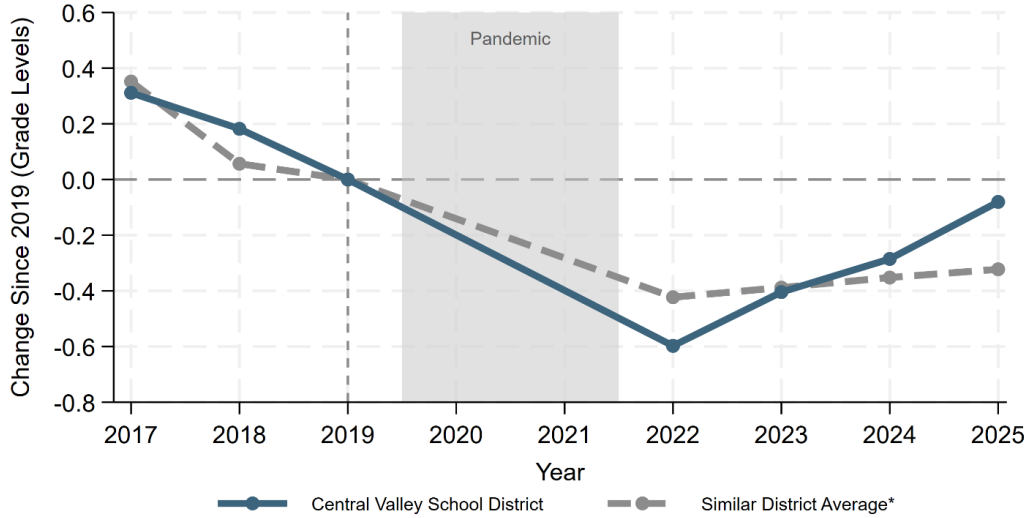


Central Valley School District
Liberty Lake, Washington

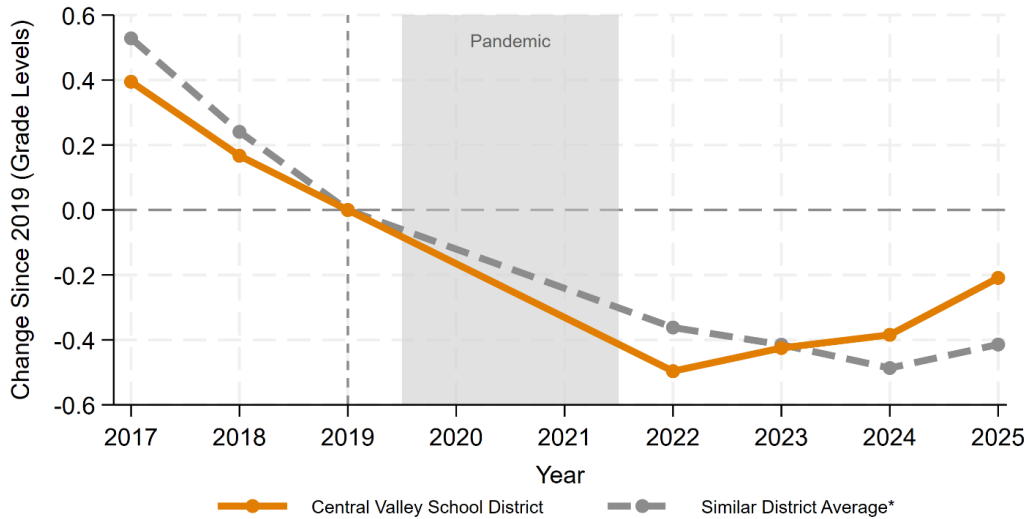
Central Valley School District, WA

Change in Math Achievement Since 2019, Grades 3-8



The achievement in the focal district and the similar district average are shown relative to their 2019 achievement and set to 0 in 2019. Source: Figure created by the Education Scorecard, a collaboration between Harvard's Center for Education Policy Research and Stanford's Educational Opportunity Project. Data courtesy of the Stanford Education Data Archive (SEDA). For details on the methodology to create the SEDA data, see <https://edopportunity.org/trends/methods>

Change in Reading Achievement Since 2019, Grades 3-8



The achievement in the focal district and the similar district average are shown relative to their 2019 achievement and set to 0 in 2019. Source: Figure created by the Education Scorecard, a collaboration between Harvard's Center for Education Policy Research and Stanford's Educational Opportunity Project. Data courtesy of the Stanford Education Data Archive (SEDA). For details on the methodology to create the SEDA data, see <https://edopportunity.org/trends/methods>

*Similar Districts: , Spokane School District, Tumwater School District, East Valley School District (Spokane), West Valley School District (Spokane)

Student Demographics (October 2024):

