

2015-2016

# Annual Report



**Northwest Educational  
Service District 189**

*Together We Can*



## A Message from the Superintendent

On behalf of the Northwest Educational Service District 189 Board of Directors and staff, I am pleased to submit this annual report for the 2015-16 school year. The 35 school districts of the NWESD region represent the tremendous diversity and unique character of the northwest corner of Washington State. The NWESD prides itself on being an indispensable partner and resource to our member school districts in their efforts to provide equity of opportunity and to reach high levels of achievement for all students.

From early learning to K-12 and beyond, the NWESD seeks to meet the needs of our 35 school districts and the 165,000 students they collectively serve through responsive, cost-effective and high quality services and programs. We truly see our success directly linked to the outcomes experienced in the classrooms, schools and districts across the NWESD region.

**Together We Can** is more than just a catch phrase on our letterhead and publications. It is a deeply engrained core value that guides our mission, vision and goals. Whether working within our region or across the statewide network of nine Educational Service Districts, we strive to be adaptable and nimble to the changing complexion and needs of the districts we serve through the fostering of collaborative partnerships, engaging in ongoing dialogue and attending to continuous improvement efforts.

I hope you find this annual report interesting and relevant to your work on behalf of the students you serve. I welcome your feedback and suggestions for how the NWESD can be of better service and assistance in your school community.

**Larry Francois**  
NWESD Superintendent



## Our Philosophy

Together we can...provide leadership and cooperative services to our educational communities in support of their efforts to increase the number of students meeting state and local standards. In response to school requests and/or state and federal initiatives, the NWESD has the ability to develop new services quickly and bring them to scale regionally or statewide as needed.

## Linking Educators with Resources

ESDs are a vital link between the public schools, private schools, and various state and federal agencies. This includes working closely with the Office of the Superintendent of Public Instruction (OSPI). NWESD provides, for our region, a centralized point for the aggregation of services and information relevant to K-12 Education in Washington. Through the aggregation and pooling of services, administrative and overhead costs are minimized. The result of this centralized approach is to provide a highly efficient and cost-effective service delivery system to NWESD client school districts. Regional centralization also assures that school districts receive the services they desire and a voice in how they are delivered. Minimal duplication of support services results in significant cost savings to the participating school districts, allowing the greatest use of taxpayer dollars for instructional purposes.

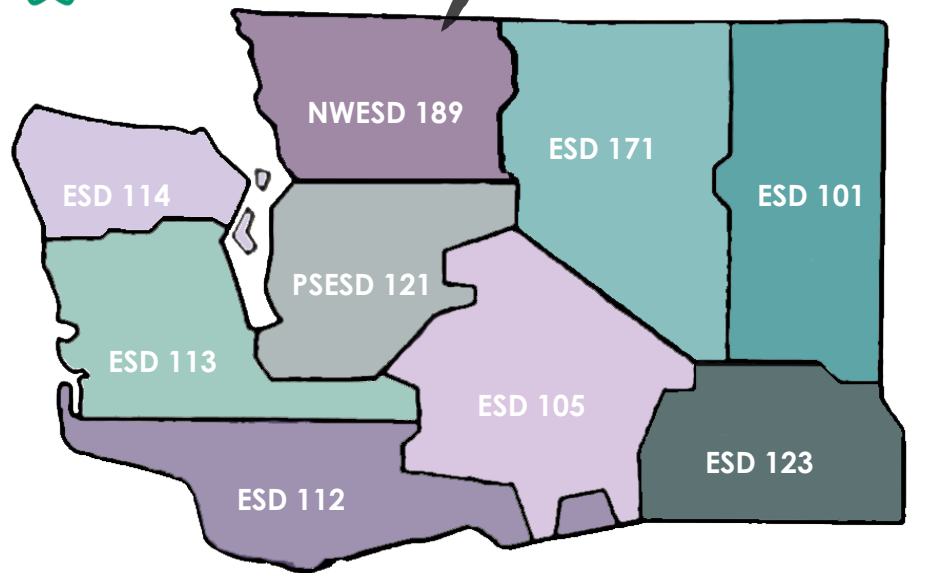






**AESD** ASSOCIATION OF  
EDUCATIONAL  
SERVICE DISTRICTS

Nine ESDs. One Network.  
Supporting Washington's Schools and Communities



## Washington State's ESD Network

In Washington state, there are **9 Educational Service Districts (ESDs)** that oversee a total of **295 school districts**. ESDs are critically necessary in Washington State, providing resources to facilitate the implementation of essential educational services and statewide education initiatives.

