Washington Office of Superintendent of
PUBLIC INSTRUCTION

Spokane School District Pilot

1. **Purpose:**
Determine effective approaches to systemic and lasting improvement in math achievement within grades 6-12. Spokane School District will define and implement locally-defined strategies for math achievement aligned with three shared areas of focus.

2. **Description of services provided:**
Services provided included professional learning for teachers, coaching and support by a math specialist, technology to support student learning in a remote environment and a software license for mathematics curriculum.

3. **Criteria for receiving services and/or grants:**
Schools were selected due to size and geographic location to allow for diversity and to maximize future application of findings statewide.

Beneficiaries in 2019-20 School Year:

Number of School Districts:	1
Number of Schools:	11
Number of Students:	nearly 10,000
Number of Educators:	275
Other: Bilingual Education and Special Education programs and faculty Not identified	

Number of OSPI staff associated with this funding (FTEs):	0 FTE
Number of contractors/other staff associated with this funding:	0

FY20 Funding:	**State Appropriation:**	$85,000
	Federal Appropriation:	$0
	Other fund sources:	$0
	TOTAL (FY20)	$85,000

4. **Are federal or other funds contingent on state funding?**
☒ No
☐ Yes, please explain.

If state funds are not available, the state will not be eligible…

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY20	$85,000	$85,000

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

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators
FY20	1	11	10,000	275

7. **Programmatic changes since inception (if any):**
This is the first year of implementation.

8. **Evaluations of program/major findings:**
There has been a shift from teacher-centered direct instruction to student-centered instruction in which students spend class time developing conceptual understanding, communicating with fluency, and engaging in problem solving. The schools are also implementing technology-supported intentional practice that supports and tracks progress towards meeting standards to encourage problem solving during synchronous instruction. Using MATHia as an indicator of progress, the district finds that it is approximately one third of the way to reaching its goal to shift teacher practice to improve student achievement.

9. **Major challenges faced by the program:**
Data collection/evaluation has been severely impacted by Covid19.
Implementing professional learning for teachers and principals has been challenging.
Providing convincing evidence of the potential for success has been difficult.

10. **Future opportunities:**
The district believes that students will be better prepared to communicate, and problem solve with math. As the standards become integrated by context, teachers can be freed from the laundry list instructional approach to take better care of the students in their charge. There will be the potential to have more powerful information to affect college placement. There may be an opportunity to build a

better system to communicate students' growth experiences through a digital portfolio of mastery derived from intentional practice rather than the results of one summative assessment.

11. **Statutory and/or budget language:**
ESSB 6168, Sec. 520 (23)(c) $85,000 of the general fund—state appropriation for fiscal year 2020 and $85,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the Bremerton school district to improve math scores.

12. **Other relevant information:**
N/A

13. **Schools/districts receiving assistance:**
See OSPI's Grantee List

14. **Program Contact Information:**
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