Washington Office of Superintendent of
PUBLIC INSTRUCTION

Spokane SD Pilot, Chehalis SD Pilot, Bremerton SD Pilot

1. Purpose:

To promote student centered math classrooms that position our students as learners who communicate and can transfer what they know to solve problems.

2. Description of services provided:

The majority of funding contributed to the support of the summer professional learning workshops for teachers and incentives to encourage their participation. This was not necessarily in the form of direct compensation instead providing resources for implementation and use in classrooms (ie. calculators)

3. Criteria for receiving services and/or grants:

Districts are identified in the budget [522(29)] for continuing work in the Math Improvement Pilot.

Beneficiaries in 2021-22 School Year:

Number of School Districts:	1
Number of Schools:	15
Number of Students:	14,000
Number of Educators:	120
Other:	N/A

Number of OSPI staff associated with this funding (FTEs): 0

Number of contractors/other staff associated with this funding: 0

FY22 Funding:	State Appropriation:	$255,000
	Federal Appropriation:	$0
	Other Fund Sources:	$0
	TOTAL (FY22)	$255,000

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

No

5. State funding history:

CC1 - Spokane SD Pilot

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

CE1 - Bremerton SD Pilot

Fiscal Year	Amount Funded	Actual Expenditures
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 Schools
2022	3 School Districts
2021	3 School Districts
2020	3 School Districts

7. Programmatic changes since inception (if any):

As in all aspects of education, timelines were impacted by the pandemic but additional district-based changes also contributed to different, and often increased, need for adaptation. The district changed its school-based boundaries and switched from a junior high to a middle school model resulting in a large change to staff in the schools involved in the Math Improvement Pilot. The resulting faculty needed to be trained and develop buy in for the ongoing work and the addition of sixth grade created the need for additional changes.

Because of these multiple factors, the project was scaled down to several schools instead of district wide implementation. One school in particular was selected for focus and will be used as a model for the consideration of expanded implementation.

8. Evaluations of program/major findings:

Students that that used MATHia, to complete at least 25 workspaces by May, scored higher on their SBA than their peers that didn't. Middle school aged students passed the SBA (with a 3 or 4) at a rate 12% higher than the district average. At the high school level, sophomores who completed at least 25 workspaces by May, passed the SBA (with a 3 or 4) at a rate 14% higher than the district and state pass rate.

Student groups who did or did not complete the 25 workspaces (approximately 3000 and 11,000 students respectively) were similar in characteristics with the exception of which math teacher they had during the year. It was the teachers who engaged with and implemented the summer training frameworks whose students were more likely to complete the workspaces.

9. Major challenges faced by the program:

Finding and funding adequate staffing to support the change remains challenging. Ideally, supported implementation requires a coach at each building and funding is not sufficient to provide that resource.

After several years of implementation, teacher turnover and support are becoming impactful. Teacher retirement rates are high and expected to continue so finding and onboarding new teachers is, and will continue to be, challenging. These new teachers need to experience the training and buy into the model.

10. Future opportunities:

Additional schools can direct their building directed time toward implementation of professional learning of this type, that is, supporting student-centered classrooms particularly through the feeder system of schools.

Continuing to fund summer professional learning will provide renewed perspective and connections to maintain and build on goals to align with best opportunities for students, not the status quo.

11. Statutory and/or budget language:

ESSB 5693, Sec. 522(29) - $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:

N/A

13. Schools/districts receiving assistance:

See OSPI's grantee list.

14. Program Contact Information:

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