## Who We Are

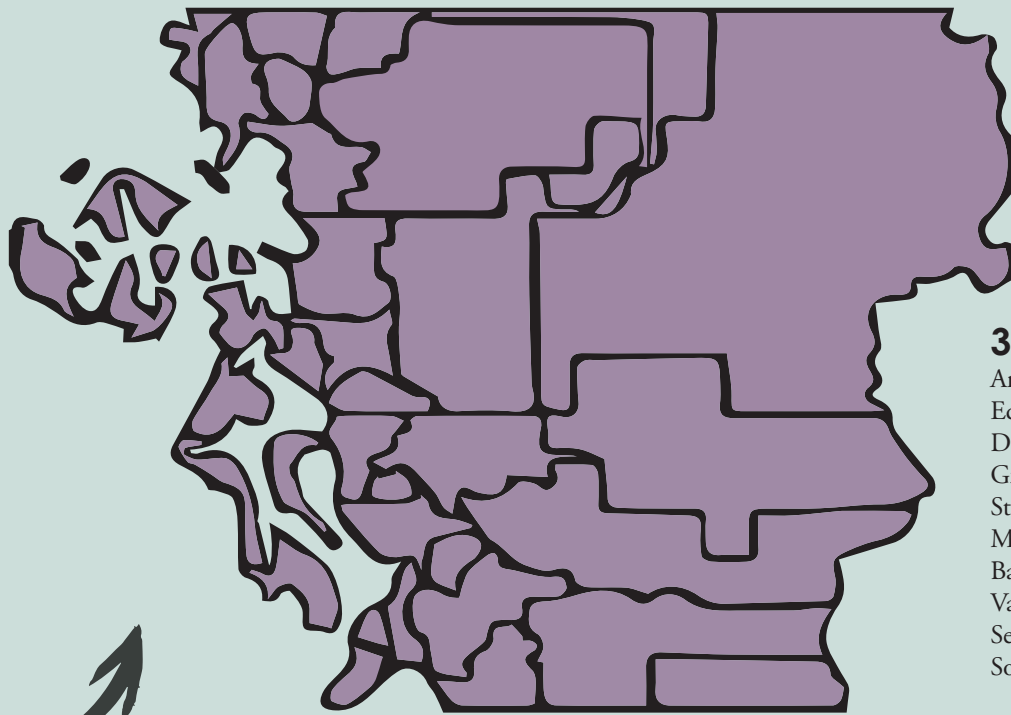
Northwest Educational Service District 189 (NWESD) is one of nine Educational Service Districts (ESDs) serving the needs of K-12 educators in Washington State. The ESD structure was established in 1969 by the state legislature to assure that quality services are available to all public and private schools in their respective service areas. NWESD serves 35 school districts in the five counties of northwest Washington, bringing cooperative programs, grants, and timely education services to schools serving approximately 165,000 students. Schools in Whatcom, Skagit, Snohomish, San Juan, and Island counties utilize a variety of NWESD resources each year to enhance their individual systems and work collectively to deepen understanding around national educational standards.



**Northwest Educational  
Service District 189**

*Together We Can*

## The NWESD Region Districts At-a-Glance



**165,791 Students**

**439+ Schools**

**8,845 Classrooms**


**5 Counties:** Island, San Juan, Skagit, Snohomish, Whatcom

**35 School Districts:** Anacortes, Arlington, Bellingham, Blaine, Burlington-Edison, Concrete, Conway, Coupeville, Darrington, Edmonds, Everett, Ferndale, Granite Falls, Index, La Conner, Lake Stevens, Lakewood, Lopez Island, Lynden, Marysville, Meridian, Monroe, Mount Baker, Mount Vernon, Mukilteo, Nooksack Valley, Oak Harbor, Orcas Island, San Juan, Sedro-Woolley, Shaw Island, Snohomish, South Whidbey, Stanwood-Camano, Sultan



