Spokane SD and Chehalis SD Pilots

Statutory and/or Budget Language

\$170,000 of the general fund—state appropriation for fiscal year 2024 and \$170,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the continuation of the math improvement pilot program. Of the amounts provided in this subsection:

- (i) \$85,000 of the general fund—state appropriation for fiscal year 2024 and \$85,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the Spokane school district.
- (ii) \$85,000 of the general fund—state appropriation for fiscal year 2024 and \$85,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the Chehalis school district.

Purpose

To promote student-centered math classrooms that position our students as learners who communicate and can apply their knowledge to solve problems.

Description of Services Provided

Districts in the math improvement pilot serve educators, families, and students through educator coaching and professional development in inquiry-based, student-centered teaching practices. These practices drive collaborative problem solving and communication between students as they solve math problems. Districts facilitate outreach to families and offer math programs to support students across grades toward the goal of increasing student success in mathematics.

Criteria for Receiving Services and/or Grants

Chehalis and Spokane School Districts are named in the proviso as recipients for the math improvement pilot funds.

Beneficiaries in the 2023-24	School Year
Number of School Districts	2 school districts
Number of Schools	8 schools
Number of Students	6,599 students
Number of Educators	369 educators
Other	36 administrators

Are Federal or Other Funds Contingent on State Funding? No.



State Funding History

CC1 – Spokane SD Pilot

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$85,000	\$85,000
2023	\$85,000	\$85,000
2022	\$85,000	\$85,000
2021	\$85,000	\$85,000
2020	\$85,000	\$85,000

CD1 – Chehalis SD Pilot

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$85,000	\$85,000
2023	\$85,000	\$85,000
2022	\$85,000	\$85,000
2021	\$85,000	\$85,000
2020	\$85,000	\$85,000

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2024	2 School Districts
2023	2 School Districts
2022	3 School Districts
2021	3 School Districts
2020	3 School Districts

Programmatic Changes Since Inception (If Any)

Chehalis School District

The Chehalis School District added a specific focus in the 2024 fiscal year of supporting communities of practice. Groups of 5-7 educators focused on a shared content, practice, or goal and used data-driven decision making to pull practices from previous years of the math improvement pilot together with new learnings from professional learning in 2024, as well as increasing math pathway options for students in high school, accelerated learning options, and College in the High School classes.

Spokane School District

The first several years of Spokane's participation in the math improvement pilot focused on supporting educators to shift from teacher-centered direct instruction toward student-centered inquiry in mathematics teaching and learning. The district focused on shifting educator

perspectives and also developing instructional strategies to support student-centered inquiry. As the district has focused on collaborative learning practices in math classrooms, the educators using these practices in their classrooms have become teacher-leaders across the district, bringing their experiences to other educators by providing professional development. Educators across the district, including educators of other content areas, are getting access to professional learning on student centered teaching practices that promote inquiry and collaboration.

Program Evaluation or Evaluation of Major Findings

Chehalis School District

The Chehalis School District facilitated coaching and professional learning in teaching practices that foster equitable student-centered mathematics, paired with assessments and instructional materials that facilitate data-driven decision making to inform instruction. Intentional efforts to increase collaboration within mathematics leadership and educators using communities of practice resulted in student focused decision making because of data generated through the embedded digital resources from the district's curriculum.

Additionally, the district participated in professional development on mathematical mindsets, math leadership, communication, differentiated instructional practices, and student-centered summer learning. These professional learning opportunities influenced the yearlong use of communities of practice where educators worked together to understand student progress and determine what instructional shifts needed to occur in order to support students.

The communities of practice in the elementary and middle schools found the time together examining student data and determining student needs was necessary to decide which high leverage instructional shifts were needed to support students understanding in mathematics.

Finally, participation in professional learning provided access to a model summer camp. When the summer camp was offered it successfully engaged students in rich math learning that centered on a positive and flexible math mindset. The district reported educator and student experiences at the camp exceeded expectations.

Spokane School District

The model of professional learning through educator-practitioners becoming educator-leaders has organically grown student-centered teaching practices across the district. Spokane shared, "Teacher leaders developed two introductory professional learning sessions. We ran these sessions last August. This spurred several less formal follow-ups in our buildings. What they shared was contagious, and teachers in attendance wanted to bring [the] leaders and their message back to their buildings." Due to the contagious nature of professional development and the perceived benefit to student learning, additional schools within the district have expressed interest in participating in the grant in the coming school year.