Total student population: 15,102

White: 77.2%

Hispanic: 8.6%

Two or more races: 6.8%

Economically Disadvantaged: 47.8%

Dr. John Parker, Superintendent

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- “Recognition by the Education Recovery Scorecard affirms the work happening in our classrooms every day. While we’re proud of that progress, we remain focused on continuously refining our practices so every student benefits. Our success is the result of intentional, system-wide work—grounded in strong, data-driven Professional Learning Communities, guaranteed and viable curriculum, consistent professional development and a relentless focus on each student’s individual needs. We’ve built a system where educators are supported to do their best work through collaboration, clear instructional frameworks and sustained learning. That coherence across our district is what’s driving stronger outcomes and meaningful gains for all learners.”

Background:

The Central Valley School District serves anywhere from 14,000 to 15,000 students across 29 schools and learning centers in an 80-square-mile area spanning Spokane Valley and Liberty Lake, Washington. The district is the 8th largest employer in Spokane County and operates on a \$277.3 million general fund budget (2025-26). Nearly half of CVSD students qualify for free or reduced-price meals, and the district serves a sizable special education population (17.8%)

In April 2026, [McDonald Elementary](#) became one of [four Washington schools](#) to receive a 2025 ESEA National Distinguished Schools Award from OSPI for exceptional student performance and academic growth. Superintendent John Parker was honored with the 2024 Robert J. Handy Most Effective Administrator Award for large districts, sponsored by PEMCO and the Washington Association of School Administrators.

Strategies for Success:

Scaling Professional Learning Communities across the system

- CVSD operates [Professional Learning Communities](#) (PLC) as its district-wide instructional operating model, supported by sustained external expertise. The district credits PLC implementation as a primary driver of its math and ELA assessment gains.
- Teachers collaborate during dedicated PLC time on late-start Thursday mornings, trained on data protocols that lead to discussions to produce changes in instructional practice rather than generic discussions. PLCs examine individual, class-level and grade-level student data and share differentiated instructional strategies to best meet the needs of each student.
- CVSD's 29 schools are organized into three [Learning Communities](#): Western, Central, and Eastern, each anchored by one of the three comprehensive high schools ([Central Valley HS](#), [University HS](#), [Ridgeline HS](#)) and its feeder elementary and middle schools.

Learning Communities meet to close learning gaps across the elementary-to-middle and middle-to-high-school transitions.

- In 2024–25, the CVSD Board of Directors studied [Leading PLCs at Work Districtwide](#) (Eaker, Keating, Hagadone, Rhoades), and in 2025–26 launched a "SIPs and PLCs in Action" initiative placing board members inside PLC teams and monitoring [School Improvement Plan](#) progress across all 29 schools.

Adoption of Bridges in Mathematics as the K-5 curriculum

- CVSD invested in [Bridges in Mathematics](#) from the [Math Learning Center](#), an inquiry-based, activity-based K-5 curriculum using visual models and hands-on experiences to give students multiple pathways into algebraic concepts.
 - Bridges is designed around the insight that eighth-grade [Smarter Balanced](#) math is algebra-heavy. Building algorithmic fluency and conceptual understanding through hands-on K-5 experiences gives students multiple inroads to algebra before they are tested on it.
- The district reports reduced behavior incidents at the elementary level, which leadership attributes to higher student engagement with experiential learning and multiple representations rather than a worksheet drill.
- Every elementary building has a Bridges content expert, selected from early-adopter staff, giving teachers real-time help.
- CVSD implemented a tiered response approach for the new math instruction, with clear roles at each level: consistent messaging from the school board and superintendent, professional development team, in-building content experts, and through individual follow-up.

Districtwide instructional coherence and sustained professional development

- CVSD treats curriculum development as a district responsibility, not a teacher responsibility. The district is building a [Guaranteed and Viable Curriculum](#) (GVC) tied directly to [Washington state standards](#) and developed by CVSD teachers facilitated by the Learning and Teaching team.
- The district enforces clear role boundaries. GVC teacher teams, together with the professional development team, build curriculum, teachers deliver it in the classroom, interventionists provide support to struggling students, and building connections experts coach colleagues.
- CVSD expanded professional development participation [from 5,612 participants in 2021–22 to 6,108 in 2024–25](#). Over the same period, certificated staff PD classes nearly doubled from 123 to 235.
- CVSD uses a pyramid MTSS model, where all students access core Tier 1 instruction and intervention resources, and then focus on 20% who need more support in Tier 2 and 5-10% access Tier 3 foundation support. Every elementary school has dedicated intervention time and trained intervention teachers, trained in [LETRS](#) for literacy and [Math Recovery](#) for early math, both evidence-based, nationally recognized intervention models.