# Students in the NWESD 165,748 (October 2015);165,791 (May 2016)

gender



48.5% 51.5%

Test results

WaKIDS (2015)  
K Ready: 47.6%

Math (SBA results)  
3<sup>rd</sup> gr: ↑0.8%  
11<sup>th</sup> gr: ↑11.5%

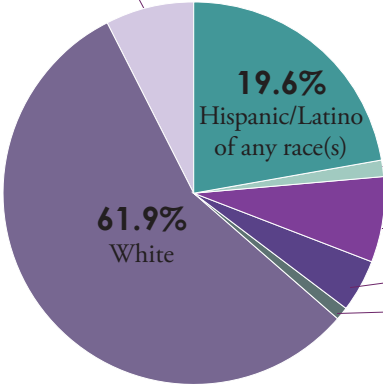
Science (MSP)  
5<sup>th</sup> gr: ↑2.5%  
8<sup>th</sup> gr: ↑8.3%

Language Arts (SBA results)  
3<sup>rd</sup> gr: ↑1.7%  
11<sup>th</sup> gr: ↑55.3%

Biology (EOC)  
10<sup>th</sup> gr: ↓1.4%

↑↓ % show the difference between academic years 2014-2015 and 2015-2016

race/ethnicity



graduation

80.8% NWESD High School Graduation Rate  
(adjusted 4-yr graduation rate class of 2015)

78.1% WA State Average  
(adjusted 4-yr graduation rate class of 2015)

special programs

38.7% Free or Reduced-price meals

14.4% Special Education

9.6% Transitional Bilingual

1.1% Migrant

3.5% Section 504

other

0.6% Unexcused Absence Rate

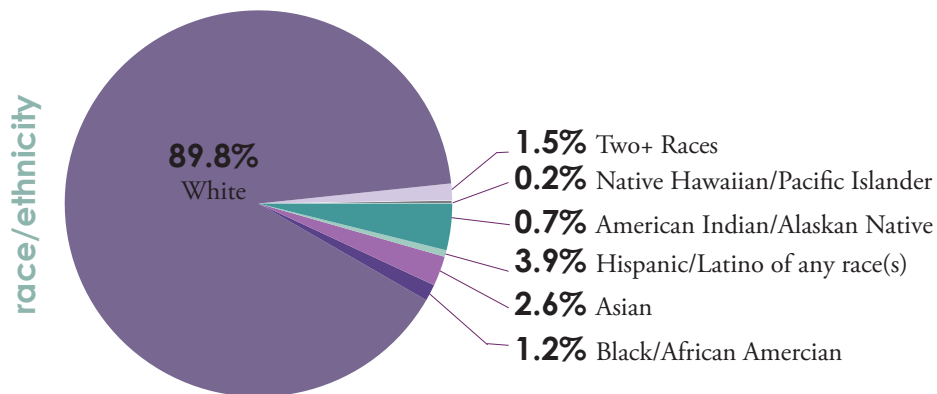
data reported from [k12.wa.us](http://k12.wa.us) > research & reports

# Teachers in the NWESD 9,527 (October 2015-2016)



NWESD & NWRDC  
participation

**9,241** **617**  
**teachers** **classes &**  
**attendees &** **workshops**  
**participants** **taught**



data from OSPI

"I look forward to participating in the regional work at NWESD with enthusiasm. Every opportunity provides me with deeper understanding of how to create enrichment in my classroom, as well as my building. From my own experiences over the last two years, I have seen a greater interest in vertical alignment and focus on close reading across the district."

Risa Livingston, Teacher



# Programs & Services Offered

## Cooperatives

CBA Cooperative  
(closed 8/31/16)  
Compensated Absences Pool  
Deaf/Hard of Hearing  
(closed 8/31/16)  
Eastside Summit  
(closed 8/31/16)  
Highly Capable Cooperative  
Legal Services Cooperative  
NWRDC Data Services  
Northwest Regional Learning  
Center (NRLC)  
Science Materials Cooperative  
Skagit Detention Education  
Program  
Skagit Discovery  
Snohomish County Public Schools  
Information Cooperative  
Snohomish Detention Education  
Program  
Snohomish Discovery  
Traffic Safety Education  
Unemployment Cooperative Pool

Whatcom Detention Education  
Program  
Whatcom Discovery  
Workers Compensation Trust

## Grants

Educational Advocacy  
Equity & Measures  
High School Math & Science  
Professional Development  
K20 RITU  
Javits Gifted & Talented Pilot  
Program  
LASER Alliance  
Migrant Education Program  
NRLC Title I N&D  
Open Doors  
P-3 Literacy Alignment  
Prevention Intervention Services  
Project Aware  
Regional Literacy Support (K-4)  
Regional Transportation  
Coordinator  
San Juan Lifeskills