Major Challenges Faced by the Program

Chehalis School District

While Chehalis School District experienced positive shifts in practice using communities of practice, there were growing pains related to communication and consistency in how the communities of practice were used across buildings in the district. The vision for communities of practice included using student performance data generated in the digital resources of the curriculum as a foundation for conversation to determine what mathematical needs students may have, to address in instruction. Data analysis would lead to the evaluation of the districts existing tools and menu of instructional practices (including Avid strategies included in previous math improvement pilot cycles) to determine which strategies would best support student learning in the subsequent lesson or unit. The district found that communication about the vision and process for the communities of practice for data-driven decision making was unclear. The application of the data cycle was inconsistent and applied in reverse in some circumstances (instructional strategy considered before looking at student data).

Moving forward the district has solidified their communication plan for the communities of practice to ensure educators know the vision and intent of the group, as well as providing professional learning for district administrators to be data leaders for their staff.

Spokane School District

The Spokane school district shared the following challenges with the pilot program this year:

- Staffing changes: As educators come and go from year to year it is difficult to maintain momentum as staffing changes.
- Time to Collaborate: Scheduling, time constraints, and availability of substitute teachers when educators need time out of class to collaborate are challenges, but the district is finding stability and ways to integrate the math project into the districts overall professional development format.
- Competing Initiatives: Different district wide initiatives and requirements pull on time and attention on district assigned professional learning days. While some initiatives overlap with the math project, sometimes the goals of initiatives and the math project are different.
- Lack of Coaches: There is an additional need for instructional leads to encourage reflection and continual growth. This need is currently filled by educators or principals as individual capacity allows.

Future Opportunities

Chehalis School District

• The communities of practice will continue to be a cornerstone to the district's work to improve math proficiency. The model provided a space for educators to discuss student progress and determine student-centered next steps based on data.

- Chehalis will continue applying the learnings from the coaching and professional learning events to facilitate student-centered math teaching in order to support student success and increase student proficiency on math assessments.
- The success of the summer programs including the math camps and summer courses for high school students will continue due to the positive impacts on student mathematical identity and progress.
- Access to summer programs increased student access to College in the High School courses offered in the district. The success of students in the high school summer courses continues to help propel students toward their postsecondary goals in their High School and Beyond Plans.
- As a result of the data and discoveries within the communities of practice, Chehalis will use this information to look at programmatic and systemic levers to determine if larger shifts are needed. The district intends to examine the scope and sequence of curriculum to ensure consistency and clarity of related content across grades, and ensure big ideas students need to understand are not compressed due to the pacing of the curriculum (for example, jumping into a big idea like division in the short time between breaks in November and December).

Spokane School District

As interest in student-centered instructional models grows through Spokane's educator led professional development model, three additional middle schools and one high school have expressed interest in participating in the math improvement pilot in the 2024–25 school year. Access to professional learning both within and beyond the district has been an important element of Spokane's math improvement project. The district reports the importance of, "doors and windows that allow the affirming exchange of innovations to flow between districts" and states the importance of funding to support opportunities for educators to engage in professional learning that facilitates the exchange of innovation.

Other Relevant Information

Chehalis School District is thoughtfully approaching student support through programmatic structures within schools and across the district to ensure students have access to rich teaching and learning in the classroom. The district is committed to building a culture of expectation for students and thoughtful decision making with intentionality to continue to provide the best support for students across the district. Chehalis is committed to finding ways to best support students through vertical alignment of mathematics content and ensuring big ideas of math in a grade are getting the instructional time and attention students need to be successful in demonstrating their proficiency on assessments.

Spokane School District is exploring ways to systematize the organic professional development structure that has grown across the district to maintain momentum. The district also states the technology-based resources they are using in the math improvement pilot are helpful as students work individually in class. The program positions teachers as coaches to come along

side students, differentiating supports for individual student needs. Additionally, the district has used the Building Thinking Classrooms model (Lilijedahl, 2021) as the cornerstone of student-centered inquiry instructional practice and professional development. The district reports, "Every school should be thinking about how to grow their capacity in student-centered instruction and Building Thinking Classrooms is a great framework to use....several students [said] something to the effect of 'My math class is the only one where I know every students' name.' There is something profoundly therapeutic about authentic problem solving in groups."

Schools/Districts Receiving Assistance

Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.

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