districts to confirm participation in the pilot.

Beneficiaries in the 2022-23 School Year:

Number of School Districts:	2
Number of Schools:	16
Number of Students:	13,600
Number of Educators:	216
Other:	18



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4. Are federal or other funds contingent on state funding?

☒ No

5. State funding history:

CC2 – Spokane SD Pilot

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$85,000	\$85,000
2022	\$85,000	\$85,000
2021	\$85,000	\$85,000
2020	\$85,000	\$85,000

CD2 – Chehalis SD Pilot

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$85,000	\$85,000
2022	\$85,000	\$85,000
2021	\$85,000	\$85,000
2020	\$85,000	\$85,000

CE2 – Bremerton SD Pilot

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$85,000	\$0.00
2022	\$85,000	\$85,000
2021	\$85,000	\$85,000
2020	\$85,000	\$85,000

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

Fiscal Year	Number of Districts
2023	2 School Districts
2022	3 School Districts
2021	3 School Districts
2020	3 School Districts

7. Programmatic changes since inception (if any):

- Bremerton School District declined participation for the 2022–23 school year due to program implementation issues within the school district.



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- Consistent in-person participation and observation was possible for the first time since the pilot began.

8. Program evaluation or evaluation of major findings:

For the two school districts participating in the Washington Math Pilot successful efforts to create meaningful improvement in math outcomes can be replicated by other districts around the state. Both the Chehalis School District and Spokane Public Schools were able to design approaches that are expected to generate measurable results in the next two years of the project.

- Spokane SD reports that students involved in the pilot model are showing improved proficiency over their peers. This growth appears to be true across attendance rates, GPA, grade levels, school sites and ethnicities.

9. Major challenges faced by the program:

- One district reported major challenges in the areas of learning recovery for students coming out of the COVID-19 pandemic. None of the tested grade levels have been able to rebound back to 2019 achievement levels yet. However, there are large gains in math across most grade levels that are increasing at greater rates than the state average.
- One district reported that turnover of teachers, programs, and district priorities has created challenges to update new personnel, adapt to programs and keep focus on the targeted work.
- Bremerton School District chose to not continue with this pilot grant program. The district determined that they were experiencing a lack of traction with the grant work achieved in previous years and decided to reset their approach to mathematics instruction.

10. Future opportunities:

- Spokane School District reports that their Learning Together model provides opportunities to intentionally develop student growth goals that will support differentiated instruction and to evaluate progress through that lens. Students spend 80% of their time working in groups where they are talking, collaborating, and reasoning together. Some classrooms are implementing 'Thinking Classroom' routines (Building Thinking Classrooms, Liljedahl, 2021)
- Scaling up the Learning Together model can support the development of a district wide culture to cultivate student growth mindset as mathematical thinking is valued, visible, and actively promoted. The work has created new teacher leaders who can now lead their peers in the implementation of new strategies for the benefit of all.



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- Chehalis School District identified development of additional dual credit course offerings and other support for students to go on to attain post-secondary credentials as an upcoming opportunity

11. Statutory and/or budget language:

\$255,000 of the general fund—state appropriation for fiscal year 2022 and \$255,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the continuation of the math improvement pilot program. The entirety of the funds appropriated for fiscal year 2022 must be disbursed by the office to the recipients of the grants no later than August 1, 2021, and the entirety of the funds appropriated for fiscal year 2023 must be disbursed by the office to the recipients of the grants no later than August 1, 2022. Of the amounts provided in the subsection:

- (a) \$85,000 of the general fund—state appropriation for fiscal year 2022 and \$85,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the Spokane school district.
- (b) \$85,000 of the general fund—state appropriation for fiscal year 2022 and \$85,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the Chehalis school district.
- (c) \$85,000 of the general fund—state appropriation for fiscal year 2022 and \$85,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the Bremerton school district.

12. Other relevant information:

The two participating districts have consistent goals, but their plans and implementation reflect deep thinking specific to their local populations and needs. Both districts seek opportunities to break down barriers within mathematics, Chehalis through intentionality of support, Spokane by implementing student centered classrooms.

13. Schools/districts receiving assistance:

[preliminaryfy23state-fundedprovisograntawardsupdated-42823.xlsx \(live.com\)](#)

14. Program Contact Information:

Name: Arlene Crum
Title: Secondary Mathematics Project Specialist
Phone: (360) 789-7143
Email: arlene.crum@k12.wa.us