School Nurse Corps  
Skagit Detention Title I N&D  
Shape the Future  
Snohomish Detention Title I N&D  
SpEd Coordinated Services  
Agreement (CSA IDEA 611 & 619)  
Student & School Success  
TPEP  
Transforming Professional  
Learning (WA-TPL)  
WaKIDS Data Workshop  
Washington Reading Corps  
WASEM Safety Planning  
Whatcom Detention Title I N&D  
Youth Mental Health First Aid

## Fee for Service

Accreditation  
Administrator Professional  
Certification  
Business Manager Academy  
Clock Hours  
Contracted Online Speech  
Services

Digital Resource Center  
Enhanced Fiscal Services  
Full-day Kindergarten Training  
(OSPI modules)  
Fingerprinting  
Growing Kindergarten Conference  
HIB Compliance Officer Training  
Kindergarten Leadership Series  
Knowledge Bowl  
Launching Leadership  
Network Support Services  
(Technical Services)  
NWRDC Contract Business  
Services  
NWRDC Print Shop Services  
NWRDC Non-Member Trainings  
Online Issues of Abuse  
P-3 Literacy Alignment Regional  
Cohort  
Positive Behavioral Interventions &  
Supports  
SpEd Administrator Professional  
Development  
Student Leadership Training

For a complete list of NWESD programs and services used by district visit: [www.nwesd.org/annualreportdata15-16](http://www.nwesd.org/annualreportdata15-16)





Teaching & Learning Professional  
Development  
UW-CEL Area of Focus Institute  
Young Authors  
Youth Mental Health First Aid  
Training  
Youth Suicide Prevention  
Training

#### Other Services at No Fee

Curriculum Directors' Meetings  
District Assessment Coordinator  
Meetings  
Math Regional Support  
NWRDC Contract Business  
Services  
PreK-K Transition Report  
School Nurse Corps  
(Consultation & Technical  
Assistance)  
Science Regional Support  
WaKIDS (Training & Technical  
Assistance)



My work as a teacher leader has been continuously transformed with my connection (Literacy Learning Network and ELA Fellows) and coursework of the Northwest ESD 189. Most notable are my embedding discussion protocols from the School Reform Initiative into the professional learning sessions I facilitate. By modeling, utilizing, then debriefing, teachers are armed with something to immediately implement."

Karin Rose, MEd, NBCT  
Secondary Content TOSA  
Monroe School District





Cesar Medina-Perez #14 plays outside mid-field for the Bellevue Community College Bulldogs where he is studying Arts & Science. Photo by Rich Dworkis

## Student Success: Cesar Medina-Perez

Several years ago Cesar Medina-Perez had gotten so far behind in class credits he didn't know if he was going to graduate from high school. However, Cesar not only graduated, but he graduated on-time, due to hard work, determination and a little encouragement from some special teachers along the way.

One of the teachers was NWESD's Brian Brown. Cesar met Mr. Brown at the Skagit Detention Center. He had heard that Mr. Brown had been to graduations and treated past students with "pizza and other crazy stuff." He decided to test the offer and asked Mr. Brown if he would come to his graduation in a dress! Mr. Brown told Cesar, "Yes, I'll do it and I will even jump up and down and say that's my son!"

After his time in the detention center, Cesar went back to high school and put his nose to the grindstone. However, just three weeks before graduation Cesar said, "I was still two credits behind and I was really stuck on one of the courses and I just couldn't get it. I was ready to break down and quit when Ms. Farren, the biology teacher at Mount Vernon High School, pulled me aside and told me that quitting was unacceptable and that I had to do this for myself. She steered me in the direction of getting the help that I needed in that course so I could move on. She told me she believed in me and saw past all the bad things she'd heard about me. She was the last

bit of motivation I needed at that last moment. Without her I would have settled for just graduating during summer school.”

Ms. Farren said, “Cesar is so intelligent, and I just want him to live up to the potential I see in him. I saw that he sometimes sold himself short. Cesar worked hard to learn what he needed to in order to meet the standard, but he did it all himself.”

This past June 2016, almost three years after his original conversation with Mr. Brown and only two days before the actual graduation, Cesar called Mr. Brown and gave him the news that he would be graduating. Mr. Brown kept his word and showed up at Cesar’s graduation in a beautiful dress that he and his wife had picked out. When asked about his philosophy on teaching and inspiring students, Mr. Brown humbly said, “That’s just what teachers do; it’s your profession. I’m not the only one who does this type of thing; everyone does things like that in one way or another!”

Beginning his Junior year with only 5-1/2 credits, Cesar made it back to high school and, despite the obstacles he encountered, graduated on time. He believes that, “anything is possible if you try!”

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Cesar is currently a student at Bellevue College and a member of the soccer team. He is #14 and plays outside mid-field. He is studying to obtain an Associate in Arts & Sciences Degree degree with the goal of attending a university or art school with a cinematography or film program, and he has aspirations of someday becoming a director in the film industry.



Ms. Heather Farren, Mount Vernon  
HS Biology Teacher



Mr. Brown and Cesar on  
graduation day



# Reflections of NWESD's 2016 Regional Teacher of the Year (TOY)



Michael Werner teaches CTE Manufacturing at Granite Falls High School and is best known for his Eco-Marathon Car team champions <http://bit.ly/2ie8Ego>. The past year was full of learning, connecting, collaborating and communicating – all while continuing to do what he loves best – teaching!

Michael said “The most exciting part of being the 2016 NWESD TOY was (and still is) the collaboration with fellow teachers. Specifically, with Granite Falls ELA colleague Stephanie Reistad-Schwartz our work together since 2014 culminated in a well-received presentation at the State CTE fall conference. And in a new ‘cross-mountain’ collaboration with 2017 WA State TOY and K3 STEAM teacher, Camille Jones, we created a ‘learning partnership’ with each other and ‘our clients’ (what he calls his students). Connecting classroom academic subjects to the working world early in elementary education and highlighting real world opportunities could be the beginnings of a learning solution to prevent the student engagement drop off in the high school years. I believe that opportunities lead to passions - we must bring these opportunities to the students to see firsthand and in real time as the pace of change quickens.”

This past year Michael was able to attend several educational conferences in Washington and around the country which fueled ideas for his teaching approach and helped him to better understand how the education system works in Olympia. He said, “Teacherpreneurs, like myself, are hoping to bring more ‘bottom up’ influence in the teaching process. We must learn about how the movers and shakers (aka lobbyists) work to get things done at the state level.”

In collaboration with WATAC and OSPI, he was given the opportunity to hone his communication skills for teaching by exploring different styles of writing and design (infographics). Michael learned how to create a style guide, and he started using Twitter as a communication tool for education by participating in social media initiatives like OSPI's #askateacher project.

Overall, Michael felt that his TOY experience gave him valuable outside-the-classroom exposure, and helped him to bring real-world opportunities back to his students. “I want my classroom to be a ‘more relevant’ place where students can identify opportunities, engage their own passions, and then choose what it is they need to learn to get there.”

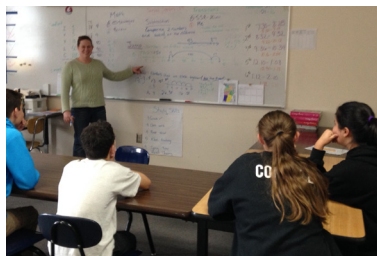


# Taking Professional Development Back to the Classroom

Beth Pruitt is a Special Education teacher at Anacortes Middle School. Last year she attended a series of courses designed for the NWESD's Special Education Learning Leaders, which is a group comprised of teacher leaders from different districts. These Special Education teachers learn applications for "all students" and attend sessions in which they participate, review, modify, and take workshops back to their districts for use with paraeducators, other teachers and principals.

An example of taking the "all students" application back to her school district came when Beth used a laminated placemat and presentation Lara Cole, NWESD Program Specialist and course facilitator, had introduced in the class. The placemat had the differentiation strategies broken down by content area. All students have different learning needs, and a vast majority are not identified with an IEP or a 504 plan. The placemat example showed teachers that when students are given material at their level, their behavior is engaged and on-task. By attending the NWESD class, Beth felt that using the lessons she learned along with the materials that had been provided during the NWESD training helped her to successfully illustrate her point to school staff.

It wasn't just the course content that Beth was excited about. She said that as an instructor, "Lara is dynamic and responsive to her audience. I had the benefit of attending all three areas in instruction and was able to see her in a small group as well as teaching to a large group. In both settings she was able to engage and challenge all 'students'. I really appreciated how passionate and knowledgeable she was with the content. Often instructors have one or the other, but an instructor that has both is amazing....and contagious! Another great thing about Lara, the 'door' is always open.



**"As a special education teacher you are often the only teacher in the building, an island. It is amazingly refreshing and energizing to be able to meet with others that are dealing with similar challenges."**

I am really hoping that the learning leaders are able to continue this year. As a special education teacher you are often the only teacher in the building, an island. So far this year, we have communicated through e-mail. It is amazingly refreshing and energizing to be able to meet with others who are dealing with similar challenges."





## Board of Directors

### **Charles Crabtree**

District 1: Bellingham,  
Meridian

### **Dr. Jack Thompson**

District 2: Blaine, Ferndale,  
Lopez Island, Lynden, Mount  
Baker, Nooksack Valley, Orcas  
Island, San Juan Island,  
Shaw Island

### **Mark Venn**

District 3: Anacortes,  
Burlington-Edison, Concrete,  
Conway, Darrington,  
LaConner, Mount Vernon,  
Sedro-Woolley

### **Claudia Talmadge**

District 4: Coupeville,  
Lakewood, Mukilteo,  
Oak Harbor, South Whidbey,  
Stanwood-Camano

### **Dr. Alan Erickson**

District 5: Everett

### **Joel Thaut**

District 6: Arlington,  
Granite Falls, Index,  
Marysville, Sultan

### **Claudia Buxton**

District 7: Edmonds, Mukilteo

### **Gordon W. Griggs**

District 8: Edmonds, Mukilteo

### **Merle Kirkley**

District 9: Lake Stevens,  
Monroe, Snohomish

## Leadership

**Larry Francois:** Superintendent

**David Forsythe:** Assistant Superintendent for Operations

**Pam Estvold:** Assistant Superintendent for Teaching & Learning

**Lisa Matthews:** Assistant Superintendent for Finance & Compliance

**Kyle Bunker:** Director Technology Services

**Jodie DesBiens:** Director Behavioral Health & Prevention Services

**Shirley Cutshall:** Director Special Programs

**Karma Hugo:** Director Early Learning

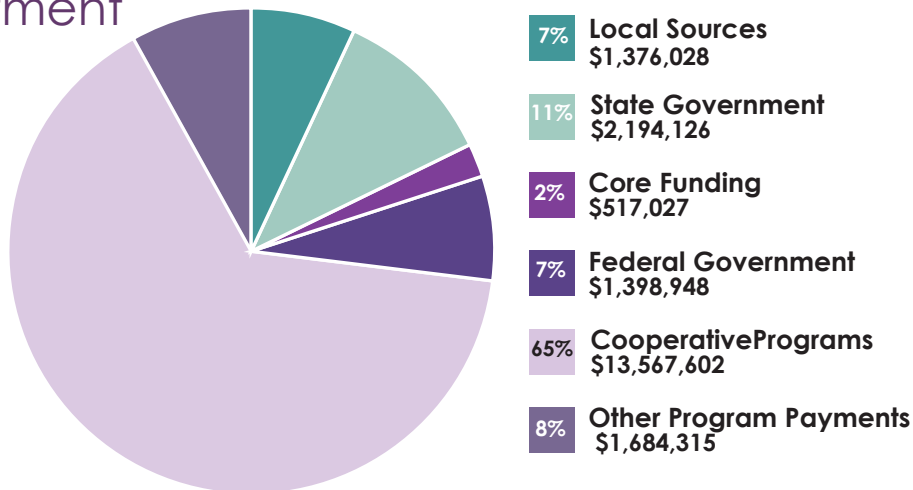
**Lynn Roediger:** Director Northwest Regional Data Center

# Return on Annual Investment

**ESD Funding** Unlike local school districts, which receive the majority of their funding from the state, ESDs are largely self-supporting organizations sustained by competitive grants, cooperatives, and fees for service.

“Core” funding – the amount allocated by the state – totals only 2% of NWESD funding. Core funding is based on the number of school districts and the size of the geographic region served. For the NWESD, core funding increased from \$510,474 in 2014/15 to \$517,027.02 in 2015/16.

While core funding does not make up a large percentage of any ESD budget, it provides the foundation on which all ESD service is built. For the NWESD, core funding is the catalyst that turns \$1 of funding into \$40.11 of service. Core funding ultimately generates revenue and service at no cost to the state. When core funding is reduced, students and taxpayers suffer – student services decrease and/or costs to the state increase.



Core funding allocated to the NWESD totaled \$517,027.02 and accounted for approximately 2% of annual revenue sources.

The NWESD core funding allocation was leveraged to provide \$20,738,047 in services for students in the region's 35 school districts.

For every \$1 of core funding provided to the NWESD, \$40.11 dollars of service is provided to students in the region.





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